CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A research worker in the field of education needs to accretive up dated information about the particular area in which the work has to be done or taken up. The Investigator finds the review of related literature relevant in various aspects when the Investigator goes through the previous research and relevant literature, the Investigator becomes familiar with the study and recognizes in what area researches have not been along.

The review of related literature helps an Investigator to define his problem not only with reference to the problem under investigation but also in relation to the topic of the chosen field. It is an indispensable step for a researcher as it gives him a deeper insight and understanding of his problem. By examining what is already done in the area under investigation he becomes familiar with various trends and phrases in this area.

A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help the Investigator to determine the nature of his/her own research.

A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and the chosen field of research. While the form of the literature review may vary from study to study, the basic purposes of research is provided a context for the
research, justify the research, identify the gaps in the work, avoid reinventing the wheel, carry on from where others have already reached, identify other people working in the same fields, increase the breadth of knowledge of the reviewer’s subject area, identifying opposite views, put the work in to perspective and identify methods that could be relevant to the research undertaken.

The summary of the writings of recognized authorities and of various researches provide evidence that the researcher is familiar with what is already known and what is still unknown and untested significance of such a review of related literature clearly pointed out by Barg (1965) and observes that “literature forms the foundation upon which all the future work is built”. The area of tribal Education is still in nascent stage as for as research studies are concerned. However, few studies have been conducted on certain components of tribal education both with in the country and abroad.

2.2 STUDIES RELATED TO TRIBAL EDUCATION

Education of the Indian tribes caught the attention of not only anthropologists but also educationists and psychologists. A good number of researches have been taken up by a good number of researchers on tribes and their educational problems. Researches and surveys with respect to the social aspect of the tribes have been studied by anthropologists’ sociologists and psychologists. Education of scheduled tribes is an important area of research. A large number of researches have been carried out in this area.
2.2.1 Indian Studies

This section specially deals with the available literature in India related to education for scheduled tribes.

The first contribution to the study of the educational problems of scheduled tribes in India was made as early as 1944 by professor Furer-Haimendorf. The author has described the outlines of educational schemes he had drawn up for the Gonds of Adelabad district in the Nizam’s dominion of Hyderabad. The dawn of independence and the establishment of tribal research institutes in states having a sizeable tribal population boosted research efforts in the field of tribal welfare, of which education was a major component. Eminent anthropologists like Chattopadhyay, Basu, M.N. and Biswas were made variable suggestions regarding tribal education.

Chattopadhyay (1961) studied 500 tribal and 500 non-tribal students from different divisions of Tripura and revealed that both the groups were generally backward in Tripura. However consistently higher score achieved by tribal boy only on the Alexander’s pass along test showed that the problem solving situation posed by this test might be more akin to the real life environment of the tribal boys than that of the non-tribal boys. Only one significant factor, which might be considered to be of the nature of ‘g’ was obtained by factor analysis.

Ambashta, N.K. (1966) dealt with tribal education in respect of three agriculture tribes in Bihar the Oraon, the Kharia and the Munda. He dealt with the cultural setting, the pattern of traditional education, the agencies of modern education, the village schools, the perception of the teachers by the students and the teacher’s perception of the students, female education, social education, the
relationship between education and economy, the problems of the school dropout, wastage and stagnation at the primary level and the impact of education on the tribes.

**Sen** (1968) conducted a survey on the primary education for tribals and laid down the importance of education and pointed out that the tribal education should have a distinctive feature of its own. According to him there should be three fundamental education systems: 1. Health 2. Economics and 3. Technical. The educational system of India has been discussed in detail. The writer has described the literacy drives and language problem, folklore, medium of education, library and museum for the community centre and education for women.

**Srivastava, L.R.N.** (1968) dealt with education and modernization among the Munda and the Oran of Ranchi. For modernization he selected mobility, empathy, rationality, participation, achievement motivation and communication as the basic indices. The study has been enriched by case studies and careful use of statistics. The role of education, as an important factor of modernization has been examined against the background of control sample.

**Sailja Deoras** (1972) measured the social distance and self-concept of scheduled tribe and non-scheduled tribe college adolescents and found that the differences between the mean scores on the social distance scales have been found extremely significant between scheduled tribe boys and non-scheduled tribe girls, and between scheduled tribe girls and scheduled tribe boys; however, no significant difference has been recorded between non-scheduled tribe girls and boys as well as between scheduled tribe girls and boys.
Bansal (1973) studied a sample of 235 high caste students and 195 scheduled tribe students of class IX from five higher secondary boys schools in Haryana State. Results show that two groups differ significantly in the areas of home, school, social and emotional adjustments. The scores in all these dimensions were high in the high caste boys as camped to the scheduled tribe students.

Bardhan, A.B. (1973) in his study points out that a vast majority of teachers in the tribal areas can neither speak nor understand the tribal dialect. As a result there was a little communication between the teacher and the taught, and it is not surprising that the adivasi boy or girl barely succeed in crossing the primary stage. At the very start they find themselves seriously handicapped.

Adiseshiah and Ramanathan (1974) did their study on the education problems of scheduled tribes in Tamil Nadu which has relevance for Orissa state. The aim of their study was 1. To collect reliable and relevant information to asses the types and extent of educational problems of scheduled tribe school and college students, 2. To make an objective evaluation of the government policies for the education of scheduled tribes. 3. To suggest measures to achieve better and quicker results with their implication to the present policy and method of implementation. The study reveals that the literacy rate of scheduled tribe in the state was as 5.19%. The tribal students formed 68.08% of total enrolment at primary, 48.04% at middle. And 95.57% at high school in the selected districts which accounted for 81.86% of the total state population of scheduled tribes. The rate of school attendance seemed to vary inversely with the size of the tribes.
Chitnis (1974) conducted her study with schedule tribe college students of Maharashtra. The aim of the study was to investigate the problems faced by the college students of scheduled tribes and to investigate into attitude, interest, choice, aspirations and participations in extra-curricular activities, etc. The major findings were that the majority of (75%) of the children said that the job potential of the course had governed their choice. Majority of the students faced difficulty in last two years of school and first two years of college.

Dubey (1974) carried out his study on 246 SC and 223 ST students and 129 college teachers of 20 colleges from five districts of Assam. These studies aimed at investigating the socio-economic background of the SC and ST college students and see how their education affected their aspirations and performance their way of life, their participation in other activities, their feeling and opinion about their states, etc. The findings of his study revealed that 71.5% of tribal students did not find difficulty in following lecture. All had high educational and occupational aspirations and the students showed interest in extracurricular activities, while majority of the teachers felt that the total students had a poor intelligence.

Rajagopalan (1974) carried out study on 196 SC and 113 ST students and 134 teachers of Karnataka. The study surveying the condition of scheduled castes and scheduled tribes high school students of Karnataka: assessing the status of SC and ST students, their socio-economic conditions, their performance at school, their involvement with other groups and opinion of their teachers about their performance, etc. Some of the important findings regarding tribal students were that their economic condition was poor. Most of the students felt the need for
private tuition. The influence of mass media seemed to be very negligible. The educational aspirations of tribal students were very high.

Rathnayya, E.V. (1974) of Andhra Pradesh carried out research among structural constraints he includes the ecological constraints produced by climate and physiographic, which create problems of communication, socio-economic constraints, dealing with the cultural aspects of educational system of Tribes. Psychological constraints arising out of the fact that most of the tribal are first generation learners who are shy by nature, resulting in low participation and constraints in educational system itself which leads to quick dropout, the medium of instruction, faulty text books, difficulty in finding tribal teachers and problems of administration and supervision.

George (1975) did his study on 25 scheduled caste and 100 scheduled tribe students selected form 23 institutions in six districts of Kerala. The objective of his study was to identify the factors that motivate the tribal students to go to college: to study the factors responsible for dropout of tribal students and to study the facilities available for tribal students and their perception about the same. The major findings of his study were that the reservation on the community basis needs to be changed to considerations like economic backwardness. The amount of scholarship was inadequate and the system of distribution was complicated. Parents need to be educated about proper utilization of resources.

Mishra (1975) conducted a study to find out the relative importance of the various factors motivating a tribal towards education. It also sought to find out the hindrance in reaching the desired goal set by the Government. The study showed that there were four main factors of motivation viz. 1. Government assistance.
2. Desire to improve the socio-economic stages 3. Desire for education 4. Parental goading, of these the first one was found to be the most forceful in motivating the tribal boy towards education.

Singh (1975) conducted his study on 173 scheduled tribe students of secondary schools in Rajasthan. The specific aim of the study was to assess the status of the scheduled tribe school students of Rajasthan and to identify the kinds of discrimination and the types of difficulties they faced, to know the opinion of these students about the official measures taken for their betterment. The major findings regarding the tribes were that the girls came for education was comparatively less in proportion to boys. The tribal students were comparatively of higher age. Tribal students had a low aspiration for technical and professional education.

Kotra Subba Rao (1976) has done a research study titled, “An investigation in the problem of tribal children’s education at the primary level with special reference to Vishakhapatnam district, Andhra Pradesh”, and he elaborately discussed various issues like enrollment retention, etc., of tribal children and also factors influencing the enrolment rate which are common for the tribal of H.D. Kote Taluk also.

Sachdeva, M. (1980) spatial analysis of the socio-economic structure of tribal communities in Maharashtra; addressed itself to the influence of social and demographic variables like urbanization, literacy and population size on participation rate and pattern of economic participation in different industrial categories. The results showed that it is poverty that compels both tribal male and female to work for a livelihood throughout the year.
Desai and Patel (1981) carried out a study on “Ashram schools at Gujarat – A study”. The major findings of the study were the impact of the schools on the people which could be seen in terms of awareness about education, awareness regarding their profession. Social and political roles and also the changes introduced in the system of farming.

Pandey (1981) tried to analyze the socio-cultural factors which determined the academic achievement of scheduled tribe students. But besides this, he tried to find out their academic and occupational aspirations, the teacher-taught relationship and the interaction between tribal and non-tribal students. On the basis of his findings, the author suggests that a different educational system should be provided to accelerate the progress of the tribes.

Yathiraj Kumar (1981) deals with these issues in respect of two scheduled tribes (Jatapu and Saora) of Bhadragiri Block in Andhra Pradesh. He seeks to analyze the institutional framework of the school system and to delineate the areas where the schooling process is being affected by institutional deficiencies and influence of socio-cultural factors. The author examines the compatibility between schooling experience and the traditional training received by tribal children. He makes an attempt to assess the nature of change due to the impact of the school system on the local community. The interaction between the school system and the socio-cultural framework is studied with special reference to enrolment, admission procedure, absenteeism and wastage, curriculum, vacation, school hours and role of teachers.

Hussian, M.Z. (1982) favoured themes of research in the area of tribal education, in regard to primary schools in the rural areas of the Bhilwara district in
Rajasthan. The study aimed at determining the rate and form of wastage in primary schools in rural areas and finding out the rate of stagnation. The results of the study only corroborate earlier findings of scholars working on the same theme in different states of India. The study by N.N Vyas of Rajasthan tribal areas also come to the same conclusions.

Lalitha (1982) and Fatmi (1986) studied the achievement motivation among school going students. One of these focuses on parents’ expectation. Both these studies were conducted in a comparative perspective, taking into account both the tribal and non-tribal children. The study revealed that there was no significant difference in the mean scores of tribal and non-tribal students in achievement motivation.

Srivastava, Rajni (1982) in their case study on “Sociological problems in tribal education” and explored the attitudes of Indian parents and teachers and presents a case report of an Indian tribal family to illustrate sociological problems of educating children in tribal areas. It is asserted that the main barriers to schooling of tribal children are parents’ illiteracy and unconcerned approach, large family and domestic responsibilities, and tribal customs and traditions.

