Chapter - 2
CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION:

Review of the related literature is one of the most important steps in any type of educational research work. Its importance has been established by different researchers on the basis of their fundamental and original work. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher.

Review of related literature provides a sound theoretical framework of research. It provides knowledge of the previous research on the problem. It also provides insight into the various methods and procedures being used to reach the objectives of research. It helps the investigator to design his study in a manner that recurrence of the short-comings and pitfalls observed in any earlier study. There findings may be utilized to facilitate the support wherever necessary for interpretation of the result of the present study.

In this chapter an attempt has been made to review the work that has already been done in the area of tribal education. Some of the study given below are not directly related to the present study. Yet the review of these studies would place the present study in its proper perspective.

2.1 WESTERN STUDY:

A) A case study on "Education opportunities for Hill Tribes in Northern Thailand" was done by Sustainable Development Department of Thailand in 1998. The
main objectives of their study were:

i) To study the impact of education on the life of the Hill Tribes in Northern Thailand.

ii) To study the impact of education on the socio-economic condition of the Thai People.

iii) Study the different problems of Hill tribe in Northern Thailand.

MAJOR FINDINGS OF THE STUDY WERE:

i) Hill tribe people has faced insufficient in many respect, due largely to difficulties in physical access to, communication with and frequent migration by hill tribe people, delayed land settlement and legal problems.

ii) Problems deriving from poverty, lack of infrastructure, delayed land settlement, legal status of hill tribe people in Thailand, and illegal immigration.

iii) Most of these people are unskilled and unprepared for a new environment, and thus susceptible, to exploitation and unlawful conduct.

iv) HIV/AIDS, prostitution, drug addiction as well as degradation in agriculture and income are other serious problem.

v) Participation of and communication with hill tribe communities in planning and implementing support activities, local curriculum development in formal and non-formal education corresponding to the community needs, capacity-building of those engaged in the field-level implementation of support activities and collaboration among
governmental and non-governmental organizations can improve the condition.

vi) Enhancement of education opportunities in such a way as to contribute to improve agricultural production, employment and income generation should be based on efforts to harmonize modern knowledge and technologies with local wisdom and practice.

vii) Education, along with infrastructure communication and health care, is an indispensable enabling factor for enhancing rural livelihood. It enables hill tribe people to take fuller advantage of employment and training opportunities, whether they choose to stay in their communities or decide to earn income in urban areas.

B) Claudia Kichinger (2002) of University of Vienna conducted a study on "The impact of formal Education on Semi-Nomadic Tribes in Syria.

MAJOR OBJECTIVES OF THE STUDY WERE:

i) To study the ways in which the different levels of formal education affect the local communities.

ii) To find out whether formal education has brought about social, cultural and socio-economic changes.

iii) To compare the traditionally transmitted knowledge and values transmitted through modern formal education.

iv) To find out the degree of internalisation of both levels.

MAJOR FINDINGS OF THE STUDY WERE:

i) Although the effects of modern education are manifold, the degree
to which knowledge and values are internalised in strongly related to the circumstances within the families and to the degree of exchange with the wider society.

ii) There is no one way change in the peoples mind, but rather a tendency towards individualisation which seems to be shaped to be together with other aspects.

iii) Concerning the impact of formal education the idea of economic advantages plays an important role.

iv) In the case of women or girls, it is still rare for them to attend school after compulsory school because their duties are still largely embedded in their traditional roles.

2.2 INDIAN STUDIES :

A) L.P. Vidyarthi in 1964, in his study of Munda and Oraon tribals living in Ranchi City points out, "The process of urbanization among the tribals of the city involves changes in several dimension. The primary change in noticed in the occupational sphere which directly inducess the change in economic and technological spheres, but it is accompanied by associated changes in the field of social relations, customs, habits and the values and beliefs.

B) Gupta S.P. in 1965 conducted a study on "A study of Adivasi students in Ranchi district" from Bihar Tribal Welfare Research Institute.

MAJOR OBJECTIVES OF THE STUDY WERE :

(i) To collect information about the social, personal, economic and academic problems of Adivasi students.
(ii) To investigate the role of some important factors which influenced their adjustment and attitudes.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The overall situation posed by the Adivasi Students was far from satisfactory.

