CHAPTER – I

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CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAME WORK

1.1 INTRODUCTION

Education is an important human activity. It was born with the birth of human race, so it will continue to function as long as the human race lives. The boundaries of education are as wide as those of life. Its implications are rich and varied. Just as it is difficult to squeeze life in a few words, in the same way it is difficult to give a single meaning or definition of education.

1.1.1 Broader Meaning of Education

In the broader sense, education is akin to growth and development. In this sense, the span of education is as wide as that of life. This means every experience in life, every activity from the cradle to the grave is educative. According to Nanda, "Not only does education include whatever we do ourselves and whatever is done for us by others, for the express purpose of bringing us somewhat nearer to the perfection of our nature it does more: in its largest acceptance, it comprehends even the indirect effects produced on character, and on human faculties, by things of which the direct purposes are quite different by laws, by forms of government, by the industrial arts, by the modes of social life may even by physical facts, not dependent on human will by climate, social and local position. Every environment, every surrounding, every activity helps to shape the human being. A human soul is in constant interaction with his environment. This interaction results in the modification of human behavior". (P:5-7)
1.1.2 Aim of Education

Boys and girls are said to be educated if they are healthy in body and mind, if they possess information about the world of nature and men, if they have worthy interest in knowledge and action, if they have good habits of thoughts, feelings and behavior and if they have ideals of efficiency, honour, duty, love and service. The School must prepare for efficiency in the serious business of life as well as for fine enjoyment of its leisure.

Education must give the child enough truth to free him from superstition and to be able to go through life with an open mind. A well-educated person is he, who cannot only ‘feel’ and think’ but also ‘do’. For example, education may have taught people to think about democracy more than it has taught them to practice democracy. (Professor Huxley, who takes into consideration all the aims of education gives his idea of an educated person in an admirable way thus) According to Vidya Ratna Taneja (1990) “That man has had a liberal education who has been so trained that his body is the ready servant of his will and does with ease and pleasure all the work that it is capable; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; and one who, is full of life and fire; whose passions are trained to come to heel by vigorous will; who has learnt to love all beauty, to have all violence and to respect others as himself. Such a person is as complete as a man can be.”

1.1.3 The Constitutional Provisions of Indian Education

India is a sovereign democratic republic with a parliamentary form of government, based on universal adult franchise, and is governed by a Constitution framed by the elected representatives of the people. The constitution of India is a
document which governs not only the administrative machinery, the social, economic and political development of the country but also the educational development. The preamble to the constitution stating to secure *Justice, Liberty, Equality and Fraternity* has no meaning apart from providing education to the people. One of the *Fundamental Rights* is education without which no economic, social or political development is possible. In actual practice, right to equality and right to freedom become subservient to right to education. Uneducated and illiterate millions should remain only down-trodden and dependent upon others. It is, therefore, well said upon the education of people, fate of a country depends.

According to Indian Constitution, education is both a union and a state subject. It is, therefore, that both the Centre and the State are responsible for its expansions and progress. Moreover our Constitution has guaranteed free and compulsory education to every child up to the age of 14. It, therefore, implies that for the proper functioning of democracy and for giving effect to this clause of the constitution the centre and the states have to see that every individual is equipped with the necessary knowledge, skills and attitudes to discharge his duties as a responsible and cooperative citizen. Besides this, there are a number of Articles and Clauses of some articles which, directly or indirectly, explain the type of provision that the constitution makes for education and the type of responsibilities shared by the centre and the states.

1.2 CONCEPTUAL FRAME WORK

Welfare Facilities

India is a welfare state, committed to the welfare and development of its people in general and of vulnerable sections in particular. The preamble, Directive Principles of State Policy, Fundamental Rights and specific sections, namely, Article
38, 39 and 46 in the Constitution of India, stand testimony to the commitment of the State to its people. The Scheduled Castes and Scheduled Tribes are specified in accordance with Articles 341 and 342 of the Constitution. (P.189)³

1.2.1 Students Welfare Facilities

1.2.1.1 Water

Kochhar (1991) says equal amount of care is needed to supply pure drinking water to students. (3,331) As far as drinking water is concerned, in urban areas the supply of water can be obtained from the main line of the town and in rural areas, underground water may be pumped by means of section lift pump to reservoir. Water supplied should be checked up before use.⁴

1.2.1.2 Toilet

Toilet facilities in any school should be adequate in number and properly cared for. In a co educational school there should be separate toilet rooms for boys and girls, located separately and far from each other. The toilet rooms must be located at a place accessible easily from all the class-rooms. Usually, least attention is paid to this part of the school building.

There should be at least one urinal for every 30 pupils. Safaya R.N., Sahaida B.D., (1964) An ideal toilet room must have a wash bowl, a mirror, a shower, and a drinking fountain, pegs for hanging clothes, soap case etc. Toilet room must be inspected regularly checked for obscene pictures or writing on the wall. The morality of the pupils must remain high, and any bad practice found here should be checked through group guidance, regular inspection and suitable disciplinary actions.⁵

Chaube P.S., (1982) These rooms should be at a reasonable distance from the main building and special attention should be paid towards their cleanliness. The lavatories and urinals should be so designed that sufficient air and light may reach
there. The floors should be made up of cement so that it can be easily washed with water.

1.2.1.3 Medical

1.2.1.3.1 The School Dispensary

According to Rai B.C., (1989) there should also be a dispensary equipped with medicines, First Aid Boxes Almirahs etc. In the dispensary there should be a room for medical officer. There should be a nursing room, a store room. Sick room with one or two beds.

1.2.1.3.2 Medical Services and Facilities

According to Sukhia S.P., (1986) Health or Medical services range from preventive to curative measures. Help sought from hospitals and nursing homes outside the school and from the clinic in the school is mostly creative and the school medical check-up are generally preventive measures.

Immediately after admission of children to school, a medical check-up of each child must be undertaken and the findings duly recorded in a register. The check-up of each child must be undertaken and the findings duly recorded in a register.

1.2.1.3.3 Medical Wing

According to Safaya R.N., Sahaida B.D., (1964) It should consist of the following:

1. A room for medical Officer for consultation treatment and medical examination
2. A dispensary and nursing-room.
3. A store-room for storing medicines
4. A sick-room with one or two beds.
The dispensary should be equipped with medicines, first-aid box, almirahs for storing medicines, dispensing tables and other equipment. The sick-room should be kept neat and tidy. It should have ventilation and lighting arrangement. A toilet room should be adjacent to it to be used by the sick.

According to Kochhar S.K., (1991) Every secondary school should have a room set aside for medical and dental services. It should be equipped with running water and electric power outlets.

1.2.1.3.4 Doctor's Examination Theatre

An examination theatre is also necessary for the medical check up of the students. This room should be equipped with instruments for examining ear, nose, throat, eye and other organs. Such an equipped room is an asset for the school. Medical examination does not in any way disturb the working of the institution. Students of different classes can come and get themselves examined in turn.

1.2.1.3.5 Important recommendations of the Secondary Education Commission

According to Pearce P.G., (1948)

1. Routine medical examination of every child on entry into a Junior Basic school, again at the age of 11, and again at about 14 or completion of basic education. High school children to be examined again at the age of 16 or 17. Records to be kept, with height and weight records (to be maintained by school) twice a year.

2. School clinics to be set up as widely as possible: otherwise, treatment to be given at special hours in the local hospital. Systematic attempts to be made at liaison with and co-operation from the parents.
3. A mid-day meal to be provided for every child at school, free if necessary, or on a contributory basis, or brought from home.

4. Proper attention to be paid to the teaching of personal hygiene, and to the maintenance of a healthy environment in the school, with the co-operation of both teachers and children.

1.2.1.4 HEALTH CARE

According to Dahama O.P., Bhatnagar O.P., (1988) The Tribal people face special problems of health on account of their primitive way of life. Lack of drinking and bathing water facilities, belief in witchcraft and sorcery rather than in medicines, and have all combined to bring about acute health problems. They suffer from malnutrition, leprosy, T.B., Venereal diseases etc.

1.2.1.4.1 Health Education

According to Kumar R. Some of the teachers should be trained in first aid and general principles of health so that they may cooperate intelligently with the Proper Nutritional standards should be maintained in hostels and residential schools.