Some researchers have gone beyond formal education and looked into the impact of adult education among the tribes. Both these studies (Laxminarayan, 1983; Sathyarayana Rao, 1986) however have been made in the state of Andhra Pradesh. These studies bring out the problems of adult education and the responses of tribal participants in the adult education programme. The performance of the participants was highly satisfactory in reading ability, average for own writing ability and below average of arithmetical ability one of the studies
revealed a close association between participation in adult education and modernity levels.

Tribal education cannot achieve its objectives unless it is based on the identification of educational needs, probabilities and problems of the tribal community. Two such studies were made by Santara Binata (1984) and Raut, P.C. (1985). However two approaches were entirely different. While the first study focused on one tribal community, the other brought out the trends, perspectives and educational programmes in tribal education and the formulation of action, strategies in respect of the tribals in Orissa. The latter applied systems analysis for identifications of the constraints on tribal education and tried to present a system approach, model for the improvement of the situation.

Chand (1985) deals with self-perception, socio-economic status, vocational and educational aspirations and academic achievement from tribal areas in the north-east. The study dealt with a sample of boys and girls in 9th standard drawn from 10 high schools and covering there Naga groups Augami, Ao and Sema. The author tried to bring out the differences between various tribal groups. The academic achievement of boys belonging to the three tribes was significantly different from that of the girls in the respective tribes.

Choudary (1985) his study covered tribes belong to different economic settings in North Bengal. An effort was made to examine the effect of education on incubation, family, marriage, religion and political life. The study showed that education had an effect on various aspects of tribal life to varying extents. Educated tribes had more modern attitudes towards occupation, family, marriage, religion and politics. The educated of all categories did not favours joint family or
participation in common endeavors but considered education as an important means of social improvement.

**Verma** (1985) made a study of the factors that affected academic achievement among high school and non tribal students at junior high school level in Uttar Pradesh. This provides a comparative perspective of study not only of academic achievement but also the attitude of both categories of students towards school, medium of instruction and their socio-economic status, self-concept and their personality in school. The study brought out that the main achievement of schedule caste students was significantly lower than of tribal students and students from other castes. Scheduled tribe students belong to higher socio-economic status as compared to scheduled caste students. There was not much difference regarding self-concept.

**Balakrishna** (1986) studied the effect of socio-cultural deprivation on the cognitive and non-cognitive abilities of tribal adolescent students of Bihar. The study revealed that Christian tribal students possessed more intelligence, better reasoning ability and higher achievement motivation than non-Christian tribal students. Their vocational values also tended to be different. The level of aspiration of the Christian group was higher than that of the non-Christian tribal group.

**Lakeba** (1986) attempted to identify the structural variables which impede the speed of formal education among scheduled tribes and also studied the educational problems of tribal children. He found that tribal girls faced more difficulties than boys in doing their home work but were found to be more adjusted with teachers as compared to their male counterparts. The low
achievement of tribal children was attributed to factors like educational backwardness, unfavourable attitude of parents towards education and lack of motivation.

Raghava Kumari, A.S. (1986) made a descriptive and co relational study of the social attitudes of the problems of scheduled caste and scheduled tribe girls in secondary schools in Karnataka. On the basis of this study she made a plea for effective and suitable guidance to mitigate the problem of students in the scheduled category. Efforts also could be made to implement proper measures to develop favourable attitudes to certain current social issues.

Srivastava, P. (1986) made a socio-psychological study of stagnates among tribal and non-tribal students of class VIII. The study was designed to gain a comparative perspective of tribal and non-tribal stagnates with reference to their mode of stagnation achievement, personality traits, socio-economic status and intelligence. The study was made on 210 stagnates from five tribal groups and 250 stagnates from non-tribal people living in the same area. The findings implied that the programmes for the development of students from different tribes should be in accordance with their needs and their mother tongue should invariably be used as medium of instruction at the primary stage.

Sujatha and Yashodhara (1986) made a comparative study of some educational variables of scheduled caste and scheduled tribe students. They tried to find out the relationship between academic achievement and achievement motivation, school adjustment and personality factors.

Abrol, P.C. (1987) took up a study of constraints in the educability of three tribes-the Gaddies, Gujjars and Bakerwals in the Jammu region. It aimed at
identifying the out of school students and school constraints in the educability of tribal children as perceived by the community. The sample drawn from three districts consisted of 360 heads of tribal families, 499 tribal students and 252 teachers. The data was collected with the help of a questionnaire and interview schedule. The results of the study showed that property, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.

Awasthi, B.P. (1987) in his study on the Relationship between education of scheduled tribes and their socio-economic mobility selected the sample from Munda, Oraon and Kharia tribes of the Ranchi and Gumla Districts of Bihar. He found that the socio-economic mobility in the scheduled tribes increases with the spread of education.

Talesra Hemlata’s study (1988) is on tribals and Education: a quest for integration in the regional mainstream; and was financed by ERIC, NCERT. The study aims at analyzing the role of modern education in integrating tribes with mainstream and also attempts to identify the regional level areas in which integration of various tribal groups in Rajasthan is required. The study very rightly suggests that there is a need to develop an alternative model for tribal education, which should, on the one hand, help the tribal to preserve their ethnicity, and on the other hand, speed up their integration with the regional society. Special course oriented to technology rather than agriculture and co-curricular package of activities should be made available to tribal students. The methodology of education in this context requires a wide structural transformation.

Bhargava, S.M. (1989) studied on the educational facilities for the scheduled tribes of Orissa. It was a survey type of study which revealed that
educational facilities were better in non-tribal districts than tribal districts, in terms of school building, number of students, and size of class rooms, literary facilities like libraries and physical facilities like black boards.

Jain, V.K. (1989) is the only study available in the area of educational and career guidance for the tribal population. A sample of 338 classes XI tribal and non-tribal students from rural and urban areas was selected for the purpose of the study. The study did not indicate much difference between tribal and non-tribal students of Meghalaya in terms of background and vocational planning characteristics but on general mental ability, socio-economic status, academic achievements; tribal students were slightly inferior to their non-tribal counterparts. As compared to non-tribal girls and boys and tribal boys, tribal girls were found to be more independent in their job values. The basic reason lay in the nature of their society being a matriarchal society.

Raman, G.V. (1989) studied the problems of education among the tribal communities of Andhra Pradesh. The study points out that the infrastructure of Ashram school is poor, the teaching learning process was not satisfactory and absenteeism, stagnation and wastage were high. But the researcher found a perceptible impact of the Ashram school on local community.

Rehman, A.R.M. (1989) made a study of the “Missing tribal of Assam; some aspects of their primary and secondary education”. This study addressed itself to the issues of enrolment and drop-out and the relationship between the appointment of teachers and teacher-student ratio. The study found that poverty, lack of infrastructure and illiteracy among parents are main causes of the low enrolment of tribal children in schools. Many students from the tribal community
dropout between the primary and secondary levels and between secondary and college levels.

Shah, Beena (1989) explored the educational problems of tribal students and also studied their educational aspirations and achievement motivation. The sample comprised 221 tribal and 116 non-tribal students of classes VI-XII in Chamoli district. She found that senior basic level tribal students of general schools had more adjustment problems with their teachers as compared to their tribal counterparts. The rate of wastage and stagnation was significantly higher in the tribal group. The facilities in the special tribal schools were also better than those in general schools. One significant finding was that the scholarship money received by the students was being spent by the parents on their higher studies. These findings should take into account while planning education for tribal children.

The study by Gaur, Ashwini Kumar (1989) was an ERIC financed status survey of the special facilities given by the government for the educational upliftment of the tribal population, and it investigated the attitude of teachers and guardians towards this endeavor. The analysis of information showed that the special facilities provided by the government had influence on the educational development of tribal children. They also advocated training in self-employment for all tribal students and medical facilities for ailing tribal students.

Ekka, E.M.’s (1990) study on “Development of tribal Education in Orissa after independence is a descriptive study which concentrated on issues related to educational facilities, enrolment, literacy, effectiveness of various welfare schemes and the overall educational development of tribes in Orissa”. The study indicated
heavy dropout poor alternation and low literacy. The researcher attributes the low level of education of tribal to their inability to derive benefits from various welfare measures planned for improving their education.

Gaur, C.B. (1990) studied the difference between the facilities available and facilities utilized by scheduled tribes’ students of various sub communities of the scheduled tribes in Rajasthan. The study was conducted on a sample of 400 ST students of class VI. The researcher noticed that the enrolment in the initial classes was high but was low in the subsequent classes. An important finding of the study was the existence of hardly any relationship between the school curriculum and the traditional occupation and culture of the tribal population.

Verma and Sinha (1990) studied the cognitive ability, academic achievement and study habits of socially advantaged and disadvantaged adolescent students of 12th grade in Uttar Pradesh, India. Socially advantaged group was comprised of 50 students of high castes while, two socially disadvantaged groups were comprised of 50 students of backward caste and 50 students of scheduled tribes. The significant ‘+’ values for cognitive ability, academic achievement and study habits indicated that all the three factors were definitely affected by social advantage.

Another study in this series by Tripathy, Prabin Kumar (1991) is a comparative study of the cognitive functioning affective adjustment and academic achievement of scheduled tribe children attending special ashram schools and integrated upper primary schools in Orissa. The study reveals that the tribal children in integrated schools showed a more field independent cognitive style
than the tribal children in tribal schools. No significant difference in terms of academic achievement was found among the three groups.

**Das, Achyut**’s (1991) study on Innovative Education in remote tribal blocks: A search for contents and methods is an innovation which has been carried out through Agragamee in Orissa. It is an experiment in development of education, attempting a pattern of education in tribal regions of Orissa with community ownership and participation. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher training programmes conducted on a regular basis, and an effective supervision are helpful in promoting tribal education.

**Madhuri** (1991) in her investigation compared personality factors; academic achievement and scholastic achievement of socially high and low deprived tribal children of Rajasthan but did not find any difference in the personalities and academic adjustment of these two groups.

**Mandal, P.K.** (1991) studied the impact some psychological determinants on educational achievement of tribal students in west Bengal. The purpose of the study was to develop a standardized scale for measuring the academic motivation of tribal students belonging to high and low income groups of tribal people.

The study by **Majaw, Sister Julia, Narayana** (1991) attempt to ascertain the levels of education and other related factors including exploration of the differences between the dropouts and non-dropouts among the tribes of Meghalaya. She found that enrolment was the highest at the primary level and went on decreasing at the middle and high school levels. Though, at the primary level the enrolment of boys exceeded that of girls, but it was higher at higher
levels. The school was perceived as being more conducive to realization of their ambitions by urban children, boys and tribal children as compared to rural children, girls and non-children respectively.

The study by Santra, S.C. (1991) focused on the self-perception, parental aspiration, ability and school achievement of Santhal elementary school children studying in classes I to V children studying in the lower classes differed significantly from their counterparts in the higher classes in respect of self-concept, achievement orientation and intelligence, but the parental life and aspiration were not found to be closely related with these psychological attributes though the self-concept of children was found to be significantly and positively correlated with their achievement orientation. The study suggests that well designed enrichment programmes are needed to improve the level of school achievement of Santhal children which is otherwise low.

Another study, dealing with the educational and vocational interest patterns of tribal students and their relationship with intelligence, socio-economic status and educational academic achievement Chander Prabhat (1992) in a descriptive study conducted on 232 tribal students of high schools. The study suggests that more courses, including vocational courses should be started in the schools situated in the tribal areas so that students could opt for subject according to their interests.

Malhotra, O.P. (1992) studied the impact of education of Nicrobarese tribal life and adjustment at the post-doctoral level. This study examined the impact of modern education on the social, cultural, economic, political and religious life of the community, including its family structure and organization.
The sample was drawn from 15 villages of car Nicobar Island, which included both tribal and non-tribal teachers. The study showed that the spread of education has brought about changes in the traditional occupations, in the cultural life, in Nicobarese language and in their economic and political consciousness and has also made them more receptive to new ideas.