(ii) Their problems of adjustment of different spheres of life—social, personal, financial and academic—depended on various factors such as social class, accommodation, personality traits, distance from their native place, financial incentives and level of education.

(iii) Certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent.

C) Kumar V, (1978) of Ranchi University conducted a study on Higher Education among scheduled Tribes: An evaluative study.

MAJOR OBJECTIVES OF THE STUDY WERE:

(i) To study the position of higher education among scheduled tribes with special reference of Ranchi district.

(ii) To find out wastage and Stagnation in different courses (general as well as professional) of higher education.

(iii) To study different problems of higher education as faced by the tribal people.

(iv) To find out the ill-effects of higher education on tribal people.

(v) To make case studies of some tribal students who had given up studies after matriculation.
(vi) To suggest measures for proper development of higher education and its utilization for the welfare and prosperity as the tribal people.

MAJOR FINDINGS OF THE STUDY WERE :-

(i) In spite of the many facilities provided to tribal students in higher education, they had not yet come up to the level of non. tribal people. The more the facilities they got, the more acute the problem became in other directions. Although higher education was not relevent to the needs of tribal community.

(ii) Government had been contributing a 10%. christian missionaries also contributed in providing and expanding higher education among tribals.

(iii) In professional education, tribals dropped out and stagnated most in law courses.

(iv) The majority tribals in higher education belonged to literate families with comparatively high economic and social status in their community and had parents/guardians who had no political aspirations but had aspirations for good jobs after higher education.

(v) There was comparatively less indiscipline among tribals.

D) S.K. Lal and U.R. Nahar in 1978 conducted a full fledged study on "Higher Education of Scheduled Castes and scheduled Tribe". The study was an outcome of the extensive field work among the scheduled caste and scheduled tribe students studying at higher level in Rajasthan. The book is a part of a country wide project, which was sponsored by Indian Council of social service Research, New Delhi, to assess the progress and problems of S.C. and S.T.

The main aim of the study was to find out why an appreciable change in education did not come about in the level of education of backward classes in a period of more than a quarter of a century in spite of the inclusion of this fundamental task in education policy and to highlight the picture of education among the backward classes in Howrah District in W.B.

MAJOR OBJECTIVES OF THE STUDY WERE:

i) The condition of education and literacy was extremely poor in the case of tribes while in the case of scheduled castes it was slightly better.

ii) Dropout turned out to be a vital problem which showed unproductive expenditure and loss of energy by different agencies.

iii) There were a number of drawbacks or limitations which were primarily faced by the students, their parents and the teachers. These included the poor economic condition of the backward classes.

iv) Due to lack of education and literacy the backward classes did not have any awareness about literacy.

v) There was a vast communication gap between illiterate classes and the agencies which involved themselves in literacy campaign.

F) A Singh (1982) of Ranchi University conducted a study on impact of education on social change among the tribals of Ranchi district.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The educated tribal had changed their ways of living, thinking and doing.
(ii) They had joined consciousness towards westernization and modernization.

(iii) Education had proved to be an instrument of social change among the tribals.

G) Joshi, S.D. (1982) conducted a study on "Problems of Education of the weaker section) of society with respect of the weaker sections in Baroda District. from centre for advanced study in Education (NCERT Financial)

MAJOR OBJECTIVES OF THE STUDY WERE:

i) To identify the factors affecting the educational pursuit of the weaker sections.

ii) To determine the extent to which each of the identified factors affected the pursuit.

iii) To suggest a scheme for redesigning of education for this section of society.

MAJOR FINDINGS OF THE STUDY WERE:

i) Parents were mainly wage earners without a steady source of income, the home atmosphere was not congenial for studies because of limited facilities.

ii) The educated members of the villages invariably left the villages for jobs outside.

iii) The school students were low on diffidence and rejection with a high self-concept.

iv) Parents have favourable attitudes towards schools and education in
general with a feeling and education in general made better citizens, they did not want their children to take up their occupations. Though parents could not provide academic help they were eager to extend corporation and encouragement in their children's education.