1.2.1.4.2 Integrated Growth

According to Vidya Ratna Taneja., (1991) Correct growth should lead to an “adequacy of Life” which means setting up standards and ends of living. Integrated growth consists in:

1. Building pupil’s physical strength, stamina and endurance

2. Sharpening pupil’s wits and cultivating his faculties by giving him knowledge about the various recognized branches of instruction

3. Giving him the realization of moral and spiritual values

4. Socializing him to the extent of making him “an acceptable and contributory citizen”
1.2.1.4.3 Diet of Children

The development of children is a continuous process. Therefore, they should get large helpings of protein food in their diet. Their physical activity also requires extra quantity of protein for repair of worn-out tissues also.

In their waking hours, children are continuously active. For excessive activity they require more energy, which can be available from carbohydrates and fats. Therefore children should get these two food elements more than the adults.

1.2.1.4.4 School Environment and Hygiene

According to Sukhia, S.P., (1986) The school building and the surroundings of the school should not only be clean and tidy but also attractive. Beautiful surroundings greatly contribute to physical and mental health of students. There should be wash-basins with running water taps for children's use, especially for washing hands before and after mid-day meals.  

1.2.1.5 Special Service Scheme

1.2.1.5.1 Mid-Day Meal

According to Pearce P.G., (1948) A mid-day meal is to be provided for every child at school, free if necessary, or on a contributory basis, or brought from home.

According to Sukhia, S.P., (1986) Children remain in school from 5 to 6 hours a day. If there is no arrangement for mid-day meals in the school, they will have to remain hungry for quite a long period. It is, therefore, one of the important duties of the school to make some suitable arrangement for food. It is important for another reason, because a number of children do not get or do not eat a balanced diet at their homes. This deficiency can be amply compensated by mid-day meal in the school.  

The other schemes are also provided.

- Scholarships
Free Books
Free Notebooks
Free Uniforms
Cycle
Special Coaching
Summer School

1.2.1.6 Free Hostel

According to Sukhia, S.P., (1986) "It must always be remembered that the boarding house is taking the place of the home for a considerable portion of a pupil's year and it should, therefore, be made as attractive as possible." 18

1.2.1.6.1 One Rupee Scheme (1992)

This was intended to improve the attendance in primary school of girls belonging to SC/ST/NT (Nomadic Tribes). According to this scheme, one rupee a day for attendance is paid to girls belonging to the above groups subject to a minimum of Rs.25 and a maximum of Rs 200. The eligibility criteria are:

a. Belong to below poverty line category (BPL) (an annual income of less than Rs.11, 000 per family.

b. Minimum attendance of 75 per cent per month

c. Not being absent continuously for three month.

1.2.1. 6.2 Adoption Scheme (1986-87)

This is intended to reduce the drop-out of girls and is applicable to both lower and upper primary schools. According to this scheme, every teacher in the primary schools is expected or persuaded to adopt one girl who was a drop-out and meet her expenses for books, uniform, examination fee etc.
1.2.1.6.3 Operation Black Board Scheme (OBB) (1992-1993)

According to The Editor, The Hindu Speak on Education, (1997) This was introduced in some study villages and intended to increase the number of teachers, class rooms, teaching aids etc.  

1.2.1.6.4 Book Bank Scheme:

According to Research, Reference and training Division (1999) the Book Bank Scheme is intended to provide text-books required for the students belonging to SCs/STs pursuing medical and engineering degree courses. From 1991-1992 agricultural, veterinary and polytechnic courses have also been included under the scheme. A group of two students is provided one set of text-books. During 1997-98, Rs 1.50 crore was released (P.195)

1.2.1.6.5 Coaching and Allied Scheme

The coaching and Allied Scheme was started in the Fourth Five Year Plan for imparting training to scheduled castes/scheduled tribes in respect of various competitive examinations held by recruiting bodies such as Union Public Service Commission, State Public Service Commissions, Public-sector undertakings, Banking service recruitment boards and similar agencies.

1.2.1.6.6 Scheme for Primitive Tribal Groups

There are 75 Scheduled Tribes which have been identified and placed in the list of Primitive Tribal Groups (PTGs). These tribes were identified in 15 states /UTs on the basis of stagnant or diminishing population, every low level of literacy, i.e., below two per cent and practicing shifting cultivation, collection of minor forest produce, etc. In the Ninth Plan period a separate plan of action for the development of PTGs has been formulated and a sum of Rs 3 crore provided for the year 1998-99.
1.2.1.6.7 Special Central Assistance

Special Central Assistance (SCA) is given to states/Union Territories as a part of Tribal Sub-Plan strategy. During 1997-98 the entire budget provision of Rs 330 crore was released. Grants are given to the state governments under First Provision to Article 275 (I) of the Constitution to finance schemes to promote the welfare of Scheduled Tribes and to raise the administration of tribal areas at par with other areas in the State. The entire budget provision of Rs.75 crore for 1997-98 was released.

1.2.1.6.8 Girl's hostels scheme

This was started in Third Five Year Plan with the purpose of providing residential facilities to tribal girls in pursuit of education. Central assistance of 50 per cent cost of construction to the states and cent-percent to the Union Territories is provided under the scheme. Against the budget provision of Rs.33.380 crore for 1997-98 Rs.3.76 crore was released for construction of 103 hostels.

1.2.1.6.9 Boy's hostels scheme

This was started in 1989-90 under the same pattern for girls' hostels scheme. Against the budget provision of Rs 3.80 crore for 1997-98 an amount of Rs.3.73 crore was released to states/Union Territories for construction of 106 hostels.

1.2.1.6.10 Ashram Schools

This Centrally-sponsored scheme was started in 1990-91 to provide Central assistance to the states and Union Territories on sharing basis, 50 per cent and cent-percent, respectively. During 1997-98 against the budget provision of Rs. 4.80 crore an amount of Rs4.69 crore was released for construction/extension of 19 Ashram schools.
1.2.1.6.11 Vocational Training in Tribal Areas

This scheme under the Central Sector started in 1992-93 aims at giving employment opportunity to the unemployed tribal youth to wean them away from disruptive activities. The scheme envisages setting up of vocational training centers (VTCs). During 1997-98 against the budget provision of Rs 3.50 crore an amount of Rs. 3.45 crore was released for setting up of 38 VTCs.

1.2.1.6.12 Education of ST Girls in Low Literacy Pockets

This scheme launched in 1993-94 aims at raising the literacy level of tribal females in 48 identified tribal districts in eight states with female literacy below two per cent. The scheme envisages residential educational complex up to fifth standard. The scheme is implemented by voluntary organizations. During 1997-98 an amount of Rs 2.20 crore against budget provision of Rs. 4 crore was released for setting up of 20 new complexes and 54 continuing complexes. (P.194-197)

1.2.1.6.13 Co-operative Stores

Co-operative stores should be established in all schools where books, stationery and other materials required by students, are made available to them at cost price. (School & Community,61)

1.2.2 Teacher's Welfare Facilities

1.2.2.1 Teachers’ Quarters

According to Kochhar S.k., (1991) Teachers’ quarters should be considered as an integral part of the school plant. In the words of late Prime Minister Nehru, “It seems to me more important to have a proper house for the teacher than to put up a ‘building for the school. The teacher could keep the equipment and teach outside. The school revolves round the teacher and not round the building......” Moreover the provision of such quarters will enable teachers to stay in the villages where they are
posted and will greatly assist in improving the standard of instruction in the schools. Desirable as they generally are, such quarters become a must in the case of women teachers in rural areas and of both men and women teachers in tribal areas\(^{22}\)

As far as possible, quarters should be provided for teachers in rural areas as well as urban areas, to attract suitable persons to the profession, and to facilitate development of a corporate community life in the school.(School & Community, pg. 61)

1.2.2.2 The Secondary Education Commission

It has expressed great urgency in providing staff-quarters. According to Safaya R.N., Sahaida B.D., (1964) “In doing so, the State should come to the aid of the schools by starting cooperative housing societies and by giving loans to the management of the schools on easy terms”, says the Commission\(^ {23}\)

1.2.2.3 The Teacher's Health

No school is better than its teachers. No matter how well financed the school, how fine its buildings and equipment, or how well administered its program, no school can ever be great without great teachers. It is the teacher who is in constant contact with the children and through them with the parents. It is the classroom teacher who is responsible for the vital phases of the health work of the schools. And if a teacher is to teach health he must be certain of his own physical and mental health.

Both to lead and to follow. He is near in appearance, appropriate in dress, and careful in his speech. He has good physical as well as mental health, and assumes responsibility for maintaining or improving his own health; likewise he engages in good health practices so he may be an example to others.
1.2.4 Recreation-Teachers

According to George Willard Fraiser, (1950) The successful recreation leader will have broad recreational interests; a liking for people both as individuals and as groups; abundant energy; skills in the recreational activities; an attractive physical appearance; a pleasant stimulating voice the ability to organize programs and lead groups; and such personality traits as enthusiasm, friendliness, industry, and cooperative spirit.