The study of Lata, Manju (1992) entitled ‘Academic achievements of the tribal and non-tribal pupils of Ranchi city was aimed at exploring the relationship between the secondary school curriculum and the pupils. A sample of 400 respondents was drawn through the stratified random sampling method from 12 senior schools of Ranchi. An important finding of the study was that the operating factors behind the scholastic attainments are both cultural and school environment factors, which are mutually exclusive.

Ameerjan, M.S. and Thimmappa, M.S. (1993) conducted a research study to understand whether the scheduled castes and scheduled tribes students differ from the students of other castes with respect to their extroversion and neuroticism: and to analyze whether the students of different socio-economic level differs in these dimensions no significant differences existed among the subjects of different castes as well as SES with respect to their extroversion and neuroticism either due to their caste affiliation or socio-economic level. The scheduled castes and scheduled tribe subjects were socio-economically more disadvantaged group when compared to other caste groups and did not differ significantly from others in respects of extroversion.

Annaraju P. and Thangarajan A. Ponnambala (1993) attempted to know the effect of psycho social factors on the academic achievement of the scheduled
tribe adolescents. Major findings of the study were i. Regarding personality factors, ST adolescents were better in self-concept, temperament, independence and adjustment, than nonscheduled tribes ii. ST showed higher occupational aspiration than non scheduled tribes iii. Regarding intelligence, non-schedule tribes adolescents were better than scheduled tribes. iv. Most of the non ST adolescents belonged to the higher SES group while most of ST adolescent girls belonged to the higher SES group than non ST girls.

Barkataki, Bandana (1993) studied child rearing practices and developmental status of children in some tribal communities of Assam. This study is indirectly related to education of scheduled tribes based on the fact that knowledge about child rearing in different tribal groups is inadequate and there is a need to have proper scientific knowledge children should be reared. It also focussed on the socialization process they undergo and the type of attitudes these societies projects about their children. The researcher explored the beliefs, customs, rituals associated with child bearing and rearing.

Chauhan, S.C. (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children in Bastar district of the Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district. He found that there was no significant difference in the educational facilities in the Bastar district. There was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievement was low. The education of the children has shown positive impact on the economic
condition of the family. There is also positive correlation between education and socio-cultural activities in their society.

**Pami Mina Ketan** (1993) conducted a differential study of academic performance in reading achievement and cognitive tasks among tribal children. The purpose was to investigate differences in performance of tribal and non-tribal children on same traditional tests that are ecologically valid for the tribal and non-tribal children and to explain the impact of socio-cultural factors in determining the performance differences of tribal and non-tribal children. The study showed that tribal children invariably performed poorly on all the reading measures such as cognitive tasks. The non-tribal children out performed the tribal children except on the perceptual tasks. In the perceptual tasks the tribal and non-tribal children did not differ significantly.

**Raju S., Raj, H., Sam Sanada** and **Tulsidharan, T.V.** (1993) studied academic achievement of scheduled tribe students in Wynad district of Kerala. It was found that the scheduled tribes and the non-scheduled tribes differed significantly in their academic achievement.

**Rao Rajeswar, A.** (1993) undertook a study about the impact of in-service educational programmes on tribal teachers at primary level of Allahabad district in Andhra Pradesh. He also tried to identify monitoring and administrative problems. The findings showed that there were quite a few monitoring and administrative problems. Survey and questionnaire methods were used to collect the relevant data. The programmes were irregular, there was lack of co-ordination between participants, resource persons and organizers, the programmers were not impressive as there was no impact on participants finances were inadequate and
the programme was not up to the mark and did not match the teacher needs paradoxically, the syllabus and the course material did not go hand in hand.

**Solanki, H.P.** (1993), studied education of scheduled tribe children of union territory of Dadra and Nagar Haveli. The objectives were to assess the adequacy of infrastructure facilities and teaching learning facility. The findings were: i. in spite of substantial financial resources made available for the education department by central Government. The children of scheduled tribes have not been able to catch up with children of non-ST or every child of schedule tribes residing in urban areas. The dropout rate was very high. The major cause of school dropouts in this territory was related to the social and economic conditions. They look upon modern education in as an attack on their way to life, if they do send their children to school. It was great reluctance.

**Kaushik, Avanindra** and **Rai, P.K.** (1994) undertook a comparative study of some personality variables in Oraon tribal and non-tribal students of Sagar University. The objective was to compare the Oraon tribal students with their non-tribal counterparts. Major findings were tribal and non-tribal boys differed significantly on authoritarianism and intolerance of ambiguity in favour of tribal boys. The tribal and non-tribal girls differed significantly on authoritarianism and rigidity factors in favour of non-tribal girls. The tribal boys differed significantly from tribal girls on authoritarianism, rigidity and intolerance of ambiguity in favour of tribal boys.

**Patnaik, Uma Shankara** and **Toppos, S.J.** (1994) studied the impact of scholarship on tribal education in Jashpur project, Raigarh district, Madhya
Pradesh. Major finding showed the distribution of post metric scholarship and student beneficiaries had a positive trend with their adjusted growth.

**Raju, Santhamma** and **Abdul Gafar, P.K.** (1994) studied some socio-personal factors of tribal and non-tribal pupils in relation to achievement in biology. The objectives were i. to compare the achievement in biology of tribal and non-tribal pupils, their socio-economic states, socio-personal adjustment and general anxiety and to estimate whether there exists any main interactive influence of the variables, socio-personal adjustment and caste on achievement in biology. Non-tribal pupils had significant superiority over the tribal in their achievement in biology for the different levels of socio-cultural adjustment and socio-economic status.

**Sharma, Khem Raj** (1994) studied educational attitude of tribal students. The objective was to study the general understanding of educational life style through the study of selected modes of educational practices followed by them and to study the attitude of the tribal students towards education in comparison to the non-tribals. The major findings were that the three groups differed significantly on gender and caste of students. The educational attitudes of three groups on the basis of the caste and family size, as well as caste and family education were also found to differ significantly.

**Suera, Govindbai, S.** (1994) studied the contribution of the “tribal areas sub-plan” in the education of adivasis of Sabakantha district. The study focused on the problems of primary education and the effectiveness of the tribal sub-plan in all round development of the adivasis. It accelerated student enrolment. The benefit of this scheme, however did not reach the very poor and illiterate adivasis.
The progress of education and physical facilities increased in four adivasi taluks of Sabarakantha district due to tribal sub-plan. The basic needs like sufficient number of teachers and rooms for pupils were not provided under tribal sub-plan.

**Thombare, Vidya** (1994) made a critical study of the Ashram schools in the state of Maharashtra with special reference to Kolhapur and Satara districts. The objectives of the study were to trace the historical development of education for the weaker sections of society in the country; to estimate the resources provided from both governmental and non-governmental organizations for the education of the weaker sections of the society; to analyze the implementation and organization of education of tribal students.

**Ambasht, N.K. and Rath, K.B.** (1995) carried out a study on the effect of household community and school factors on enrolment, retention and achievement among tribal students. It was found that there was motivation for higher education but means do not permit teacher truancy was found to be mythical in many cases. Decentralization of curriculum was not found. Similarly, some of the factors commonly believed to be responsible for low retention has been neglected school health programme in tribal areas were a strong need to increases retention. The absence of pre-school facilities inconsonance with local cultural need was recommended.

**Anand, G.** (1995) examined wastage in primary education among tribal children. The objectives were i. to know the functioning of primary education of Chenchu tribes ii. to find out the rate of absenteeism of Chenchu children attending primary school iii. to find out the rate of stagnation of Chenchu primary education system. The major findings were. 1. The absenteeism rate was the
highest in class I pupils, declared in class II to V. 2. The mean stagnation of class I was more than all other classes 3. The average dropout was higher in lower classes and lower in higher classes.

**Dubey, Ashok Kumar** (1995) examined the relationship between the creativity development and problems of scheduled tribe children in early schooling. The objectives were to find out the relationship between creativity developments and geographical, family and school problems of scheduled tribe children of early schooling and it was found that significant relationship existed between flexibility, imagination and originality dimensions of creativity and problems of scheduled tribe children of three to five years. Negatively significant relationship was found between geographical problems and fluency dimension of creativity of scheduled tribe male children of five to eight years.

**Panda, Bijoy, K.** (1995) conducted a sociological study on the tribal schools in the Koraput district of Orissa. The objectives were to study the manifest and latent functions of the schools for tribal children functioning in the Koraput district of Orissa to study the organization of such schools and the impact of these schools on the community. It was found that the classroom interaction was very limited and passive. No special efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards rituals, functions, fairs, festivals and ceremonies relating to the tribal communities.

**Raith, K.B. and Saxena, R.R.** (1995) studied the effect of pupil and school level variables on the achievement of scheduled caste/scheduled tribe students. The objectives were i. to study how far SC/ST and non SC/ST students differ in
their mathematics and language achievement ii. to study the difference that exists within schools and or between schools iii. to study which are the school level factors that minimize such differences. Major findings were that SC/ST students had significantly low attainment in both language and mathematics in most of the states. It was found that the low attainment level of SC/ST students in mathematics was prevalent in Haryana, Karnataka, Kerala and Madhya Pradesh. In language also SC/ST students tend to have low scores except in Karnataka.

Raj Tilak (1995) undertook a study on academic alienation among tribal high school students of Himachal Pradesh in relation to their home and school environment. The purpose was to study the academic alienation among tribal high school students in relation to their gender, their home environment, their school environment and its factors. The tests revealed that male and female tribal high school students did not seem to their level of academic alienation. Tribal high school students belonging to high and low levels of home environment, however, appeared to exhibit significant difference in their academic alienation. There was no significant interaction between gender of tribal high school students and permissiveness factor, nurturance factor, reward factor, control factor conformity factor, rejection factor, punishment factor, protectiveness factor, social isolation factor and deprivation of privileges factor.

Sahoo, F.M. (1995) studied ways of combating learned helplessness of scheduled caste and scheduled tribe school students. The objectives were to compare children of SC, ST and general students with respect to their learning helplessness, attribution styles in terms of internal, global and stable dimensions, personality and self efficiency. The study shows no difference with respect to
other activities. Helplessness was positively related to internal global and a stable dimension of explaining bad events, whereas helplessness was negatively associated with internality and stability of explaining good events.

Verma, B.P. and Negi Sita (1995) undertook a cross cultural study to examine academic motivation among tribal and non-tribal adolescents. The objectives of the study were to study the differences in academic motivation of tribal male and non-tribal male, tribal female and non-tribal female adolescent students and to explore the gender difference in academic motivation of tribal adolescent students and non-tribal adolescent students. It was found that non-tribal adolescent students had significantly higher level of academic motivation as compared to tribal adolescent students. In tribal and non-tribal groups, gender difference did not come out to be a significant differentiating factor with reference to academic motivation.

Eshwaraih, G. (1996) studied children’s education among the primitive tribals of Andhra Pradesh. The study investigated into the nature of tribal children’s schooling, parents and teacher’s awareness and interest and their relationship with the primitiveness of tribal and economic change. The finding showed that 75% of the parents wanted to educate their children for higher studies so that jobs could be secured for their children. Around 25% of the parents were aware of reservation in education and jobs. While they also informed that only half of the teachers attended schools regularly.

Latchanna, G. (1996) took a comparative study of grade repeaters and dropouts in tribal and non-tribal primary schools. The objectives were i. to undertake a comparative study of grade repeaters and dropouts in tribal and
non-tribal area ii. to examine the causes of wastage and stagnation iii. to estimate unit cost for tribal and non-tribal pupils and wok out the monetary values of wastage and iv. to suggest measures for improving enrolment and the retention rates to be maintained at 100%. The findings were i. the average size of the primary schools in the tribal area was smaller than that of the non-tribal primary schools ii. the smaller size of the tribal primary school caused greater wastage of expenditure that the non-tribal primary school. iii. The ratio of wastage in the form of grade-repeaters and dropouts was high in the tribal primary schools than the non-tribal primary schools because of various sociological and economic factors.