H) PANDA, S.C. (1983) of Utkal University conducted a study on "An Empirical study of Education of Tribals in Orissa".

**MAJOR OBJECTIVES OF THE STUDY WERE:**

(i) To understand the usefulness of education in tribal life.

(ii) To find out the nature of impediments and hurdles to the overall educational programmes of the tribal people of Orissa.

(iii) To impart successful education to the tribal students.

**MAJOR FINDINGS OF THE STUDY WERE:**

(i) Public community institutions were very rare in villages, villages had poor communication with other villages and they were crowded with different sections of tribal population.

(ii) A majority of teachers felt that the syllabus was not suitable to the daily usage of the tribal children.

(iii) Both teachers and students were of the opinion that the amount of stipend was very low and should be enhanced keeping in view the present condition of the society.

(iv) Many students felt that they were unable to prosecute their studies well because they had insufficient reading and writing materials.

I) Jabhar N.L. (1983) of Poona University conducted a study on "Educational
Development of Tribal of Nasik District covered of period 1948 to 1980. This is a historical study.

**MAJOR OBJECTIVES OF THE STUDY WERE:**

i) To study the geographical and historical background of the tribal of Nasik district.

ii) To study to social, religious, cultural background and their morals.

iii) The find out the economic condition

iv) To find out the causes of backgroundness.

v) To find out the impact of education on their life style.

**MAJOR FINDINGS OF THE STUDY WERE:**

(i) Education in tribal areas had immensely expanded during the period. Primary schools had been opened in villages and habitats in implementation of the policy of universalisation primary education.

(ii) Most of the problem of the tribals were economic. They got reflected in education. As such, there was a need for more and more non-formal part time schools.

(iii) Most tribal students wanted to enter service after completing education.

(iv) Tribal children were irregular in schools due to problems of food, clothing and shelter.

(v) There was quite a large number of ashram schools (residential schools) in the tribal area.

(vi) There was a number of governmental schemes of promoting education in tribal effective.
CHOUDHURY, S.S. of North Bengal University (1985) conducted a study titled "Education and social change among the scheduled Tribes of North Bengal."

MAJOR OBJECTIVES OF THE STUDY WERE:

(i) To ascertain the spread of education among the population under study with special reference to the nature of progress in education among STs of North Bengal along with the differential rate of progress,

(ii) To examine the effect of education on occupation, family, marriage, religion and political life.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The indigenous STs were generally advanced as compared to the migrant STs, both plantation workers and village settlers, in the fields of literacy and gainful occupation.

(ii) Migrant STs at the village were alarmingly backward in education in relation to migrant STs in the estate and indigenous STs in the village.

(iii) The spread of education among ST communities was uniform at the tea garden, some what uneven among migrant STs in the village, and must uneven among indigenous STs

(iv) ST female of the tea garden and of the indigenous village category were educationally at the same level, though far below the national level according to the census of 1981, But the ST females of the migrant village category were shockingly backward

(v) Educated STs had more modern attitude towards social institutions
of occupation, family, marriage, religion and politics as compared to the illiterates.

K) **Shah and Patel (1985)** in their study on "Social context of Tribal Education" observed that, educational development has a positive relationship to the social status of the caste/communities. The educational development of the tribal was the lowest, and that of high caste Hindus was the highest. The educational development of the SC was above ST's but much below that of even the low caste Hindus. From the community context of educational development of the tribals they found a negative relationship between the community context (the proportion of the non tribal population) and the education development of tribals in a village community, there was a considerable amount of variation in educational attainment as well as social class composition of the different tribal groups. Further they have concluded that tribals were unaware of the available facilities and special programmes of assistance, hence there was unequal level of development.

L) **Awasthi, B.P. and Rao, V. Rana (1987)** of NCERT conducted a study on the interrelationship between the education of scheduled Tribes and their socio economic mobility.

**MAJOR OBJECTIVES OF THE STUDY WERE :**

(i) To find out the extent of the educational development of the scheduled tribes,

(ii) To find out the extent of socio-economic mobility among the scheduled tribes,
(iii) To find out the correlation, if any that exists between education and socio-economic mobility.