1.2.3 Community Welfare Facilities

India is a Democratic country. We are striving to establish the socialistic pattern of society by evolutionary democratic means. Times are changing. We should change the structure of our traditional society into a dynamic one to adapt itself to the change of time and circumstances. Now we are living in the 20th century which is characterized as the Nuclear age. Hence our requirements and urging needs must be fulfilled by means of the ultra modern systems of education. In this present nuclear Age school and community should co-operate with one another and there should be a harmonious relationship between the two.

1.2.3.1 Social Problems

Our present day society has so many problems to be solved. Population explosion, unemployment problem, are the remarkable features of our Indian Economy. If we earnestly desire to solve our economic and social problems we should adopt an integrated approach in our Educational system. Awakening of the masses to our present issues is the vital need; so that we can find out the ways and means to solve our present economic and social problems.
1.2.4 Educational Facilities

1.2.4.1 Administration

In ancient India compulsory education was not enforced. Every boy was free to receive education in the way he liked. Sutras were exception to it. The schools of those days were not divorced from life and community. Every Guru had his own school and the students used to receive education in his Ashram.

1.2.4.2 A Brief History

Schooling in ancient India was done in Ashramas, situated far away from the towns, in natural surroundings of greenery and follow. For a small number of pupils, a thatched cottage was enough and the spare from the Guru and the pupils. There was no need of timings and furniture. It was quite in consonance with the age. Later on schools were housed in temples. During the Buddhist age, maths was erected and for higher learning, grand buildings were constructed to house universities like Nalanda. But the main schooling continued in temples and maths. Muslim education was provided in maktabs in the mosques. In British regime, after the issue of Wood's Despatch, the Govt. undertook the responsibility of opening schools. Some schools were opened here and there, mostly in the urban areas, and a modest beginning was made in equipping the schools materially on the western pattern.

1.2.4.3 Need for School Buildings in India

According to Safaya R.N., Sahaida B.D., (1964), We may not yet aspire for magnificent buildings and modern scientific equipment which is ordinarily provided in American and Russian schools, but we cannot ignore, on the pretax of poverty, the essential material needs of the school authorities. Some schools may be able to look to all the needs, and some may remain handicapped for certain items for a pretty long time. The Ashram of the Guru was the class-room and the whole world around was
the laboratory. There were not only small Ashrams but also the great temples of
learning with extensive buildings and well equipped libraries. Takshsila, Nalanda and
Valabhi were very famous universities and the students from far and wide came there
for higher studies. During the Muslim period Mosques were the centers of education.
During the British period the things changed and in the 19th century the education and
learning were at the lowest ebb. With the dawn of freedom the need and urgency of
providing education for all the children was felt and a provision for same was
introduced in the constitution. Article 45 of the Constitution runs as follows:

According to Rai B.C., (1989) “The state shall endeavor to provide within a
period of ten years from the commencement of Constitution, for free and compulsory
education for all children until they complete the age of fourteen years”. It means that
the necessity of a large number of school and their buildings was felt in the free India.
In spite of the great efforts of the Central and Provincial Governments, we have not
yet achieved our aim. The major obstacle is the lack of funds, and well-equipped
school buildings. We have to face this difficulty boldly and have to fight the
educational battle on the economic front also. 26

1.2.4.4 Selecting the school site

According to Shukhia, S.P., (1986),The important factor in selecting the school
site is that it should be easy of approach for the children. If it is in a rural area, the
distance from the habitation should not be large so that the children do not have to
walk for long distances. If a good pucca road is not available, the path which the
children have to take should be clear and safe for them. In urban areas, this difficulty
would not be there as good roads for walking or cycling to the school or a city bus
service would be available. 27
According to Kochhar S.K., (1991) "Buildings are to education as body is to the mind." "A sound mind can only be there in a sound body." It is very well expressed in the statement; "A fine building makes a fine school and a poor building a poor one." School should be housed in beautiful buildings, which are not only stimulating centers of education for children but also vital centers of community life.28

1.2.4.5 Water and Air

According to Chaube P.S., (1982), The school building should be built at a place where sub-soil water level is at a depth of more than ten feet. Clean and good water is found only after the depth of ten feet because of all the foul matter is left in the upper layers of earth. This water is filtered through previous earth and becomes clean and harmless.29

1.2.4.6 Characteristics of a school campus. (Safaya R.N., Sahaida B.D., 1964)

"A school is a vibrant community centre, radiating life and energy all-round, a school is a wonderful edifice; resting on the foundation of good will, good will of the public, good will of the parents, good will of the pupils. In a word, a well-conducted school is a happy home, a sacred shrine, a social centre, a state in miniature and bewitching Brindavan, all beautifully blended into a synthetic structure".-S Bala Krishna Joshi30

1.2.4.7 School a Better Place of Education than Home.(Swarup Sadena N.R., Dutt N.K., 2002)

Under the influence of group life in school a child learns many social qualities and courtesies. Since the physical surroundings of school are healthy, there is a
simple provision for games, sports and various kinds of cultural activities. A family cannot provide all these facilities. Hence, school is a better place than home for socialization and culturalization of the child.

According to Nelson L.Bossing, (1949), The quality and quantity of equipment in classrooms, shops, laboratories, and playgrounds handicap good education. School have little up-to-date audio-visual equipment. School buildings often have unhygienic sanitation, lighting, ventilation heating.

1.2.4.8 Building Design

According to Chaube S.P., Chaube A., (1995), The building of the school should be impressive. Buildings which resemble the English letter T, E, L, H and U of the alphabet look very beautiful. There should be a good arrangement for windows and ventilators.

1.2.4.9 Arrangement of Light and Air

Existence of a number of windows in the room will ensure a good supply of air. Windows should exist on both sides so that there is a cross ventilation and the air may enter from one side and pass out from the other. Arrangements should be made of exhausts, air circulation of fans during summer and any seasons because it is hot in these months and fresh air is needed most.

1.2.4.10 Size of the School Building

For maintaining control and keeping eye over the activities of the students the building should be so designed that the entire things may be visible from one place.
The necessary administrative space for the principal and his staff is important in the planning of a modern secondary school. Since administration is emerging into a leadership and service function, the administrative suite should be planned to feature hospitality, pleasant and attractive design, and ease of access for pupils, teacher and the public. The following rooms are very essential for the administrative purpose:

A room for the principal

According to Chaube P.S., (1982), A separate room should be provided to the headmaster or a principal as the case may be. Adjoining this room should be the school office. The Principal’s office should be large enough to accommodate small conferences, should open into the general office, the public space, and a corridor. Privacy should be possible without the furniture provided should be comfortable.

Teacher’s Room

Kochhar S.K., (1991), In every ideal institution there should be a separate room for teachers. Where they can relax during vacant periods and they can meet each other, may work together or individually. This room should have cupboards in the walls or lockers may be there where the teachers may keep their things. Chaube P.S., (1982) A bath-room should also be attached to it.

Office Room

It is desirable that the office room is centrally located to serve as a good co-ordinating centre for the school. It should be easily accessible to visitors, teachers and pupils and educational files may stored in wall cupboards in the clerk’s room.

Visitor’s room
A room should be made available to the visitors who come to see the principal, pupils, or clerk.

1.2.4.16 Storage and supply room

Kochhar S.K., (1991), Some rooms should be there for storing the tools, unused furniture, laboratory, workshop and office equipment, athletic supplies etc. These stores should be at a fairly safe place.37

1.2.4.17 Office Equipment

For efficient functioning, the school office should be equipped with modern equipment. A well-organized office should have time-saving device as the typewriter, duplicating machine, desk calendar and rubber stamps, clock for the bell system, storage space for instruction and office supplies. If a school can afford to have telephone, book-keeping machine, sorting equipment and computing machines etc., much of manual labor can be saved. A fire proof vault or safe is a ‘must’ in every office for the safe keeping of cash confidential records.

1.2.4.18 Storage and Supply Rooms

Kochhar S.K., (1991), Some rooms should be there for storing the tools, unused furniture, laboratory, workshop and office equipment, athletic supplies etc. These stores should be at a fairly safe place.38

1.2.5 Curriculum Transaction

1.2.5.1 Class Rooms

According to Verma K.K., (1969), The classroom should be large enough to accommodate 40 to 50 students. Proper light arrangement requires that doors and windows must have transparent glass fitted into them. Rooms should be provided with black boards depending on the nature of instructions to impart.39
Kochhar S.K., (1991), In the secondary school it is desirable that some rooms should accommodate as many as 70 and others 30-40 students. About one fourth to one fifth of the rooms should be larger and smaller than the average.