Panda, Bhujendra Nath (1996) undertook a study on work values and self-concept of tribal and non-tribal teachers of Arunachal Pradesh. The study attempted to evaluate difference in the work values of self-concept between tribal and non-tribal teachers. The findings showed: i. the mean differences between tribal and non-tribal groups on seven work values normally altruism, aesthetics, intellectual stimulation, independence, economic returns, security and surroundings were significant. Tribal teachers were found to value altruism, intellectual stimulation, independence, economic returns and surroundings more than non-tribals. In the case of other values, viz. creativity, achievement, prestige, management, supervisory relations, associates, variety and way of life there was no significant.

Pati, S.P. (1996) evaluated primary school curriculum for tribal children of Orissa. The objectives were: 1. to know whether the prescribed curriculum is false/partly the same or different for the tribal and non-tribal primary school children ii. to explore the relevance of the prescribed primary school curriculum
for the physical, cultural, mental, social and moral development of the tribal children iii. to ascertain whether prescribed curriculum has been prepared according to the needs and interests of the tribal and iv. to suggest measures for modifications of the curriculum. It was found that curriculum was same for the tribal and non-tribal primary school children. A significant percentage of teachers were of the view that the curriculum followed for the tribal primary school children had not been prepared according to the age levels of the tribal children. The surrounding environment was not at all been taken into consideration while preparing the curriculum for the tribal children.

Pradhan, Nityananda and Panda, Anil Kumar (1996) in a research paper on moral judgment of tribal secondary school children in relation to their gender attempted to study the independent and interactive effects of tribal and non-tribal difference and gender on moral judgment; and examine the attainment of autonomous level of moral judgment of secondary school children. The findings of the study were 1. tribal children were found to be significantly higher as compared to their non-tribal counterparts on moral stage score 2. there was significant difference between boys and girls on moral judgment. Interaction effect of gender and tribal and non-tribal status was not significant.

Mavi, N.S. and Pate, Ishwar (1997) studied academic achievement in relation to selected personality variables of tribal adolescents. The purpose was: i. to examine the nature of relationship among Academic achievement, Personality factors, Intelligence, Self-concept and level of aspiration of tribal high school students. ii. to establish multiple regression equations for predicting academic achievement from personality type, intelligence, self-concept and level of
aspiration as predicators. Major findings indicated that there was a significant positive correlation between academic achievement and personality type, intelligence, self-concept and level of aspiration. There was a significant positive correlation between personality type and intelligence and level of aspiration, between personality type and intelligence and level of aspiration between personality type and self-concept. There was a significant positive correlation between intelligence and level of aspiration.

Pathy, M.K. and Khadanga, Umesh, P. (1997) conducted a study on mastery learning in language among tribal children. The objective was to assess the existing levels of language competency among the tribal children based on the language competencies as enlisted in the MLLs document. The study revealed that 77% tribal children were not found competent in language.

Wilson, M.J. (1997) undertook a case study on people’s participation in management of school in tribal areas of Vishakhapatnam district Andhra Pradesh. He attempted to study the impact of participation of the tribal community in the growth and development of school management in the tribal areas of Vishakhapatnam district. The main objective of the study was to study the gaps in establishing the working condition and performance of Maa Badi (our school) as per the guide lines laid out by the integrated tribal development agency to find out the extent of the participation of the tribal community in the growth and development of Maa Badi Schools. The major findings were 1. the people’s participation to establish the Maa Badi School was successful in both the villages. 2. The factors of the school location, basic infrastructure, teaching aids and teaching procedures were satisfactory in both the villages. It was observed that the
school performance system such as conducting tests regularly was being undertaken in both villages. 3. It was observed that the school performance system such as conducting tests regularly was being undertaken in both villages. However promotional procedures were not very well structured in the guidelines. 4. The tribal people’s participation in the management of Maa Badi schools was found to be highly satisfactory.

Jain, Siddhartha (1998) studied social competence among tribal and non-tribal pupils. The aim was to assess the relative status of social competence among tribal and non-tribal pupils on account of their gender, locality and grade. Social tolerance of tribal pupil was found much higher than non-tribal pupils. Difference was not very much clear no social maturity. Under cultural group and gender categories non-tribal pupil had shown much clear superiority. However, under locale and grade categories the difference was less clear for both the groups. Non-tribal pupils were significantly higher on social competition, social leadership and composite socio competence.

Kushuan, A. (1998) studied factors influencing certainty and cognitive styles in tribal and non-tribal children. The aim was to study how demographic and home environment contribute to the expression of creativity and cognitive styles in Sigali tribal and non-tribal children. Major findings were that non-tribal children excelled the tribal children in verbal competencies of creativity, however there was no significant difference between tribal and non-tribal children with regard to non-verbal creativity.

Dash, J. (1999) studied trends and problems of higher education of scheduled tribes in Orissa. The objectives were to analyze the development of
education of scheduled tribes in an historical perspective; to find out the inequality in enrolment of different communities and to analyze the special facilities available for education of scheduled tribes. The findings showed that due to low enrolment and higher rate of dropout, equality of opportunity in enrolment achieved by scheduled tribes at subsequent stages of education was very low. Representation of scheduled tribes in higher education, universities and technical and professional courses was the lowest. It was revealed that the tribal habitations were greater victims of non-provision of schooling facilities.

Bakshi, S.R. and Kiran Bala (2000) present the social-economic status of several scheduled tribes inhabiting in various regions of our subcontinent. Their life-style, customs and traditions are quite different from the population in our rural and urban areas. In fact ‘they live in their own world’. Their social backwardness has been assessed at various levels and schemes have been launched for the education of their children, to provide them with facilities to enjoy good health and jobs to meet their daily needs.

Basantia, Jaga Mohan and Mukhopadhyaya, Dulal (2000) studied the effect of psycho-social factors and achievement on tribal students. The purpose was to study the difference between gender and achievement of tribal students in their psycho-social constraints: and the relationship between psycho-social constraints and academic achievement of the tribal students. It was found that boys and girls did not differ in terms of psycho-social constraints. The degree of psycho-social constraints differed between high achievers and low achievers. High achievers had low levels of psycho-social constraints. It was revealed that psycho-
social constraints and academic achievement are negatively correlated with each other.

**Chakrabarty and Ghosh (2000)** studied that the seats of educational institutes are reserved for the ST and monetary assistance such as stipends and scholarships are provided, the literacy rate and the school attendance rate among the ST are very low. Such low attendance rates have been explained by physical inaccessibility and language and cultural differences. It is, however, also likely that the STs expected returns to formal schooling may be very low since they live in villages where well-paid jobs are less available, thus deterring their investment in formal schooling.

**Gauri (2000)** undertook a research study to find out the impact of incentive schemes on the progress of education of girls from disadvantaged group SC, ST, OBC, in Rajgarh and Dhar districts of Madhya Pradesh. She found that the incentive schemes did not have the desired impact on enrolments and retention of girls at primary level. The bottleneck lay largely in the management and distribution system of each of the existing scheme. The study suggested that community support, strong awareness about demand and supply mechanism. A vigilant administration and an in-built system of monitoring and evaluation of existing schemes were necessary for their successful implementation.

**Naidu, T.S. (2000)** objectives were: 1. To study the dropout differences among tribes of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka; 2. To find out the demographic variation among the dropout of children in tribal area in South India; 3. To find out the reasons for the dropout of children in tribal area in South India. Method employed was: Descriptive survey methods as well as
qualitative and quantitative research were adopted for the study. The sample was taken 652 dropout children from 41 villages in Yelagiri hills in Tamil Nadu, Attapadi in Kerala, Araku valley in Andhra Pradesh and B.R. Hills in Karnataka, using probability sampling method. Findings reveal that: 1. the number of dropout children were very high in number in the interior and distant tribal villages. 2. Female dropouts were more in number than the male dropouts. 3. In Tamil Nadu, female dropouts are high compared to other states. In Kerala, percentages of rural dropout Children are more than the Kurumbar and Mudugar areas. In Andhra Pradesh, majority of the dropout children belong to Kondora, Bagatha and Porangi Parja. In Karnataka, the female dropouts are less in number than male dropout.

Ambasht, N.K. (2001) the pioneer of tribal education, came out with a collection of his research paper, and articles published from time to time covering the problems of education of the scheduled tribe children, analyzing these and flagging the issues. The book is divided into sections dealing with a. Policy issues b. Education and tribal culture c. Tribal education scenario d. Tribal education in other countries e. Research trusts.

Hooja (2001) scrutinized the policies and strategies for the development of tribal India over the plan period. The study covered the central tribal belt and issues like literacy, education, health and hygiene, lack of infrastructure and employment opportunities figured prominently.

Mitra (2002) offered an evaluation of the development programmes among the tribal groups in West Bengal. The author reviewed the history of the administrative measures of the Indian constitution and analysed the level of
integration achieved by these tribes. With the help of empirical evidence, the study also identified the emerging issues and areas of development.

Mohanty Atasi (2003) studied reading and achievement behaviour patterns of tribal and non-tribal children: implications for teaching-learning process. This study investigated the performance characteristics and difference between tribal and non-tribal sub-culture groups on reading, Meta linguistic and classroom achievement. The findings revealed that non-tribal children performed better than their tribal counterparts in reading comprehension but the tribal did better on meta-linguistic tasks. The difference in the performance was attributed to differences in the home environment and exposure to various opportunities for both the groups.

Vinoba Gautam (2003), Education of tribal children in India and the issue of Medium of Instruction: A Janshala experience. Janshala, a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalised groups, Scheduled Caste/Scheduled Tribes/minorities, working children and children with specific needs. A unique feature of Janshala is that it is a block-based programme with emphasis on community participation and decentralization. The blocks have been selected on the basis of different indicators such as low female literacy, incidence of child labour, and concentration of Scheduled Tribe (ST) and Scheduled Caste (SC) populations. A related and more important lesson is that tribal children are neither culturally inferior nor cognitively less competent than the children of other groups. Instead many of their skills and abilities are highly developed and extremely sophisticated.
Deshmukh (2004) criticised the customs, traditions and culture of the Kokana tribe of Maharashtra. The study analysed the formal and informal approach to tribal education and the socio-economic aspects of tribal education. Education has been identified as the most significant variable in the promotion of the socio-economic advancement of the tribes.

Jagatdeb (2005) offered a critical analysis of the major weaknesses of the tribal development strategies adopted in India. The tribal problem was considered essentially one of the backwardness of the area and of the people. The better placed in terms of population, economic strength and education were cornering gains of development and this necessitated a shift in development policy in favour of the poorer sections of the society.

Kattakkayam (2005) highlighted the social structure and changes, which occurred among the Uralies of the Idukki district of Kerala. The focus was on the history, progress, education and the present conditions of life and the impact of various welfare measures on this aboriginal tribe. Based on the empirical data, the author found that the progress among the Uralies left much to be desired.

Thomas (2006) conducted one of the earliest empirical studies on the Muthuvans of Travancore. The study dealt in detail on the habitat, economy, education, agriculture, social life and culture of this tribe. The anthropological fieldwork undertaken by the author during 1951-53 provided the primary data required for the study.

Lokesha, C. (2007) conducted a study on problems associated with enrolment and retention of tribal children in elementary schools of H.D Kote;
found out the reason for class enrolment and retention. He discussed it on the basis of tribal socio-economic and cultural background.

Hasnain (2008) undertook a study of the tribal life in India with special reference to their social, economic, political, cultural, educational and religions aspects. The study was a comprehensive one as it pointed out the major problems confronted by the tribals of India.