**MAJOR FINDINGS OF THE STUDY WERE:**

(i) The study revealed that there was a close interrelationship between education and socio-economic mobility among the tribal people of the area studies, due to education, there was a horizontal social and occupational mobility on the one hand and on the other hand there was a vertical economic mobility.

(ii) The findings further established that education upto the school stage was able to bring about economic mobility among the tribal people. The majority among the educated respondents had received education upto the school level and whatever the economic development among them was mainly due to the employment they got in various field, as a result of this educational level.

(iii) Education upto the school level was found to be responsible for bringing about social mobility among the scheduled tribes.

(iv) The pace of socio-economic mobility was found to be insignificant among the uneducated.

**M) Talesara, Hemlata (1988) of Udaipur :** G.S. Teachers college conducted a study on "Tribals and Education : A quest for integration in the regional mainstream.

**MAJOR OBJECTIVES OF THE STUDY WERE:**

(i) To enquire into the relationship of modern education with the tribal structural reality.
(ii) To assess the ethnic structure of the tribal society in the present context of social change.

(iii) To find out the structural changes in the tribal society from the impact of education.

(iv) To identify the structural gaps which arrest the maintenance of the tribal identity and its integration.

(v) To suggest some alternative measures to fulfill the structural needs of the tribals.

MAJOR FINDINGS OF THE STUDY WERE:

(i) It was found that the present system of education was related to some of the needs of the tribal society to the extent that when the tribals were left with little and to cultivate education was popular avenue for providing employment to the new generation of the tribals. On the other hand, attainment of education among the tribals resulted in social differentiation.

(ii) Education for the tribals today has differential impact on the diverse tribal groups.

(iii) Some of the basic characteristics syllabus, i.e. the tribal students showed keen interest in geography and environment out of all the school courses.

(iv) Education had prepared the tribal groups better accept off the former occupations; they also involved themselves in the regional political movements. As a result of education, tribal students in various degrees completed with the non-tribal.

THE MAJOR FINDINGS OF THE STUDY WERE:

To find out how the educational facilities had been made use of and what kind of problems were faced by the children of scheduled castes and scheduled Tribes in the process of education.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The majority of the school and college students from amongst the scheduled castes devoted more time to their studies than to domestic work.

(ii) College Students devoted more time to their studies than the school students.

(iii) College students of this group participated more in political events than the school students.

(iv) Among scheduled Tribes students also, college students studied for longer hours.

(v) Both the school and college students of this group took part in extra curricular activities.

(vi) Most of the school and college teachers regarded their scheduled castes and scheduled Tribes students as inferior to their counterparts in other communities.

O) Ekka, E.M. (1990) of Utkal Uni conducted a study titled "Development of
Tribal education in Orissa after Independence.

MAJOR OBJECTIVES OF THE STUDY WERE:

(i) To study the percentage of the tribal population (comprising different tribes) provided with primary education facilities in their habitations.

(ii) To find out the tribe wise enrolment of pupils at various school stages.

(iii) To investigate the progress in literacy and education of the scheduled Tribes since independence.

(iv) To compare the educational development of the ST with that of the general population with respect to rate of progress and the areas in which there is a gap.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The problems of educational development in the tribal areas were very complex. The tribes, in general, had not been able to enjoy fully the benefits derived from the economic schemes because of their educational backwardness and their very low levels of literacy.

(ii) The growth of literacy among all tribes has been extremely poor.

(iii) The percentage of bigger habitations in the tribal inhabited areas was extremely negligible.

(iv) The tribal were not mentally deficient, they were capable of picking up complex knowledge but their pace of assimilation was lower as their cognitive level was relatively lower due to historical reasons. The growth of formal education was hindered due to sex laxity and exposes...
P) Mishra, Subodha Chandra (1991) of Poona University conducted a study on "A study of the relationship between education and the social status of scheduled castes students of Cuttack district Orissa."

MAJOR OBJECTIVES OF THE STUDY WERE:

(i) To study the extent to which the social status of scheduled castes graduates had improved as a result of education.