According to Kochhar S.K., (1991), The class-room should have-not only space for good study but adequate space for using maps, charts, pictures, specimens, models, exhibits, reference books, tools, craft materials, experiment apparatus and the like. Every instructional room should provide a healthful living and working environment for pupils and teachers.

The following things are supposed to be the most essential for a class-room

1. **Furniture:**
2. **Black-board**
3. **Map Stand**
4. **Cupboard**

1.2.5.2 **Furniture:** In a normal class-room, there should be arrangement of chairs, tables or desks for at least 40 students.

1.2.5.3 **Black board:** In order to make teaching more efficient and effective the use of the black-board is essential. A teacher who does not use the black-board is not a real teacher. It is a necessary equipment of a class-room and a best friend of the teacher.

Different types of Black-boards are as follows:

**Wall Black-board:** Wall black-board is made of cement. They are every cheap but rather inconvenient for the reason that the words written on the lower side of the board cannot be seen by the back-benchers.

1. **Easel Black-board:** Easel type of board is made of wood and can be placed at any place. Both the sides of such type of black-board can be used for writing.
and angle of the Board can also be changed. For ordinary purposes this type of black-board is supposed to be the best.

2. **Roller type:** Roller type of black-boards is usually used by the students, studying in training colleges. There are made of black cloth or rubber and teachers save their time by using such types of black-boards. They usually draw the diagrams or maps etc. at their homes and place them before the students in the class-room. Thus, they get more time to teach the students.

1.2.5.4 **Map Stand:** Map stand is an important equipment of a classroom. It has great importance in the classes of subjects like History, Geography and Science. It is used for placing the maps, charts, time-table etc. It is importance for the fact that it is easily transferable and can be put in any part of the class-room.

1.2.5.5 **Cupboards:** (Rai B.C., 1989) Cupboards are essential for every room. The child best cupboards are those which are built into the wall when the building is being put up. Care has to be taken to prevent white ants from demonizing the contents. If possible there should also be open shelves in the room for dictionaries, encyclopedias, picture books, atlases, and so on. Science room will have a large number of cupboards.

1.2.5.6 **Ventilation:** Ventilation accompanies light. The amount of air needed for every pupil in the class has already been discussed above. The measures to be adopted for sufficient ventilation are the same as for light. There must be a sufficient number of outlets to allow air and light in the room.

1.2.5.7 **Fans:** (Safaya R.N., Sahaida B.D., 1964), In a hot country like India, ceiling fans should be provided in each class-room. If the fans move freely in the summer and the rainy season, there will be no complaints of over-perspiration, draught, and
suffocation. Because of our financial limitations, we do not talk of air-conditioning system as yet, though this system is fast-developing in western countries.

1.2.5.8 Lighting: (Kochhar S.K., 1991), The increase of short-sightedness among children of school age imposes an additional responsibility on educationists for proper means of lighting the rooms.

1.2.5.9 Class-Library: (Chaube S.P., Chaube A., 1995), There should be a central library in the school, but besides this, if there are class-libraries, it will be easier for the students to get book from these. The class-teachers can tell the students which books on different subjects are suitable for them. In the class-library the students should be given the facility of choosing the books for themselves.

1.2.5.10 School Library

"Libraries are the shelves where all the relics of saints full of virtue and that without delusion and importance are preserved and reposed" - Bacon

Library is the heart of the school and it is to this centre pupils bring varied problems and questions and then discuss and pursue them in search of new light from the accumulated wisdom of the world arranged and displayed in the library.

The condition of libraries in most of the educational institutions in our country is poor. There are many institutions which have libraries in name only. Secondary Education Commission's remark in this regard is given below: "The books are generally old, outdated, unsuitable, usually selected without reference to the students’ tastes and interests. They are stocked in a few book-shelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this on part time basis and has neither a love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an
imaginative and well-planned library service which could inspire students to read and cultivate in them a sincere love of books.”

1.2.5.11 Library Furniture

In addition to books, magazines, newspapers, and a library should have the following furniture and equipment:

1. Reading Tables: Their size may be 3’x5’. The height must be convenient for the children who are to use them.

2. Chairs: The height of chairs should be regulated to the height of the tables. When children sit properly and squarely on the seats, their feet should settle flat on the floor.

3. Almirahs for book-steel almirahs are preferable for obvious reasons.

4. A table and a chair for the librarian

5. A counter for issuing and receiving books back

6. Newspaper stands and magazine racks

7. Index card and catalogue cases

8. A Bulletin Board


1.2.5.12 Newspapers and Magazines

According to Sukhia S.P., (1986), in every library some daily or weekly newspapers should be procured so that the children get news of daily happenings in the country and the world. Selection of magazines should be done according to the ages and interests of children.46
1.2.5.13 Special Rooms

Besides the class rooms there is a need for certain special rooms for teaching some specific subjects like science, geography, social-studies, mathematics, drawing, crafts, music, home science etc. and so these rooms are also provided.

1. **The Science Room**: (Hand O. Anderson, Paul G. Koutrak, 1972), Science teachers are often asked to participate in the planning of a new school building or the remodeling of an existing one. They see this planning opportunity as a real challenge because they realize how directly the science facility can influence science instruction.

2. **The Social-Studies Room**: A social studies class room is necessary for creating a pleasant social climate in which great emphasis is placed on student’s activities and students participation.

3. **The History Room**: The History Room should also be planned and organized on the same pattern as social Studies Room. In fact the History is a branch of Social Studies

4. **The Geography Room**: Geography is also a branch of Social Studies and so the equipment of geography room should be similar to Social Studies Room. In addition to this, there should be maps, models wall pictures, Atlas, Globes and Metrological instruments etc.

5. **The School Workshop**: The workshop should be well equipped with tools of carpentry, Card Boards and other crafts. Workshop table must be provided with drawers.

6. **The Art Room** (Rai B.C., 1989), In all the schools an Art Room is also needed. It should be provided with tables, chairs, storage shelves, Cup-boards and stand for
appliances. Almirahs with glass fronts is also necessary in an Art Room. There should also be teacher's demonstration table. ⁴⁸

7. Museum. Museum is a place where different articles related to arts, literature, history and sciences are kept. Museum has a very important place in students' life. In the words of the Secondary Education Commission, According to Sukhia S.P., (1986)
“Museums play a great part in the education of school children as they bring home to them much more vividly than any prosaic lectures, the discoveries of the past and various developments that have taken place in many fields of science and technology;” ⁴⁹

1.2.6 Co-Curriculum Orientation

“The physical welfare of the youth of the country should be one of the main concerns of the Stand and any departure form the normal standards of physical well-being at this period of life may have serious consequences.’(Secondary Education Commission (1964-66)

A physically fit person has the following characteristics:-

**Anatomical fitness:** All parts and all organs of his body are in good shape and capable of working efficiently.

**Physiological fitness:** Possesses muscular strength, motor skill and endurance, can work hard without becoming excessively tired and can recover from fatigue quickly.

**Psychological fitness:** The individual combines effectively intelligence, drive, educability and emotional stability in the performance of a task.

The physical education is concerned with the total development of an individual through physical activities. Objectives of Physical Education:
1.2.6.1 Goals and objectives of physical education can be defined as below:

- To develop skills for the performance of various physical activities in terms of strength, endurance and reserve power.
- To generate love for games, sports and recreational activities.
- To inculcate social and friendly habits.
- To develop and strengthen muscles and various organs of the body.
- To appreciate one’s own responsibility for a healthy body.
- To understand the need for rest and recreation.
- To acquire ability to participate co-operatively and effectively in group activities.
- To learn emotional control as well as release of emotional strain and tensions.
- To achieve normal physical condition by remedying defects correctable through physical activity.
- To acquire leadership ability as well as ability of appreciation of the talented performance of others.

In the opinion of the Education Commission the following are the objectives of physical education (Sukhia S.P., 1986) "physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, and obedience to rules, moderation in victory and balance in defeat."  

1.2.6.2 Some Physical Activities are as follows

Games are said to be man’s common heritage along with hunger and thirst. Young People in their adolescence possess an exuberance of energy which, if not properly utilized, often leads their over-stepping the bounds of reason and control. Physical exercise provides a healthy outlet for surplus energy.
Games and sports keep the body in good condition and contribute not only to one's physical vigor but to his mental, social and emotional health as well. Popular team games are basketball, foot-ball, volley ball, cricket, squash, badminton etc.