Sailabala Debi, Mahesh, E. (2008) studied Development of Education of Scheduled Tribes in Orissa: The Role of PESA Act. The present study aims at examining the educational status of tribals in a scheduled state viz., Orissa and also makes an attempt to study the role of PESA Act in the development of education of the tribals. The main findings of the study are: i. The literacy rate of male, female and total population of scheduled tribes in the scheduled districts are lower than the non scheduled districts with an exception to the district of Sundergarh. ii. About 27 percent of the habitations with predominantly scheduled tribe population do not have a primary school within a radius of one kilometer. iii. The enrolment in primary schools indicates that girls are generally behind the boys in all types of regions (Scheduled district and non-scheduled district). iv. The percentage of female teachers in the state is much below the required number. Across region the same pattern is observed as it is much below than the state as a whole. v. The percentage of tribal teachers is only 8.4 percent in the state and only 16 percent in tribal dominate areas. vi. The PESA Act of 1996 after more than a decade does not seem to empower the tribals to realize their basic rights particularly in respect of education and health.
The main thrust of Thakur’s work (2008) on Indian tribes was the socio-economic development of the tribes in India. The study dealt with the problem in a more general way. Therefore the micro aspects of the tribal problem are left out. The author touched upon the social, cultural, religious, economic, educational and civic aspects of tribal life in general and the socio-cultural development of the Santhal in the light of general tribal development.

Aparajita Chattopadhyay and Vijaya Durdhawale (2009), Primary schooling in a tribal district of Maharashtra: The study focuses the situation of primary education in some tribal villages of a backward district of Maharashtra, India with the help of qualitative and quantitative data. Besides infrastructural improvements, the study strongly favours introduction of tribal languages for basic education, provision of personnel for clerical works and proper maintenance of records that reflects the reality of primary schooling. Economic uncertainty and financial hardship are the contributing factors for the age-old disinterest in education among the tribes. Out of total 245 children, about 60% are going to primary schools though the proportion of boys is much higher than girls in terms of school attendance. Among those students who ever attended schools, about 44% faced some problems in studying. Majority of the students do not know how to read and write. A large part of the dropped out students never understood what the teacher teaches. Almost 40% students who are going to school complained that the teacher is not teaching properly. Reasons for non-attendance as opined by parents are burden of household work, poverty, irregularity of teachers.

Atal Bihari Das (2010) studied Status of Education of Scheduled Tribes in KBK Districts of Orissa. The present study makes an attempt to discuss the issues
relating to quantitative and qualitative aspects of growth of elementary education in Orissa with a special reference to the scheduled tribes of KBK districts. The main findings of the study are: i. The literacy rates of male, female and total population of scheduled tribes in the KBK districts are lower in the state. ii. The female literacy rate was found to be the lowest (7.5%) in Malkangiri district (KBK District). iii. About 17 percent of the habitations with predominantly scheduled tribe population do not have a primary school within a radius of one kilometer. iv. The girls in primary schools are generally behind the boys in respect of enrolment. The percentage of out of school is found to be highest in KBK districts in case of both STs and NSTs.

Kumar (2010) gave a social, linguistic, ethnic and regional profile of the castes and tribes of India. The need to have a macro perception of the Indian society was found indispensable for a thorough understanding of the tribal caste continuum which formed the unique characteristic of the Indian social structure.

Jain (2011) examined the education and socio-economic conditions of the scheduled tribes of Rajasthan using a composite index of quality of life. This study too expressed concern over the widening of regional disparities as a result of their implementation of development programmes.

Bhagath Singh, A. (2012) discuss the impact that the Tribal residential school, set up within the tribal area of Sholaga of Gaddesal, Erode district of Tamil Nadu had on the literacy level of the tribe. Moreover, it will also discuss about the efficacy with which the mechanism of education promotion is pending in the process of implementation and the need for the efficient mechanism to develop it. The interest of the administrators with regard to tribal development is in the
way such as, the amount of money spent and the number of schemes implemented, whether they are successful or not. But the basic problem is not held with budgeting for schemes or in case of allocating money, instead it is with the very approach for the tribal welfare.

Nidhi, Sushma (2012) presented a comparative study of tribal and non-tribal students with reference to memory. The present investigation is an attempt to make comparison between tribal and non-tribal secondary school students with respect to their memory. The sample was drawn from Hazaribagh through stratified random sampling technique. Wechsler Memory Scale was used for the empirical verification of the hypothesis. The obtained data were analysed using t-test. The results revealed that non-tribal students excelled over their tribal counterparts with respect to memory.

Thressiamma (2012) enquired into the socio-economic progress of the Paniya community of Wayanadu on the basis of the Human Development Indices like Human poverty Index, Gender Empowerment measure etc. This study revealed the poverty and deprivation among this community.

George, Joy (2013) conducted a study Socio-economic impact of job reservation: a comparative study of the Christian Malai Arayans and other Hill Tribes in Idukki and Kottayam Districts of Kerala is an endeavor to evaluate the overall progress of the Christian Malai Arayans in juxtaposition with that of the Hindu Malai Arayans, the Ulladans and the Uralies. Socio-economic Development Index consists of the component indices like income, education, basic amenities, social infrastructure and freedom from social evils. The study establishes a positive relationship between job reservation and socio-economic development of
the Christian Malai Arayans. One of the major findings of the study is that the Christian Malai Arayans have been able to attain a higher socio-economic development in relation to their tribal compatriots. The fact that the Christian Malai Arayans have been more successful in availing themselves of the policy of reservation is quite patently crystallized from the empirical data. It emerges from the study that other tribal groups have not been quite successful in utilizing the reservation provisions effectively. The inspirational role played by the protestant missionaries and later by the Church of South India has been found to be instrumental in enhancing the capabilities of the Christian segment of the Malai Arayans.

Parbin R. Akhtar (2013) conducted a study on Need of education among the tea tribe women in the Udalguri district of Assam, India. The present study was conducted on education of the tea tribe women in Udalguri district of Assam. The study is a descriptive type of study. The highlighting point of the study indicates that the education among tea tribe women in the district is lacking behind but now they have become very much conscious and aware about their educational rights. Education of women among tea tribes plays an important role in the development in the district. Tea tribe women and their management both have positive views towards education. Tea tribe women favour Sarva Shiksha Abhiyan and its full implementation with Mid-day Meal, with free text books and qualitative support.

Shivane, Dilip (2013) studied family environment, mental health and academic achievement of tribal and urban secondary school students. The aim of the study was to find out difference in mental health, family environment and
academic achievement of tribal and urban Secondary school subjects. 150 urban and 150 tribal Secondary students were administered Family environment scale and mental health battery. It was found that Tribal students scored significantly low on expressiveness, conflict, acceptance, active, independence, and organization and control variables of family environment as compared to urban students. They scored significantly high on autonomy, self-concept and intelligence factor of mental health as compared to their urban counterparts.

### 2.2.2 Foreign Studies

For a long time, anthropologists have evinced keen interest in recording the socialization and enculturation practices in recording the socialization and enculturation practices, mostly among primitive societies. These studies made significant contribution in understanding the tribal education, their educational practices and process as an integrative part of the local cultures and presents us with a highly useful comparative cross cultural view. Hence large number of studies have been conducted on the tribal education in abroad and overseas also.

The results of the comparative studies of IQs of Negroes and white do not show any conclusive trend. Results of the studies by Lacy (1926), Witty and Lehman (1930), Garth (1931), Printer (1931), Gurk, M.C. (1956), Carey, M.C. and Tracktir (1957), Shney (1958), Curti (1960), Rosen (1960), Lott and Hoft (1963), McDowell (1966), Tulkan (1968), Rieber and Womack (1968), Lessing (1969), Roberts (1971), Kanfman (1972), and Adams et al. (1973), show that Negroes rank below whites in intelligence.

There are some studies which have compared IQs of Negros and white subjects, keeping socio-economic status under control. Findings of the studies by
Tanser (1939), Bruce (1940), Higgins and Sivers (1958), Deutsch and Brown (1964), Long and Henderson (1970), Olshin (1973), and Ellwood (1974) indicated that Negroes had lower IQs than whites when socio-economic status was controlled.

Results of the studies by Clark (1941), Auastasi and D’Angelo (1952), and McQueen and Churn (1960) showed no significant IQ differences between Negroes and whites.

Results of the studies by Bhatia (1954) and Lehmann (1959) showed that rural subject scored lower than urban subjects in intelligence. Coppinger and Ammons (1952) found the IQ’s of Negroes to be higher in urban than in rural areas. All of Jenkins (1943), Negro children who earned IQs of 160 or higher came from cities. Jenkin suggests that only the cities have the recognition methods and necessary facilities to nourish exceptionally intelligent Negro children.

Boyken (1957) investigated the adjustment of 2078 Negro students by applying bell adjustment inventory results showed that 25% of the total groups were poorly adjusted in terms of total adjustment scores. Approximately 20-25% was poor in the areas of home, social, health and emotional adjustment.


Deutsch (1960) found that the Negro girls excelled the Negro boy in personal and social adjustment. Hall and Gentry (1962) indicated that Negro male students had made a better adjustment, or had been fully accepted in the integrated
school than had Negro female students. Through the reason for this was not clear it was through that males in general were more amenable to the socialization process.

Results of the studies by Deutsch (1960), Kennedy and Lindoser (1964), Coleman, et al. (1966), Lessing (1969), Garon (1971), Jameson (1973), Parham (1973) and Smith (1976) show that Negroes score lower on academic achievement than whites. In Dentsch’s (1960) study socio-economic status of Negroes and whites was similar. Studies by Boykin (1955) and Bullock (1950) indicated that the typical Negro students fail to achieve.

Results of the study by McQueen and Churn (1960) showed no significant differences in educational achievement of matched sample of 71 white and Negro students.

Kennedy, et al. (1961), in their survey of five southern states of America found no significant differences between rural and urban Negroes IQs.

Pavlos (1961) studied gender differences among rural children on the Weschler Intelligence scale for children. 29 Negro boys and 29 Negro girls between the ages of 11 and 14 years were tested on WISC. He found that girls scored statistically higher than boys on the picture completion and block design sub-tests whereas boys scored higher on picture arrangement and information sub-tests.

Smith (1961) investigated personality and social adjustment of Negro children in rural and urban areas of South America. The California test of personality was administered to 150 children. Result showed on rural-urban differences in personal and social adjustment of Negro children.
Green Baum, G. (1963) studied the Negro and other tribal children have been conducted and they have been found consistently inferior in Intelligence to their counterpart white or non-tribal children. This retardation in general mental ability of the tribal pupil has been accounted for poor socio-cultural environment and ineffective schooling.

Pettigrew (1963) reviews numerous related studies in support of the argument that Negro-white differences in IQs have resulted from the deprivations suffered by Negroes rather than because of constitutional differences between the two races.

In the Coleman survey (1966), three expressions of student attitude were measured: interest in school work, self-concept as regards ability, and sense of control of own fate. For Negroes, perception of fate of control was clearly the most important of the three attitudes, which accounted for about three times as much variance in the test scores of Negroes as whites at the higher grade levels both in the North and South America. It is thought and inferred that the academic achievement of the tribes is generally relatively low.

Kardiner, Abram (1967) conducted a study on the personality traits of the three important tribes, viz. the Alore, the Comanche Indians and the plain Ville perhaps, the first depth study on tribal society; there he has studied the basic personality patterns and social goals of the Comanche Indian.

Tulkin (1968) studied a sample of 389 Negro and white fifth and sixth grade boys and girls and found racial differences in school achievement between the Negro and the white.
Talmadge, Hyden and Schiff (1969) studied a sample of 85 scheduled tribe 5-11 years old boys. Analysis of their data suggested that deprivation produces a greater negative effect on school achievement that intelligence.

Irwin Katz, et al. (1970) found that Negro male college students tended to underperform on intellectual tasks when whites were present. The studies were reviewed in an article which also speculated that for Negroes who find themselves in predominantly white academic achievement situation, the incentive value of success is high but expectancy of success is low.

Wienke (1970) found that Negro students had the same level of achievement as the Caucasian students.

Brown (1971), states that underachievement of disadvantaged tribal children is related to the discontinuity between their social patterns and the prescribed educational referents.

Jensen (1971) observed no appreciable differences in scholastic achievement of Negro and Mexican-American children when certain ability and background factors were controlled.