1.2.6.3 Swimming and diving

Swimming and diving are good not only from the point of excellent exercise, but these aquatics can prove life-saving also in time of need.

1.2.6.4 Various Types of bodily exercises and drills

According to Sukhia S.P., (1986), Developmental exercises are necessary for the properly balanced growth of the growing children. Conditioning exercises keep the body in good condition-flexible, supple and attractive. Rhythmic exercises are very interesting and children love them. They are less tiring too.

Yoga Azans and Surya Namaskar is excellent for physical health, but they can be properly taught by a teacher sufficiently trained in regard to them.

Jogging, running, hiking etc., are interesting and develop power of endurance, strengthen lungs and leg muscles in particular.  

1.2.6.5 Play Grounds

Verma K.K., (1969) says that the Secondary Education Commission 1953 recommended that it is desirable that in all cities more particularly in big cities, a committee representative of the school management, headmaster, city authorities and others interested in the physical welfare of the students together with representatives of the state should be organized to promote play-centers movement and from time to time to see that the play grounds available to the city are effectively used by the school going population.
According to Rai B.C., (1989), Area must be demarcated for different games such as hockey, football, cricket, volley ball etc. Number of sheds and trees should be added for the charm of the playground.

1.2.6.6 The Gymnasium

Verma K.K., (1969), Of late the physical and health programmed has gained equal importance in a school. The daily schedule of activities in any school contains definite periods for physical culture. Thus a modern progressive school stands in need of a gymnasium making possible a programme of activities consisting of recreation, intramural sports and demonstrations etc. It is good to have seating gallery on all four sides of the Gymnasium.

1.2.6.7 Music

So universal is music that it appears to satisfy a basic need in human experience. The singing school will surely be a happy school. Tasks and problems do not loom so large or life so vexing, after a lively session of song with one's fellow.

1.2.6.8 Field Trips

It is felt by the modern teacher that those things which can be learnt best in school should be learn there. Those things which can be learnt best outdoors should be learnt there.

1.2.6.9 Types

According to Kochhar S.K., (1991) Excursions may be of many types.

1. The longer journeys/trips to historical site and special events belong the local community not only have exciting destinations to be explored for problem solving and project executing but also offer valuable opportunities for observation of the environment along the way.
2. Some trips are shorter and more easily planned as visits to factories, radio stations, newspaper plants, wholesale and retail establishments, libraries and the like. Still others are simple to undertake, and may be embarked on almost at the moment of conceiving the idea—the walk around the block to see nature and man getting ready for winter, the journey to the neighboring farm, the walk through the park to gather some needed specimens\textsuperscript{55}

1.2.7 Clubs And Societies

Clubs and societies are also very useful. The interests of the pupils can best be improved through school clubs which offer opportunities for exploring, developing and widening the interests of the students. They will develop the quality of leadership.

1.2.7.1 Organization

A simple constitution defining the purpose, organization and activities of the club and stating the time, place and frequency of meetings and the duties of the different officers, is also needed. Children should be taught the need for system, rules and regulation and the teacher may act and are accepted as a safe adviser.

1.2.7.2 Need of Variety

According to Kochhar S.K., (1991) There is the need of a variety of clubs—dramatic clubs, historical/geographical associations literary societies, walking or travel clubs, boating and swimming clubs, fine arts clubs science clubs and so on\textsuperscript{56}

1.2.7.3 Community Orientation

1.2.7.3.1 Boys Scouting

It aims to give the boys a useful and enjoyable time in the open air, outside school hours; to train them in habits of self-control, self-help, self-reliance and self-
sacrifice; to help them towards character-building, with a view to making them better men and citizens, not only of their motherland but of the whole-world.

1.2.7.3.2 Girl Guides

The Girl Guide Movement has a purpose no less practical than that of Scouting. It occupies the mind and time of the adolescent girl by teaching her through play the elements of home making, of building a strong body and of becoming a good citizen.

1.2.7.4 Speech Activities

According to Kochhar S.K., (1991), Speech activities like debates, declamations, dramatization etc., have also great educational value.\(^57\)

1.2.7.5 N.C.C.

The N.C.C. should be brought under the central government which should take responsibility for its proper maintenance, improvement and expansion.

1.2.7.6 First Aid

Training in First Aid, St. John’s Ambulance and Junior Red Cross work should be encouraged in all schools (Secondary Education Commission) (Kumar R.)\(^58\)

1.2.7.8 Audio-visual Aids in Education

According to Lester D. Crow, Alice Crow, (1962), Designed primarily as media of entertainment, motion pictures, radio, and television gradually have come to be recognized as powerful forces of education. Apart from their entertainment value, the possibilities of their usefulness as teaching aids have brought the radio, the motion picture, and-to a less extent because of its newness-television into the school and the classroom.\(^59\)

1.2.8 Social Classes
According to Chaube S.P., Chaube A., (1995), On the one hand, one finds numerous groups in contemporary Indian society, distinguished from each other on the basis of language, religion, race, caste, tribe, geographical location, etc., while on the other, one also finds distinct economic classes. The processes of secularization, westernization, acculturation, industrialization and urbanization have led to remarkable changes everywhere. The educational organization is to supplement the clear presentation of all possible alternatives before the younger generation with active encouragement in the choice of one alternative, so that there is some positive guidance.

1.2.8.1 Definition of Social Stratification

1. According to Raymond W. Murray, “Social Stratification is a horizontal division of society into ‘higher’ and ‘lower’ social units.”

2. “Social stratification, according to Gilbert, “is the division of society into permanent groups or categories linked with each other by the relationship of superiority and suborn of Social Stratification,”

1.2.8.2 The forms of social stratification as distinguished by sociologists are as follows:

1. Slavery.

2. Estates.

3. Community

4. Social class and status.

1.2.8.2.1 Slavery

The term ‘slave’ is used to denote “a man who law and customs regard as the property of another. In extreme case he is wholly or without rights, a pure chattel; in
other cases he may be protected in certain respects, but so may an ox or an ass.” This is the observation of L.T.Hobhouse. But many sociologists prefer to treat slavery as an industrial system rather than a system of social stratification. But this view is not entirely convincing. Every slave has his master to whom he is subjected. The master’s power over his slave is unlimited. Slaves are in lower condition and have no political rights. The basis of slavery is economic.

1.2.8.2.2 Estates

The feudal estates of medieval period have also been the basis of social stratification. The feudal states were legally defined. They represented as broad division of labor having definite functions to perform. The mobility was ordained to defend all, the clergy to pay for all, and the commons to provide food for all. Besides this, the feudal estates were also political groups.

1.8.2.2.3 Community

The word ‘caste’ is used in every day life and we use it to distinguish one person from another. We say that such and such a person belong to a particular caste. In saying it we generally mean to convey that he is born of parents or is a member of the family said to belong to a particular caste. In this way caste is a hereditary group. And in Biology the word is used only for descent or heredity.

1.2.8.3 Definition

Sir Herbert Risley: Risley has written, “A caste may be defined as a collection of families or groups or families bearing a common name which usually denotes or is associated with specific occupation, claming common decent from a mythical ancestor, human or divine: professing to follow the same professional
calling and are regarded by those who are competent to give an opinion as forming a single and homogeneous community”

Criticizing this definition of caste Hutton has said that it is the people of clan who claim descent, from a mythical ancestor and not a member of caste.

A.W.G. Green: “Caste is a system of stratification in which mobility, movement up and down the status ladder, at least ideally may not occur. A person’s ascribed status is his life time status. Birth determined one’s occupation, place of residence, style of life, personal associates and the group from among whom one must find a mate.

Characteristics of caste, N.K. Dutt has mentioned the following:-

1. Members of caste cannot wed outside their own caste.

2. There are similar but less strict laws governing the partaking of food with members of others groups.

3. For many castes the occupations are fixed.

4. There are some accepted stratifications among the castes in which the Brahmans have been accorded the best place at the top.

5. Birth determines the caste of the individual for his entire life, so long as he is not extracted from it for violating its laws. There is no other possible way of transferring from one caste to another.

6. All occupations are based on the respect of the Brahmans.

1.2.8.4 Origin of the Caste System

Of the many cultures that flourished in India the literary records of the Indo-Aryan culture are not only the earliest but contain the first mention and a continuous
history of the factors that make up caste. The only other culture whose records are intelligible is the Dravidian; but when that culture put forward its documents that are extant, it had already been immensely influenced by the Indo-Aryan tradition. The Brahmanic variety of this Indo-Aryan civilization—it is the most widely and deeply spread aspect—was developed in the Gangetic plain.

A foreign visitor to India is struck by the phenomenon known as the caste system. He may not understand the full working of the system, but he is aware of the fact that Hindu society is divided into groups, known as castes, with varying degrees of respectability and circles of social intercourse.

1.2.8.5 Types of Caste System

Social and Religious point of view of social stratification this feature is undoubtedly the most important of the caste system. The caste structure of society is a hierarchy or system of subordination held together by the relations of superiority and inferiority at the apex of which are the Brahmins. According to the Purushasukta, society was divided into four orders in accordance with Verna (or color), which later on came to mean caste. Thus the four classical varnas or castes are the

a. Brahmin
b. Kshatriya or Rajanya
c. Vaisya
d. Sutra.

a. Brahmin The Brahmins or teacher-priests were supposed to have originated from the mouth of the Creator. According to the Code of Manu, the Brahmins are visible deities, the lords of creation, the living embodiment of the eternal law, and are entitled to anything in the world; while the others live on their charity. The functions of the
Brahmin were to study, teach, guide and perform religious rituals, and to give and receive alms; the original and exclusive occupation of the Brahmins was to perform priestly duties; but in later times they were also engaged in other occupations as lawyers, cultivators, industrialists.

b. **Kshatriya**, or Warrior-rules, from his arms, that of the Kshatriya to study, perform religious rituals, give alms, punish the evil and go to war;

c. **Vaisyas** or common people from his thighs that of the Vaishya to study, perform religious rituals, give alms, work in agriculture, trade and animal husbandry;

d. **Sutras**, or servile class, from his feet. that of Sutra to do menial work for all the other varnas.

Having developed from varna system the occupations in caste system are definite. In Hindu society even today in most cases the son of a blacksmith pursues the occupation of his father, the son of a carpenter becomes a carpenter, while the son of a shoemaker becomes a shoemaker.

**1.2.8.6 Social Class**

It is said that classism is increasing or those new classes are coming into being in India. The word class lends itself to a variety of uses, in the form of the landlord class and the business class at one end and the Brahmin class and the capitalist class at the other. But in a sociological study it is improper to use the words class in such an inexact and confused manner. From the scientific viewpoint it is essential to give a precise definition of class. Every society has many classes, the individual interests of all of which do not coincide. In the absence of any synthesis and balance, struggle may result between them and this struggle may sometimes lead to dangerous revolution. Each social class has its status in society in accordance with
which it receives prestige in the society. In this way the members of all classes have some special benefits and facilities which are bestowed upon them due to class status. Class consciousness is generated in the different classes by differences in social status.

1.2.8.6.1 Types of class

In terms of income and standard of living this class may be divided into three sub-classes:

1. Upper middle class-The members of the upper middle class tend to identify themselves with the higher strata of society, so that in many cases it becomes increasingly difficult to draw the line between them and the upper class.

2. Middle class -

3. Lower middle class - The lower middle class, on the other hand, feels more and more attracted towards she middle class, though at the other end many members of this class can hardly be distinguished from the working classes.

1.2.8.7 The Laboring Class

The class which probably has undergone the deepest changes since the Industrial Revolution is the laboring class. With the growth of the middle classes its relative strength in numbers decreased; but through the improvement of its economic position and the extension of social reform and legislation it can no longer be equated with the historical proletariat-that class scarcely able to earn a living with its hands, perpetually debarred from owning the instruments of production wielding political power. In our times the class structure of society strongly influenced by industrialism.

1.2.8.8 Tribes of India
Since pre-historic times, India has been a country of multi-racial stocks. Its different parts are occupied by the various groups of people having their distinct cultural traits and levels of development. Among them, a number of groups are still in primitive stage and are far from the impact of modern civilization. Therefore these people are called aboriginals. India's mythological accounts describe that Aryans invaded this country and came in contact with the aboriginal people of this country.

According to Sri L.M. Shrikant, 'there are a plenty of indications in the mythological stories of Ramayana and the Mahabharata and even in the pre-Christian era that the indigenous people had to resist the impact of foreign culture. (L.M. Shrikant- Article - Social Welfare in India. p. 479). But in the course of time, those all races mixed into one composite whole. The modern form of Hinduism comprises many elements of such cultural admixture. But apart from this fact, there are groups of people representing the primitive stage of life. Therefore, people representing to these stages are called aboriginals. In the Indian constitution they are termed as “Scheduled tribes”.

1.2.8.8.1 Definition of Tribe

Tribe has been defined into various ways. The following are some of the notable 1.7.

1. Gillin and Gillin—“Any collection of preliterate local groups with occupies a common general territory, speaks a common language and practices a common culture is a tribe.”

2. Notes and queries on Anthropology—“A tribe may be defined as a politically or socially coherent and autonomous groups occupying or claiming a particular territory.”
3. **Jacobs and Stern**—“A cluster of village communities which share a common territory, language and culture and are economically interwoven is often also designated as tribe.”

4. **Imperial Gazetteer of India**—“A tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing of occupy a common territory and is not usually endogamous, though originally it might have been so.”

5. **D.N.Majumdar**—“A tribe is a collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligations.

1.2.8.8.2 Characteristics of Tribe

The above definition throws light on the characteristics of a tribe into the following categories:

1. **Common territory**—A tribe has a definite territory in which its members reside. In the absence of common territory, a tribe cannot sustain its peculiarities.

2. **Feeling of unity**—The other characteristics of a tribe is the feeling of unity among its members which results on account of common geographical backgrounds.

3. **Common language**—The members of a tribe speak a common language which develops their community feeling.
4. **Blood relationship**—All the members of a tribe claim themselves to be connected by blood relationship. The claim their origin from a common ancestor.

5. **Endogamy**—The next characteristics of a tribe is that is endogamous in character. All members marry within their tribe and marriage relations outside the tribe are prohibited.

6. **Common culture**—Apart from endogamy, it is also not able that all the members of a tribe share a common culture pattern. This culture similarity is one of the principal factors which integrate the organization of tribal community.

7. **Common religion**—Religion has got an important place in a tribe. It is observed in the form of ancestor worship which develops the habits of obedience.

8. **Common name**—Every tribe bears a common name through which it is known to others.

### 1.2.8.8.3 Classification By Tribal Welfare Committee

The Tribal Welfare Committee constituted by the Indian Conference of Social Work, has divided Indian tribes into four main divisions:

1. Tribes who confine themselves to the original forest habitant and are distinctive in their pattern of life. These may be termed as ‘tribal communities’

2. Tribes who have settled down in rural areas and practice agriculture and other allied occupation. This category of people may be termed as ‘semi tribal communities’.
3. Tribes who have migrated to urban or semi-urban and rural areas and are engaged in industries and other vocations adopting the traits and culture of people. These may be termed as acculturated tribal communities.

4. Totally assimilated tribes

1.2.8.8.4 Tribes In North Gujarat Region

In pre-modern society, a Tribe, as an ideal type at least, is the large-scale descent-group subsisting in isolation. The tribe may be composed of pastoralists, agriculturalists, artisans, or hunters. It has its own culture or sub-culture. It is a group not integrated with others in a caste system (13, p. 8). The Bhil are spread over a large territory of western Madhya Pradesh, Gujarat and northern Maharashtra. This Scheduled Tribe is the second largest tribe in India. The Bhil are the largest tribal community in the state of Gujarat and are divided into major groups like the Bhil Garasia, Vasave Bhil, Pawra Bhil, Tadavi Bhil and also have a number of minor subgroups. However, Enthoven (1920) has classified them into Gujarat Bhils, Kandesh Bhils, Bara, Dangehi, Dhanka, Dherepi, Gavit, Khotil, Mathvadi, Mvchi, Nahal, Paavra, Varli and Vasva. (Hand O. Anderson, Paul G. Kourik., 1972) 61

BHIL, DUNGRI GIRASIA/ DUNGRI GARASIA is a community living in Gujarat, their forefathers migrated from Mewar in Rajasthan about three hundred years ago. They are now distributed in the taluks of Meghraj, Bhiloda, Vijaynagar and Khed Brahma in the Sabarkantha district of state. They speak in Dungri among themselves which is a dialect of Bhili. But their language is highly influenced by Mewari and Gujarati. They communicate with others in Gujarati as well as in Hindi. The Gujarati script is used by them for writing
The Dungri Garasia are mainly settled agriculturists. Some earn their livelihood as agricultural or non-agricultural wage labourers. Others are job holders and a few have become doctors and engineers. They have their own traditional council. The headman (mukhia) of the village is selected by a voice vote. They worship Shyamlajimata. They also propitiate the village god, Gaddi Kattji. They have great faith in their respective clan deities like Piprahideb, Ambamata, Karhel and Kaduel.