Brar (1973) studied a sample of 150 Adivasi and non-Adivasi adolescents secluded from ninth, tenth and eleventh standards from Hoshangabad area. Results show that problem of social adjustment was cute among adivasi subject (51%).

Musgrove, et al. (1973) carried out a study of 160 Negro and white low social-economic class children. Teacher ratings of the general social adjustment of each child showed that non-kindergarten girls were significantly better socially adjusted than non-kindergarten boys.
Aleamani Haurence and Bowers, John, E. (1974) analysed the early academic achievement of disadvantaged black students on the strength of high school percentile rank and ability tests and observed that test scores were found to be more valid for predicting the grade point average (GPA).

Lemos, M.M. (1974) compared white Zulu and white South African children and reported that the order of development was supported but Zulu children behind whites on spatial concepts. Only on two tasks did half Zulu children attain the stage of concrete operations.

Campbell (1975) obtained no statistically significant difference in GPA of Black and the regular students of Illinois University.

Harabowski (1975) observed no significant differences in academic performance of Black students who graduated from predominantly black colleges and black students who graduated from predominantly white college.

Budd (1976) observed marked destination between the advantaged and disadvantaged students in terms of academic achievement.

Carol, R. Ember (1977) attributed the differences in skills of the tribal and non-tribal and pointed out that the measures did not tap ability equally in all cultures; rather they may be tapping more differences in experience or knowledge which should not be equated with different ability or skill. From this point of view classificatory ability is affected by schooling or culture through socialization process.

Humphreys, Liyod, G. Fleishman, Allen, I. and Lin Pargenich (1977) studied racial and socio-economic differences in cognitive tests and inferred that gender differences in shapes of cognitive profiles were a function primarily of race
and to a lesser extent of social class. Further black males differed from whiter than did black females.

**Umansky, Warran** and **Cohen, Lida, A.** (1980) administered McCarthy screening test to children of 5 races and found that American, India, Hispanic, Black, Oriental and Caucasian white tended to score better than non-white on all six subjects except leg co-ordination. Female in all groups were superior to males on leg co-ordination and variable memory.

**Arinolda Carlo, G.** (1981) studied the mental ability of black and white children by employing McCarthy scale of children’s abilities and WISC-R and reported that black and white pre schoolers differed significantly in their obtained mean general cognitive Indices and in their Wechsler mean full scale I.Qs further at the school age level, black and white IQs also differed significantly on these two criteria.

Results of the studies by **Arlitt** (1922), and **D’Angelo, Walsh** and **Lomangino** (1971) show that Negro girls tended to score higher than Negro boys in intelligence. **Anastasi** and **D’Angelo** (1952) found that five-year old white girls surpassed white boys in intelligence while Negro boys surpassed Negro girls of the same age levels.

**Ray Barnhardt** and **Barbara Harrison** (1993) published their research paper entitled “Developing Tribal Education Strategies in Indigenous Communities”, in the Australian Journal of Educational Studies University of Alaska Fairbanks. This paper has attempted to identify some of the distinguishing characteristics of the various kinds of indigenous education initiatives and strategies in tribes that have been implemented in many Fourth World settings.
The unique cultural adaptations reflected in the initiatives put forth by indigenous people offer valuable lessons for anyone seeking to construct an educational alternative to the dominant, mainstream, Western-style institutional model. Embedded in many of these initiatives are common concerns revolving around issues such as center vs. periphery, local vs. global, rural vs. urban, subsistence vs. market-based, theoretical vs. applied, self-sufficiency vs. dependency, self-determination vs. neo-colonialism, outside vs. inside, traditional vs. modern, etc. In addressing issues such as these, indigenous education initiatives are contributing not only to the well-being of the immediate communities they serve, but to the well-being of all humanity.

**Demarest DJ, Sokoloff, J.** (1994) published journal article titled “Tribal education: reflections from the Pine Ridge Indian reservation” in the Journal Of Cultural Diversity Fall; Attracting and retaining Native American nursing students is crucially important to the health and well-being of Native American population. Tribal institutions of higher education are doing excellent work, but their continued progress depends on an awareness of their success, difficulties and functional requirements. This article shares the authors’ experiences in teaching nursing Oglala Lakota College’s associate degree program on the Pine Ridge Reservation, South Dakota, an area approximately the size of the State of Delaware. The authors wish to alert the larger nursing community to some of the educational and health care needs and issues of this population, to communicate the importance of the work of tribal nursing programs and to illustrate the experience as an opportunity for nurses who are interested in multicultural development.
Soheila Shahshani (1995), “Tribal schools of Iran: Sedentization through Education”, studied the tribal schools, school system, their behaviour in the school premises and their interaction with the teachers.

John, Stanley (2011) studied thinking styles and academic performance among tribal and non-tribal students. This study examines differences in thinking styles among tribal (n = 272) and non-tribal (n = 229) secondary school students, and their relationship with academic performance. Results indicated that thinking style of tribal and non-tribal students differed. Regression results revealed that hierarchic and local thinking styles contributed positively while legislative, monarchic, anarchic and global thinking styles contributed negatively to academic achievement of the students.

2.3 STUDIES RELATED TO SELF-CONCEPT

2.3.1 Indian Studies

Ravikumar (1973) investigated the self-concept of 330 urban and 362 rural students of pre-Degree course, drawn from the colleges in Trivendrum educational district in India. She found that the urban group had a higher means score than the rural group on self-concept.

Mohan (1975) conducted a study on the development of self-concept in relation to intelligence, learning ability, achievement and achievement motivation at adolescent level. He found that both low and average groups showed a parallel growth, while high groups scored higher on all variables of self. Females showed more stability of self than males during adolescent.

Sharma (1978) explored the relationship between, two of the four main variables, viz. intelligence, SES, academic achievement and self-concept over a
sample of 1427 students (690 male, 737 female) of class 10th whose ages between 14-18 years. The findings of the study were, intelligence had a high relationship with achievement. SES showed weak positive relationship with intelligence students having high intelligence also had a high self-concept, achievement, SES and students having low intelligence had low self-concept, academic achievement and SES, self-concept shows high positive and significant relationship with achievement and intelligence. Boys were found superior in self-concept.

Gupta and Sharma (1980) conducted a study on ‘self-Control in Relation to Locus of Control, Socio-Economic status and Intelligence of Pupils in Private and Government Schools. The major findings were as follows: 1. Adolescents with internal locus of control were found to have significantly higher perceived self-concept as compared to the adolescents with external locus of control. 2. Adolescents belonging to the families with high socio-economic status were found to have significantly higher perceived real self-concept as compared to the adolescents from low socio-economic status families. 3. Adolescents with high and average intelligence were found to have significantly higher perceived real self-concept as compared to the adolescents with low intelligence. 4. Adolescents studying in privately managed high schools had significantly higher perceived real self-concept as compared to the adolescents with low intelligence. 5. Adolescents studying in privately managed high schools had significantly higher perceived real self-concept as compared to the adolescents in the Government high schools.

Chauhan (1982) studied on ‘Sociometirc correlates of self-concept’. The major findings of the study were as follows: 1. The global self-concept of boys was significantly differed from that of girls. 2. Male students had better global
self-concept than the female students. 3. The difference between the mean scores of the self-concept of the urban and rural students was significant. The self-concept of rural students was found higher than that of urban students. 4. The difference between the means of the self-concept scores of the students studying science and arts subjects was not significant. 5. There was no relationship between the factors of self-concept and the dimensions of sociometric structure, gender, locality and stream.

Chaddha (1985) conducted a study on “self-concept of Teachers and their Emotional adjustment”. The findings were as follows: 1. There was no significant difference between the self-concept scores of male-female rural-urban subgroups of teachers. 2. The correlation between self-concept and emotional adjustment was not significant at 0.05 level.

Sarawat, R. (1986) conducted a study on self-concept in relationship to adjustment, values, academic achievement, socio-economic status and gender of high school students of Delhi. The study found that 1. Boys and girls differed significantly on total self-concept. 2. Girls possessed higher self-concept than boys.

Chanda, Sunamh (1990) conducted a study on self-concept, parental influence, and socio-economic status in relation to career choice attitude among high school students. Attitude scale of career maturity inventory and the self-concept inventory were used to collect the data from 10th standard students. The result showed that parental influence interacted with self-concept in the prediction of career choice attitude score.
Burwani Rupa, G. (1991), “An enquiry into the nature of self-concept in the area of competence and its impact on mental health and Academic achievement”. Real self-concept and ideal self-concept were highly correlated. Students with high real self-concept scores showed lower discrepancy scores. A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence.

Soudamini Mohapatra (1992) conducted study cognitive and non-cognitive factors of the intellectually gifted and normal children in the primary school and found that, the incidence of by rural area and lowest in tribal area. The difference of any two groups taken together was not coming to a level of significant the gifted children differed significantly from normal children on SES when the urban, rural and tribal areas were compared separately. The mean cognitive style scores academic achievement, locus of control and self-concept scores showed that there was no significant difference between urban gifted and rural gifted children through they differed significant from each other. So far as SES was concerned, the difference between the urban and rural normal children on cognitive style, academic achievement, self-concept, locus of control scores were not found to be significant although they belonged to different socio-economic background.

Anthony (1995) studied the relationship between the variables self-concept and locus of control and their effect on the academic outcome of 11th standard students of Chennai city. A random sample of seven schools in the city of Chennai has been taken for that study. The self-concept scores, locus of control and
academic achievements scores of the students have been analysed through appropriate statistical techniques and the following findings have been obtained. Significant and positive relationship exists between self-concept and academic achievement. Similarly locus of control and academic achievement are significantly related.

**Sundarajan** and **Govindarajan** (1996) conducted a study on “Impact of self-concept of senior secondary students with reference to certain variables”. This study revealed that caste affiliation had significant effect on self-concept of senior secondary students while area of residence (viz. rural/urban) did not have any significant effect on self-concept. Also there was no significant interaction between caste affiliation and area of residence with reference to the self-concept of the subjects.

**Pujar** and **Gaonkar** (1997) investigated the influence of age and types of family on self-concept of 142 high and 142 low achieving adolescents. The sample consisted of 8th, 9th and 10th standard students. The self-concept was measured by self-concept inventory of **Singh** and **Singh** (1980). The study revealed that with the advancement of age, the level of self-concept was increased among high and low achievers.

**Abdul Kareem** (1998) made an impact of ‘self-concept and socio-economic status on the Achievement if 4th standard students in Malayalam and mathematics’. The major findings of the study were: 1. there was a significant difference between achievement in mathematics of boys and girls. Girls average score was greater than boys and the achievement of girls was better than that of boys in mathematics. 2. There was a significant difference between achievement
of boys and girls in Malayalam, since girl’s average score was greater than boys and the achievement of girls was better than of boys in Malayalam. 3. The achievement of rural students was better than that of urban students in mathematics. 4. The achievement of rural students was better than that of urban students in Malayalam. 5. There was a significant difference between achievement in Malayalam and mathematics. 6. The achievement of high socio-economic status students was high when comparing with those of average and low socio-economic status groups. 7. The students of high socio-economic status group have a high performance when comparing with those of average and low socio-economic status groups.

Chaudhari et al. (1998) conducted experimental study to see the effect of teaching strategies and socio-economic status towards self-concept. A sample of 162 learners of VI grade was divided into two experimental and one control group. Three treatments, viz. synectics model, gaming strategy and traditional method of teaching were taken as independent variables. Intelligence and age were taken as controlled variables. Interaction between treatments and socio-economic status was not significant.

Barooah and Phukan (1999) designed a comparative study of self-concept of orphan children and the children with natural parents. The sample comprised of 45 children with natural parents and 45 orphan children. A self-concept questionnaire was prepared to collect the data. The results revealed that there was no significant difference in the physical, educational and normal self-concept of children from the two groups. Intellectual self-concept of children with natural
parents was found to be higher than orphan children and the social self-concept of orphan children was found to be lower than that of children with natural parents.

Sumeetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The tribal sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. The results showed boys and girls differed significantly in drilling interaction, sets and language dimension of study habit inventory.