The other Bhil groups do not consider the Dungri Garasia as equal. The Dungri Garasia on the other hand are economically and educationally better off than the Garasia and do not interdine and intermarry with them. The Dungri Garasia are aware of the family planning programmes but their attitude towards them is not favourable. They get drinking water from hand-pumps and wells.

1.3 ACADEMIC ACHIEVEMENT

1.3.1 Introduction

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents-desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

1.3.2 Importance of Academic Achievement
The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to eluding the researchers. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In the of this it will be very useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas on which educational researchers could concentrate most profitably.(IV survey, Vol. I.1983-1988p-807)

1.3.3 Classification

The classification has been considered under three main headings:

A. Variable-wise analysis of the studies

B. Educational level-wise analysis of the studies

C. Subject-wise analysis of the studies.

A. Variable-wise analysis of the studies

Studies which have considered variables like intelligence, anxiety, values, interest, aptitude, etc., as correlates of achievement are included in this category. The importance of intelligence as a contributing factor towards achievement is time and again researched upon.
B. Educational level-wise analysis of the studies

Formal education of children in India in general is operated at four levels—primary, secondary, higher secondary and higher education. The primary level includes classes I to VII; the secondary level includes classes VIII to X; the next two classes constitute the higher secondary or pre-university level; and further education beyond this point is called higher education. Since a child starts formal education by the time it is six, it is expected that each level will cover a particular age group of students. Also, each level of education is treated as a different unit and the students shifts from one school set-up to another as he moves from the lowest level to the higher levels.

C. Subject-wise analysis of the studies

A student is required to study different subjects during his educational course. Each of the subjects is unique by itself. It is common experience to find a student achieving high in one subject of study while not doing so in some other. It is therefore necessary to study achievement in different scholastic subjects.

Limitations

The important aspect to which attention must be drawn is that achievement should not be considered global or general, over all the different subjects of study. Each subject of study requires a specific set of mental operations, though sharing something common with other subjects. The different variables will not have the same degree of relationship with different sets of mental operations. A student who is good in memorizing certain facts may not be so in drawing conclusions based on reasoning. The analysis indicates that the bulk of the studies deal with achievement in general, though some stray attempts have been made with reference to a particular subject of
study. Sustained researches have to be carried out with reference to the different subjects of study separately. Such researches may be of great help to teachers, school administrators and to guidance and counseling workers. Putting the aspects of different levels of education as well as different subjects of study together, it may be said that intensive studies to find out the factors which contribute to achievement in different subjects at various levels have to be undertaken.

1.4 EDUCATIONAL ASPIRATION

1.4.1 Meaning

Intense desire to attain particular levels in social status, jobs, etc. Goals set by individuals are based on their aspirations. The level of aspiration should be related to the individual’s capabilities and environment. (Dahama O.P., Bhatnagar O.P., 1988)\(^6\)

Aspiration means a strong desire for high achievement.

Aspiration is the level of performance in succession of learning tasks with established possibilities for improvement which an individual sets for himself/herself and aspires toward in a next trial.

A person has an expectation when he attempts something. If he attains the expected results, he/she is, in one sense, satisfied. If he/she does less well than he/she expected, experiences some degree of failure. A student may do as well as the teacher expected and receive and favorable comment, yet be annoyed because he/she aimed higher. Another accepts a poor performance as inevitable. Thus, the one who ‘fails’ objectively is confirmed in his original expectation, and the one who ‘succeeds’ in the teacher’s eyes is not.

The standard a person expects to reach in a particular performance is referred to as his level of ‘aspiration’. One’s expectation or aspiration has three aspects
1. What characteristics of the performance h/she considers desirable
2. How well h/she expects to perform in each of these respects and
3. How important each of the characteristic is to him/her

1.4.2 Level of Aspiration

The term Level of Aspiration was first used by a German Psychologist by name Hoppe. This is closely related to each hope of success-fear of failure experience. Every individual has goals and he aspires to achieve this goal. In the course of achieving this goal he has some Expectation. The standard he wants to achieve in any task is described by psychologists as his Level of Aspiration. It is closely related to his Self-Esteem. People tend to raise their goals after success and lower after failure. Individuals who set goals that are too high will inevitable fail. Individuals who set goals that are too low are robbed of a sense of achievement, no matter what they do. The ideal situation is for a student to maintain a realistic level of aspiration. The goal-setting parallels what the high jumper does when he sets the bar between the posts. He sets it high enough that he might fail. He would take no satisfaction in setting it so low that he could jump successfully every time. Success and failure experiences come in the intermediate range between the points at which success is highly probable, but failure is possible, and that at which failure is highly probable, but success possible.

1.5 SELF CONCEPT

1.5.1 Definition

"The secret of good education consists in enabling the student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them as to achieve proper social adjustment and seek right types of employment" (Secondary Education Commision, 1983)
“The fundamental responsibility of schools towards improving the self-concept of their students is being recognized today” (Clark, 1963)

In the words of Jersild; Telford and Sawrey Self-concept includes:

1. Cognitive components- an individual’s perception of his physical attributes and self-conception of himself, his abilities, purposes, beliefs, moral commitments and values
2. Affective components- feelings, sentiments and moods.
3. Capacity for self-evaluation-approved or disapproved and
4. Attitudinal components”.

Wilson, Robeck and Micheal (1974) state:

“The need of some students to build a more dynamic self-image in order to succeed in classwork is more likely to motivate a teacher to understand the necessary work involved in helping them to explore the self-concept” p-270)

In the words of Louis cohen (1978)

“For the modern teacher an accurate picture of children’s self, concept is as vital, a part of his professional knowledge as his assessment of their intellectual potential and academic progress” p-96.

In the words of Ross: “The adolescent lives an intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behavior in his constant alternation between intense excitement and deep depression”

1.5.2 Meaning of Self-Concept

The image of a person as he believes he has. The development of self-concept, takes place as the child grows and by adulthood, it normally stabilizes. If his self-concept does not agree with reality, problems of adjustment in social situations may
arise. Severe distortion of self-concept will have to be treated by counseling or psychotherapy. The individual’s appraisal or evaluation of himself.

1.5.3 Self-Concept And Academic Achievement

The learner’s intellectual possibilities are linked to his self-concept, his attitudes towards himself. His academic achievement is bound to his emotions. His mind is not free if his meeting academic requirements: in them too emotions play their role. Thus there is interplay between emotional and intellectual factors.

How attitudes towards self predominate in both poor achievers and good achievers and how such attitudes emotions are chained. The students who do poor work at school may have emotional disturbances. Many of those who have reading difficulties and are underachievers have emotional difficulties. That there are others who are successful and brilliant in are as valued more than academic achievement, are evident from several studies. Something within the children, which is subjective, abetted by influences that prevail in our educational system, leads them to feel self-reproach and low self-regard.

1.5.4 Secondary Education

The Secondary Education can be defined as all types of education for pupils beyond the eight years primary stage up to the age of eighteen.

The Secondary Education Commission (1952) recommended the following new organizational structure for secondary education.

1. A middle or junior secondary or three years
2. A higher secondary stage which should cover a period of four years.

The Kothari Commission (1964) recommends, after a primary stage of seven or eight years.
1. A lower secondary or high school stage of two or three years on general education or 1-3 years vocational education and

2. A higher secondary stage of two years of general education or 1-3 years of vocational education.

1.6 SIGNIFICANCE OF THE STUDY

The Tribal students of poor intellectually, socially, economically, morally and educationally. It has been witnessing good number of students not in a position to be active during last two periods of the day in the class due to extreme hunger throughout the year. Any amount of teaching however interesting it might be certainly fall flat where the students come to school with empty stomach.

Your purse may be poor but your thought must be rich. But saying is not at all applicable to the tribal children. Both the purse and thought of tribal children are poor because of their utter poverty. In such a situation we the educators must be aware of the availability of the welfare and educational facilities so as to make them aware of those facilities and use them to great extent.

Many students do not come to the high school after their primary education. Very few come without notebooks and books. Many students who appear for interview for the police, military services and found medically unfit due to their poverty.

On the whole the students and parents are unaware of the welfare and educational facilities available to the pupils. Once these welfare and educational facilities are known and provided to the students, their educational performance will be better and they will be good citizens of our country.
1.7 STATEMENT OF THE TOPIC

"INFLUENCE OF AVAILABLE WELFARE AND EDUCATIONAL FACILITIES ON ACHIEVEMENT OF SECONDARY STUDENTS OF TRIBAL COMMUNITY IN NORTH GUJARAT REGION"

1.8 DEFINITION OF KEY TERMS

Influence:

Influence refers to the power to produce effect of the welfare and educational measure on achievement.