Chandrasekaran, S. (2002) studied self-concept, Achievement motivation and Teaching competency of B.Ed. students. The major findings of the study were as follows. 1. There was a marked difference in self-concept between the male and the female B.Ed. students. The male and the female B.Ed. student differ significantly in their level of self-concept. The female B.Ed. students have obtained a high self-concept score than the male B.Ed. students. 2. There was no significant difference between the rural and the urban B.Ed. students on their self-concept scores. There is no significant difference on the self-concept score between the arts and the language B.Ed. students. 4. The self-concept, achievement motivation and teaching competency of the B.Ed. students are moderately and significantly correlated with each other.

Khan and Jemberu (2002) studied the influence of family socio-economic status on educational and occupational aspirators of high and low achieving adolescents. The present study was an attempt to investigate the influence of socio-economic status on the educational and occupational aspirations of adolescents. Results showed that the impact of socio-economic status on education
aspiration was minimal its influence on occupational aspiration was larger. Achievement highly influenced educational aspirations, but its impact on occupational aspiration was significant.

Thyagarajan, K. (2002) studied the personality and self-concept among street children by selecting 140 such children in and around the Chennai city. The objectives of this study were to find out the variations of personality disposition of early adolescent and adolescent street children, to find out the differences in self-concept of early adolescents and adolescent street children and to study the interdependency of personality and self-concept of street children.

Devi and Mayuri (2003) reported that study of family and school factors that effect the academic achievement of residential school children studying IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the Investigator to study the family factors; the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys, family factors like parental aspirations and socio-economic status significantly contributed to academic achievement.

Singh, A.D. (2003) “A comparative study of high and low academic achievers in self-concept formation” found out that the relationship between academic achievement and self-concept of Arts students studying in government schools were significantly higher than that of science, commerce and total students. There was significant difference in the self-concept of high and low academic achievers. Self-concept of students of government schools was better
than that of non-government schools. Urban students had better academic achievement than rural students whereas they were at par in self-concept.

**Usha, V.** (2004) conducted a comparative study of self-concept and achievement in mathematics of normal and hearing impaired secondary school students in the integrated system of education. Students from normal schools and integrated schools were selected as sample for this study. While studying the self-concept of those students, it was proved that the students in normal schools were having high self-concept than those integrated schools.

**Saravanan, K.** (2005) carried out a study of social maturity in relation to self-concept among higher secondary school students. The objectives of this study are: to find out the level of social maturity and self-concept among the higher secondary school students and also to find out the significant relationship between social maturity and self-concept. It was found out in this study that social maturity and self-concept were moderate in nature among the students and there was no significant relationship between these variables.

**Mandeep Kaur, Shilpi Kohli** (2006) conducted a study on “shyness and self-concept among high and low socio-economic status adolescents”. The study revealed that the significant difference between high and low socio-economic status adolescents on self-concept and shyness. Adolescents of high self-concept were compared to low socio-economic status. The study noticed that shyness of rural adolescents was higher than the urban adolescents.

**Sood** (2006) investigated the educational choice in relation to academic stress, achievement motivation and academic self-concept. There were 90 boys and 90 girls. They varied in age from 17-19 years. The tools used were sources of
academic stress scale (Rajendran & Kalliappan, 1991), academic achievement scale (Deo & Mohan, 1985) and academic self-concept scale (Kumar, 1980). The result reported that subjects who had high achievement motivation had high academic self-concept.

Yanagi (2006) conducted a study on study habits a function of self-perception among intellectually gifted and non-gifted students. A sample of 1020 Pre-university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. The results revealed that the overall study habit was significantly differed from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits of concentration were also found to be significant.

Pragathi (2007) studied, “Impact of self-concept on academic achievement of secondary school students”. The sample consists of 200 students studying 9th class. The stratified random sampling technique was applied to select the sample. Proper statistical techniques were applied to analysis of data. The findings of the study were: 1. The total sample of study provided good self-concept. 2. For the total sample, the achievement level in social studies is high in general. 3. The higher mean of boys revealed that they have better self-concept than girls. 4. The mean of academic performance of boys and girls was almost same.

Chandiran, G. (2008) conducted a study among the B.Ed. students of Karur district. The major objectives were: to find out the level of self-concept among the B.Ed. students, to find out the significance of difference between the B.Ed. students with respect to self-concept and its dimensions based on the variables. The findings of this study showed that the level of self-concept among
B.Ed. students is high. There is a significant difference between the B.Ed. students with respect to self-concept and its dimensions based on the variables.

**Majda Schmidt** (2008), self-concept of students in inclusive settings. The present evaluation case study investigates the self-concept of the students from 7th grade in regular primary school. This study results indicate that, in comparison to their hearing peers, integrated students with a hearing impairment have a lower academic and social self-concept, as well as a general self-concept but a higher physical self-concept. There are no statistically significant differences between the classes with integrated student.

**Maria Ugin Joseph, Muthuchamy I.** (2010) investigated the influence of self-concept upon academic achievement of D.T.Ed. students at Kariakal region. The objectives of the study were: 1. to study the level of self-concept of D.T.Ed. Students. 2. to study the level of academic achievement of D.T.Ed. students. 3. To find out the relationship between self-concept and academic achievement of D.T.Ed. students. 4. To find out the difference if any, in the level of self-concept between boys and girls students with urban and rural background. 5. To find out the difference if any, in the level of academic achievement between boys and girls students with urban and rural background. The result of the study indicates that 1. the level of self-concept of the D.T.Ed. students was high, 2. the academic achievement of the D.T.Ed. students were not too high and not too low, 3. there was significant positive relationship between self-concept and academic achievement of D.T.Ed. students, 4. boys and girls differ significantly in their level of self-concept and the level of academic achievement, 5. students with rural and urban background differ significantly in their level of self-concept and
6. students with rural and urban background differ significantly in their level of academic achievement.

2.3.2 Foreign Studies

A number of studies are reported in abroad on the relationship between self-concept and scheduled tribes.

Hogers (1951) and Shlien (1961) view that self-concept plays vital role in adjustment. They describe that the fundamental problem of the neurotic is that is self-rejection.

Clark (1955) summarized research findings on the effects of minority status-culturally disadvantaged, rejected and stigmatized children on personality development. Clark states that like all human beings tribal children require a sense of personal dignity and social support of positive self-esteem. Almost nowhere in the larger society, however, do they find their own dignity as human beings respected or protected.


Ringness (1961) found that the self-estimate varies with the gender, when he compared the boys and girls of low, average and high intelligence. Deo Bangia (1968) studied a sample of 182 postgraduate students and found that there were
differences between boys and girls with regard to the discrepancy between the ideal self and the perceived self.

**Ausubel** and **Ausubel** (1963) states, “Negro child inherits an interior caste status and almost inevitably acquires the negative self-esteem that is a realistic ego reflection of such status”.

**Clark** (1963) studied a fundamental task of the school must be to stimulate academic achievement in the disadvantaged child. In order to accomplish this he states, conditions necessary for building positive self-esteem must be provided for these children.

The results of the comparative studies of self-concept of tribal and non-tribal groups show different trends. Results of the studies by Wyllie (1963), Long and Henderson (1968), Eldridge (1969), Johnson (1970), and Pleasants (1974) showed that the mean self-concept score of Negro subjects was lower than that of white or non-black subjects.

**Silberman** (1964) stated that Negroes cannot solve their problems with identity. He further stated that the Negro wanted to lose his identity because he did not know his own identity. Because of diffuse image of self, the black youth, he thought, had a problem in forming a positive self-concept.

One of the major characteristics of the scheduled tribes according to **Gordon** (1965) is low self-concept. Another characteristic, although not always true, is that the majority of those who are classified as a tribes are members of some minority ethnic group. Several researchers (Ausubel, 1963; Clark, 1963; Kavaraceus, 1965) have postulated a low self-concept for tribal group members based on considerations of ethnic group membership and socio-economic status. A
majority of studies will be concerned with the relationship between self-concept and tribal group membership.

Social class or socio-economic status is found to be related to self-concept (Whiteman, et al., 1967; Gestinger, et al., 1972; Kuhn 1973), Intelligence (Tomilson, 1944; Curti, 1960; Deutsch & Brown, 1964) academic achievement (Vane, 1966; Goldschmidt, 1970; Garon, 1971). The socio-economic status in the comparative study of the tribal and non-tribal groups has assumed special significance as the low socio-economic status is itself a manifestation of deprivation. Generally low socio-economic status is the lot of any tribal group.

Studies by Wilson (1967), Wendland (1968), Hunt and Hardt (1969), Soares and Soares (1969), De Blaissie and Healey (1970), Dales and Keller (1972), and Strong (1972) have shown evidence that the self-concept of Negro individuals may surpass those of white or privileged persons. The different studies have used different samples like elementary students, secondary students, college students, educable mentally retarded children and school teachers.

Carpenter and Busse (1969) found no significant difference in self-concepts of Negros and whites from low self-economic status. But the results of the study by Keller (1963) showed a striking difference between the self-concepts of Negro and white children at the same socio-economic level, with the white children having the higher scores.

Deo (1969) compared two groups of 100 gifted and 100 average children on self-concept, each group containing an equal number of boys and girls by using self-concept inventory the Berureenter’s personality inventory and questionnaires for home and school background. It was found that gifted boys were more self-
accepting and averages were more self-rejecting. The gifted girl’s self-concept as compared to the average girls who are more self-accepting, the difference might be due to the differential treatment given to the gifted at home and society. The gifted boys also scored higher on self-concept as compared to average boys, but it is negative in case of gifted girls.

There are few studies that investigated the self-concepts of tribal and non-tribal groups, keeping their socio-economic status under control. The major trend of the results of these studies shows no significant differences in the self-concepts of the tribal and non-tribal samples. Results of the investigations by Hidings and Stakenas (1969), and Samuel (1973) showed no significant differences between Negro and white subjects when socio-economic states were controlled.

Friedman (1970) concluded on the basis of his study that their correlative between self-concept disparity scores and variables of achievement were low but statistically significant.

Lewis (1971) studied 152 Black students and reported that high achieving boys have their self-concept than low achievers.

Sidwai (1971) reported a correlation range of 37 to 54 between self-concept of academic ability and school achievement of VII and IX grade boys.

Strang (1972) reported that experience of life for the Negro child has prevented him from developing a positive sense of himself or of his place in the world and hinted at some implications for the public schools.

Zirkel and Moses (1971), Allen (1973), and Glenn (1976) showed no differences between the self-concepts of Negro and white samples.

Yates (1975) conducted study to investigate the relationship between self-concept and academic achievement in third, fourth and fifth grade public school gifted children. Findings are significant positive relationship was found to exist between self-concept scores and average academic achievement for the total sample females and achieving females. Gifted achievers had significantly greater self-concept scores than under achievers. No significant differences in self-concept scores were found to exist between genders.

Edwards (1976) studied a sample of urban and sub-urban male and female, high school and Junior high school students. It was concluded that there was no difference in the self-concept levels between urban and sub-urban area students.

Ross and Parker (1980) studied academic and social self-concept of the academically gifted. They made an attempt to ascertain whether or not the discrepancies of academic and social self-concept are reflected in the gifted students. One hundred forty-seven intellectually gifted male and female students 5-8 grade were administered Sear’s self-concept inventory. The responses of both the genders indicated that these students possessed higher academic than social self-concept.

Savicky (1980) studies the relationship between self-concept and certain variables of achievement the result reveal that there is a significant relationship between mean achievement level and self-concept of female gifted students. In other words the more is gifted achieved in school; the more positive was the self-concept. No significant relationship existed between gender and self-concept. The
girl’s self-concept was more positive in the lower grades and the more they achieved, the better was their self-concept. No significant correlation could be found between a gifted student’s birth position and the type of self-concept he or she would have.

Zarb (1981) studied the relationship between academic achievement and six non-academic variables in tenth students. The sample consists of 30 males and 98 females from a working Class urban neighbourhood. The six non-academic variables studied were i. study habit, ii. self-concept relative to peers iii. acceptance of educational system iv. self-concept relative to family v. general achievement motivation and vi. academic self-concept. The battery of measures included the academic self-concept scale, survey of study habits and attitudes. Results indicated that self-concept and study habits were significant predictors of grade point average for both males and females. These results suggested that the best students in a normal population are not necessarily those with a high self-concept and family self-concept but those who have developed good study habits and realistically perceive themselves as academically successful.

Jones and Grieneeks (1982) studied the relationship between measures of self perception and academic achievement in a sample of 877 students of college level. The measures of self-perception assessed through the self expectation inventory. An achievement was measured by grade point average and scholastic aptitude test. The purpose of the study was to establish whether academic perception appeared to be the most accurate predictor of academic achievement and which measure of self perception would be the most valid measure. The result
showed a positive relationship between all the measures of self perception and academic achievement.

**Brownfair** (1983) conducted a study on self-concept in relation to self-perceived social status and found that stability of the self-concept and that self-concept was not significantly related to social status and self perceived social status. His findings support the hypothesis for the study that individuals with stable self-concept are better adjusted that individual with unstable self-concept. The former has high self esteem as measured by their ratings of items defining self-acceptance. They were free of inferiority feelings, more liked by other and displayed less defensive behaviour.

**Fay** (1983) tried to examine the differences between gifted and non-gifted students in self-esteem on eighty-eight 3rd, 4th and 5th grade students and found that gifted students were high in self esteem. It was found that these were differences in self-esteem between gifted and non gifted students.

**Luching Ming** (1983) found that the self-concept characteristics of gifted sample subjects were less positive than those of average sample subject. The self-concept of the female gifted sample subject and the straight regression lines were a good fit to the scores of ethничal self and personal self as predicated by the grade level of gifted sample subjects.

**Cole** (1985) conducted a study on self-concept and achievement in mathematics, one hundred, third grade students state that the magnitude of correlation was similar for self-concept and all of the dependent variable but the highest correlation was found between self-concept and total achievement in mathematics.
Engle (1985) studied 172 public school students over a two year period and found that subjects whose self-concept was negative at the first testing were significantly less stable in self-concept that subjects whose self-concept was positive. They were obtained by testing and retesting over the two year period. The study further revealed that subjects who persisted in a negative self-concept gave evidence of significantly more maladjustment than subjects who persisted in a positive self-concept.

Walia (1988) studied the gifted adolescents and their self-concept. It was hypothesized in that study, the self-concept was affected by intelligence and gender. The gifted have higher ideal self and better insight than ideal discrepancies as compared to the average adolescents. The samples were selected on the basis of variable and non-variable intelligence test. The study revealed that intelligence had a significant effect on the self perception of the individual, gender had significant effect upon the self ratings of the gifted and the average male and female. The gifted males were better adjusted as compared to the gifted females.

Chang Theresa (1989) studied 198 IV to VI graders to find out the relationship between children’s self-concept, academic achievement and teachers rating at children’s self-concept. The study found that there was a significant correlation between teachers rating of child’s self-concept and child’s academic achievement.

Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample on 88 Oriya male students of 9th and 10th class in
three schools of Bhubaneswar, Orissa, India. It revealed significant and positive correlation between study habits academic achievement.

**Stone Bermica** (1992) studied the ecological view of self-concept and determined the influence of achievement and socio-economic status on self-concept of fifty five male and twenty six female adolescents. No significant difference was found between middle and the low socio-economic status the students in their perception of practical expectation between low self-concept and negative family perception. This finding does not support the hypothesis that students who experience academic failure tends to exhibit poor self-concept implying that self-concept may more closely be associated with perceived parental expectations and family attitudes than with achievements.

**Patrica** (1994) studied the relationship of peer group and self-concept of adolescents. This study found that there was a positive relationship between the peer group and self-concept.

**Wilkinson and Joy** (1994) studied the socio-economic status and its effects on self-concept in children’s academic achievement. The results showed that, students with higher self-concepts attained between examination scores than those with lower self-concepts. No difference was revealed among socio-economic status and self-concept. The finding highlights the need to control academically relevant variables that may be contributed with test and administration.

**Cwiok** (1996) studied the differences in the real self-images of intellectually gifted and average secondary school students. The level of intelligence of 30 intellectually gifted and 30 average male and female adolescents was measured with standard progressive matrices. Self-concept was measured
with the adjective checklist. Results showed a significant difference between intellectually gifted subjects and their peers of average intelligence in self-confidence, self-control ability, need of achievement, need of dominance, need of endurance interception and need of nurturance and need of change.

Kein and Zelims (1996) have done a cross sectional study of intellectually gifted females in relation to self-concept. They examined self-concept scores of 104 gifted and 30 non-gifted females in grades 3rd, 5th and 8th to explore whether their self-concept decline by grade level. The subjects were administered the Piers Harris self-concept scale. Results showed that the total self-concept scores of gifted subjects declined significantly between grades 3-8 and 5-8 between grades. The mean total self-concept scores of the control group in grades 3-8 also decline significantly but not between 5-8th grade. Eight grade gifted subjects had a much more negative sense of self in the cluster area of behaviour, intellectual and school status and popularity than non-gifted subjects in the same grade level.

House, J.D. (1997) studied the relationship between academic self-concept and school withdrawal and conducted. Reports on a four year longitudinal study of 2,544 college students to determine the relationship between academic self-concept and withdrawal from school. Findings show that the most significant predictor of school withdrawal was the student’s self-concept of their overall academic ability.

Magsud Muhammed, Rouhanisepideh (1998) studied the relationship among socio-economic status, locus of control, self-concept and academic achievement in South Africa. The analysis revealed that SES was significantly more externally oriented when compared to normative data for the Nowiki-
Stikeland locus of control scale (1973). SES was positively associated with internality, Self-concept and achievement in English while externality was negatively associated these variables. Self-concept was positively correlated to measures of achievement in English and Mathematics and boy’s mathematics achievement was significantly higher than that of girls.

**Blote, A.W.** (2000) studied the student’s self-concept in relation to perceived differential treatment. In this study student and teacher perceptions of differential teacher behaviour towards good and not-so-good students were studied for 529 Dutch elementary school students. From this study it was clear that low achieving student got more teacher support.

**Wig Field, Allen, Carpathian Michael** (2000) investigated children’s self-concept motivates their behaviour in achievement. Situations several issues considered including what beliefs make up the self-concept, how those beliefs are structured, how specific aspects of self-concept differs across the age and between boys and girls how specific aspects of self-concept relative to an individual’s overall self evaluation. Theoretical and research on low children’s self-concept relate to their motivation in achievement settings are presented as a work low in self-concept guides achievement behaviour. The issue of casual direction in the relation between the self-concept and academic achievement is discussed and it argued that this relation is reciprocal, at least by the middle school years.

**Burke, M.E.** (2002) has indicated that good family relationship would improve the self-concept of the students. He made an effort to study the perception of family process in relation to self-concept attitude and achievement of the students. This study reflected the fact that the students with good family
relationship were having high self-concept and their academic achievement was also good.

**Marsh Herbert, V.** (2002) studied the extension of the internal/external frame of reference model of self-concept formation, importance of native and native languages for Chinese students. The authors extended the internal/external frame of reference (I/E) model of self-concept formation by relating Chinese, English and mathematics achievement of Chinese English and mathematics self-concepts in a 5 year longitudinal study. In support of the extended (I/E) model, a. maths, English and Chinese achievement were nearly uncorrelated b. maths, English and Chinese achievements each had positive effects on the matching self-concept domain but negative effects on non matching domains (example: English achievement had a positive effect on English self-concept but negative effects on maths and Chinese self-concepts) and c. these results were very stable over time.

**Fisher, E.J.** (2003) studied on a comparative study underachieving and high achieving African Heritage high school students with respect to their self-concept. This study was made to find out the influence of culture and language on academic achievement and the self-concept of the students. It was proved that culture influences the self-concept of individuals. This finding was proved by other researches like Chavez and Ramzy.

**Arvidson, C.J.** (2004) in his research studied the cognitive development, self-concept, neutralization techniques and the attitude toward teaching. The objectives of this study were: to find out the level of cognitive development, the level of self-concept, etc. this revealed the fact that the students with high self-concept were having very good cognitive development.
Chappel, L.J. (2004) made an in-depth study to find out the academic achievement and self-concept of school students of North Carolina State of USA. The objective of the study was to find out the level of academic achievement, school attendance and self-concept of those students who participated in 21 century community learning centers after school programmes. These findings have proved that the special community programmes certainly increase academic achievement, school attendance and the self-concept.

Ramzy, S. (2005) has indicated that culture was definitely influencing the self-concept of the individual. To prove this view, he conducted a cross cultural study of gender stereotyping and the self-concept comparing Egyptian and American women. This cross cultural study has proved that the self-concept of the women was influenced by culture. This point of view was later proved by Chavez also.

Chavez, M.A. (2006) in Mexico found evidence to suggest that language and culture influence the self-concept of the students. This study was made to find out the level of self-concept of women of Mexican origin who first language in Spanish attending a community college. This study proved that the level of self-concept of the women of Mexican origin was higher than others and also the influence of language and culture upon self-concept.

Alifathi (2007) studied on relationship between self-concept, self-esteem, anxiety, depression and academic achievement in adolescents. For analyzing the data collected from this study the result were divided into three groups (low, intermediate, high) based on mean = SD and then according to variance analysis method (ANOVA) and their relation with other parameters-they have been
explored. Results gained show a fair connection between self-concept and self-esteem: it means self-esteem will increase in as much as self-concept increases. And it can be said that a significant affirmative relation exists between self-concept and self-esteem.

Rehman, Adbur (2007) attempts to investigate the relationship of self-concept with classroom environment, gender, role, cognitive development and academic achievement of the students at secondary level. Study indicates that self-concept is positively correlated with educational success. It plays a determining role in setting levels of academic performance and is operating as both cause and effect in respect to academic performance. The report concludes that there is a scope for consideration of self-concept.

Bodiba, P. (2009) studied the relationship between body mass index and self-concept among adolescent black female university students, using the availability and convenient sampling method, 75 students were selected for this study. Results showed that there is a relationship between body mass and self-concept and that overweight participants tend to have a low self-esteem. Low self-esteem was perceived to be aggravated by number of factors, like the attitude of the media and the society.

Frazier, Andrea Dawn (2010) studied academic self-concept and possible selves of high-ability African American males attending a specialized school for gifted and talented high school students. Inter relationships between the attempts to attain possible selves; academic self-concept, socioeconomic status, race, and year in school were assessed via a path model with data from 253 high-ability male students attending the specialized school. The nature of the relationships
amongst the variables revealed that older students better able to attain or avoid possible selves had higher academic self-concepts. Higher academic self-concepts resulted in higher grades and SAT scores.

Iram Abbas (2011) conducted a study to assess the relationship between emotional intelligence and self-esteem. 240 students were selected through convenient sampling. The results showed that emotional intelligence and self-esteem were positively correlated and significant females were emotionally intelligent than males.

Hoppa, Mary, E. (2013) undertook correlational study of the variables of self-esteem, self-efficacy, and academic success in a population of Native American students. Self-esteem and self-efficacy appear to play a role in the reasons Native American students are not passing core subjects in high school. The majority of studies on the issues of self-esteem and self-efficacy, as they may correlate with academic success, have been conducted on college age students. Findings suggested that self-efficacy and self-esteem may be statistically unrelated to academic success in students from the tribe.

2.4 CONCLUSION

Keeping in the above studies and its conclusions, the researcher has to state that even though several studies related to tribes have been conducted by the renowned researchers, studies on tribal people in Chamarajanagar district is so far related to anthropological and sociological studies only. Since research related to tribal education had not been conducted yet and this has motivated the present researcher to take up this study for investigation.