Available:

Available of things that can be used or obtained for educational purpose.

Welfare:

It means good health, happiness, prosperity etc., of the tribal children who are in North Gujarat region.

Educational Facilities:

School buildings, classrooms, furniture, play ground, scholarships, hostel, curriculum co-curricular activities etc.

Achievement:

Achievement implies the marks scored by the students in different school subjects in the common examination.

Secondary Students:

Students who are studying in standard VIII, IX and X
Tribal Community:

Group of especially primitive families or communities linked by social, religious or blood ties and usually having a common culture and dialect and a recognized leader. Here it means two types of communities i.e., Dungari Bhil and Dungari Garasias.

North Gujarat Region:

It consists of five districts i.e., Sabar Kantha, Banas Kantha, Mehesana, Pattan and Gandhinagar.

1.9 OBJECTIVES

Section I

1. To find out the level of availability of welfare and educational facilities of Secondary Students of Tribal community in North Gujarat region in terms of Locality of School, Type of School and Structure of the Building.

2. To find out the level of Academic Achievement, Educational Aspiration and Self-Concept of Secondary Students of Tribal community in North Gujarat region in terms of Class, Sex, Religion, Nature of Family and Residence.

3. To find out the level of Family Monthly Income of the Secondary Students of Tribal community in North Gujarat Region with reference to their Academic Achievement, Educational Aspiration and Self-Concept.

Section II

4. To find out the significant difference between
   (a) village and town school students
   (b) boys and girls school students
   (c) boys and co-education school students
   (d) girls and co-education school students
(c) students studying in schools located in permanent and temporary buildings of Tribal community in North Gujarat region with reference to the welfare and educational facilities available in the schools.

5. To find out the significant difference between
   (a) VIII and IX standard students
   (b) male and female students
   (c) Hindu and Non-Hindu students
   (d) nuclear and joint family students
   (e) Day-scholars and Hostellers
   of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

Section III

6. To find out the significant association between occupation of the parents of Secondary Students of Tribal community in North Gujarat region and academic achievement, educational aspiration and self-concept.

7. To find out the significant association between monthly income of the parents of Secondary Students of Tribal community in North Gujarat region and academic achievement, educational aspiration and self-concept.

Section IV

8. To find out the significant relationship between
   (a) welfare facilities and academic achievement
   (b) welfare facilities and educational aspiration
   (c) welfare facilities and self-concept
   of Secondary Students of Tribal community in North Gujarat region.

9. To find out the significant relationship between
(a) educational facilities and academic achievement
(b) educational facilities and educational aspiration
(c) educational facilities and self-concept

of Secondary Students of Tribal community in North Gujarat region.

1.10 HYPOTHESES

Section I

1. The level of availability of welfare facilities of Secondary Students of Tribal community in North Gujarat region is adequate.
2. The level of availability of welfare facilities of village Secondary Students of Tribal community in North Gujarat region is adequate.
3. The level of availability of welfare facilities of town Secondary Students of Tribal community in North Gujarat region is adequate.
4. The level of availability of welfare facilities of girls school Secondary Students in North Gujarat region is adequate.
5. The level of availability of welfare facilities of boys school Secondary Students in North Gujarat region is adequate.
6. The level of availability of welfare facilities of co-education school Secondary Students in North Gujarat region is adequate.
7. The level of availability of welfare facilities of Secondary Students studying in schools located in permanent building in North Gujarat region is adequate.
8. The level of availability of welfare facilities of Secondary Students studying in schools located in temporary building Secondary Students of Tribal community in North Gujarat region is adequate.
9. The level of availability of educational facilities of Secondary Students of Tribal community in North Gujarat region is adequate.

10. The level of availability of educational facilities of village Secondary Students of Tribal community in North Gujarat region is adequate.

11. The level of availability of educational facilities of town Secondary Students of Tribal community in North Gujarat region is adequate.

12. The level of availability of educational facilities of girls school Secondary Students in North Gujarat region is adequate.

13. The level of availability of educational facilities of boys school Secondary Students in North Gujarat region is adequate.

14. The level of availability of educational facilities of co-education school Secondary Students in North Gujarat region is adequate.

15. The level of availability of educational facilities of Secondary Students studying in schools located in permanent building in North Gujarat region is adequate.

16. The level of availability of educational facilities of Secondary Students studying in schools located in temporary building in North Gujarat region is adequate.

17. The level of academic achievement of Secondary Students of Tribal community in North Gujarat Region is average.

18. The level of academic achievement of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.
19. The level of academic achievement in Gujarati language of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

20. The level of academic achievement in Hindi language of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

21. The level of academic achievement in Sanskrit language of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

22. The level of academic achievement in English language of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

23. The level of academic achievement in Mathematics subject of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

24. The level of academic achievement in Science subject of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

25. The level of academic achievement in Social Science subject of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

26. The level of educational aspiration of Secondary Students of Tribal community in North Gujarat Region is average.
27. The level of educational aspiration of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

28. The level of self-concept of Secondary Students of Tribal community in North Gujarat Region is average.

29. The level of self-concept of Secondary Students of Tribal community in North Gujarat Region with reference to their class, sex, religion, nature of family and residence is average.

30. The level of family monthly income of the Secondary Students of Tribal community in North Gujarat Region with reference to their academic achievement, educational aspiration and self-concept is average.

Section II

31. There is no significant difference between village and town school Secondary Students of Tribal community in North Gujarat region with reference to the welfare and educational facilities available in the schools.

32. There is no significant difference between girls and boys school Secondary Students of Tribal community in North Gujarat region with reference to the welfare and educational facilities available in the schools.

33. There is no significant difference between boys and co-education school Secondary Students of Tribal community in North Gujarat region with reference to the welfare and educational facilities available in the schools.

34. There is no significant difference between girls and co-education school Secondary Students of Tribal community in North Gujarat region with reference to the welfare and educational facilities available in the schools.
35. There is no significant difference between Secondary Students studying in schools located in permanent and temporary buildings in North Gujarat region with reference to the welfare and educational facilities available in the schools.

36. There is no significant difference between VIII and IX standard students of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

37. There is no significant difference between male and female Secondary Students of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

38. There is no significant difference between Hindu and Non-Hindu Secondary Students of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

39. There is no significant difference between nuclear and joint family Secondary Students of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

40. There is no significant difference between Secondary Students of Day-scholars and Hostellers of Tribal community in North Gujarat region with reference to their academic achievement, educational aspiration and self-concept.

Section III

41. There is no significant association between educational qualifications of the parents of Secondary Students of Tribal community in North Gujarat region and academic achievement and its dimensions, educational aspiration and self-concept.
42. There is no significant association between occupation of the parents of Secondary Students of Tribal community in North Gujarat region and academic achievement and its dimensions, educational aspiration and self-concept.

43. There is no significant association between monthly income of the parents of Secondary Students of Tribal community in North Gujarat region and academic achievement and its dimensions, educational aspiration and self-concept.

Section IV

44. There is no significant relationship between welfare facilities and academic achievement of Secondary Students of Tribal community in North Gujarat region.

45. There is no significant relationship between welfare facilities and educational aspiration of Secondary Students of Tribal community in North Gujarat region.

46. There is no significant relationship between welfare facilities and self-concept of Secondary Students of Tribal community in North Gujarat region.

47. There is no significant relationship between educational facilities and academic achievement of Secondary Students of Tribal community in North Gujarat region.

48. There is no significant relationship between educational facilities and educational aspiration of Secondary Students of Tribal community in North Gujarat region.

49. There is no significant relationship between educational facilities and self-concept of Secondary Students of Tribal community in North Gujarat region.
1.11 METHOD USED

The investigator adopted Survey Method for collection of data.

1.12 POPULATION

The population for the investigation is the secondary Tribal students in VIII and IX standards studying in the Sabarkantha, Banaskantha and Palanpur Revenue District of Gujarat.

1.13 SAMPLE

The investigator selected a sample of 1032 secondary Tribal students studying in the secondary schools of Sabarkantha, Banaskantha and Palanpur Revenue Districts of Gujarat by the stratified random sampling technique.

1.14 LIMITATIONS

1. The investigation is limited to Secondary Students of VIII and IX standards studying in Sabarkantha, Banaskantha and Palanpur Revenue District of Gujarat.

2. The investigation is further limited to the VIII and IX standards Secondary Tribal students studying in Gujarati medium.
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