(ii) To compare the social status of scheduled castes graduates with non-scheduled castes graduates.

(iii) To study the effect of the changed economic condition on the social status of scheduled castes graduates.

(iv) To study the extent to which the attitudes of scheduled castes graduates towards 'self' had changed as a result of education.

(v) To study the effect of family background on the social status of scheduled castes graduates.

MAJOR FINDINGS OF THE STUDY WERE:

(i) A larger percentage of scheduled castes respondents were in the Arts stream and a smaller percentage in the commerce and science streams in comparison to non-scheduled castes respondents.

(ii) The economic condition of scheduled castes graduates had improved to a considerable extent due to education but it was still weaker in comparison to non-scheduled castes graduates.

(iii) Scheduled castes graduates married a little earlier than non-scheduled
castes graduates, and belonged to joint families rather than nuclear families.

(iv) The family size of scheduled castes respondents was larger as compared to that of non-scheduled castes respondents.

(v) Both scheduled castes and non-scheduled castes respondents were equally exposed to mass media but the scheduled castes were less interested in music, reading novels and magazines.

(vi) Due to limited aspiration, insecurity of jobs and poverty, the majority of he scheduled castes respondents did not feel encouraged to go in for higher education.

Q) Sharma Madhu (1991) conducted a study on "Educational Problems among the scheduled tribes of Madhya pradesh" On the study she formed that formal education in tribal areas had a late start. Even now the number of educational institutions in tribal areas is smaller as compared to other areas. Communication is scanty and difficult because of natural barriers like rivers, hills, forests etc.

**MAJOR FINDINGS OF THE STUDY WERE :**

(i) To send its grown up boys or girls to school is an economic proposition to a tribal family as it entails dislocation in the traditional pattern of division of labour. The children help the family in many ways. They look after younger ones and do domestic work, help their parents in agricultural operations and collect forest produces.

(ii) The schools are at some distance and the young children can not reach there easily, particularly in rainy season.
Teachers in tribal areas come mostly from non-tribal areas. In many cases they lack necessary understanding of the people and their culture. As such, they do not devote themselves to their work with the required zeal. Indifferent teachers are unable to create interest for education amongst tribal children.

R) Bandyopadhya K.L. (1992) of Calcutta University conducted a study on "A treatise on the education of the backward classes in India Since independence with special reference to west Bengal.

**MAJOR OBJECTIVE OF THE STUDY WERE :**

(i) To identify the criterion for defining the backward classes in India - in the historical perspective,, pin pointing the constitution provisions and judicial reviews in the matter.

(ii) To find out the growth and development of education among the backward classes.

(iii) To identify the nature and form of hurdles and constraints causing elementary stage of education among the backward classes.

(iv) To assess the role and importance of education for developing the backward classes as human resources.

(v) To find out the impact of education on the backward classes as regards, social and national integration.

(vi) To understand and assess the attitudes; aspirations and motivations of parents belonging to the backward classes towards the education of their children.
MAJOR FINDINGS OF THE STUDY WERE:

(i) There had been difference in reasons for poor enrolment in different schools located in different environmental, situations. Absenteeism, wastage and stagnation in elementary education were greater, in some micro-cases, among girls than among boys. The enrolment rate was better in "roadside" and "station side" villages.

(ii) Education of the backward classes had a positive effect on the development of social and national integration against disruptive forces, caste-based communalism and religious fundamentalism.

(iii) The majority of the parents of the backward classes, living in different environmental locations had a positive attitude, towards the education of their children, but they could hereby act as per their attitudes.

(iv) Parents aspirations and motivation for the education of their children were related to the level of their age and education, and educated parents of lower age had better aspirations and motivations than illiterate and aged parents.

S) Devendra, Kiran (1992) conducted a study on "Education of the Tribal", with special reference to Rajasthan Bihar and Uttar Pradesh" from NCERT. On her study she formal that the tribals had their problems like shortage of anable land, small agricultural holdings, they had very low economic standards, lack of means of communication, they did not want to come out of their 'obsolete customs'. they had the problems of debts and that they were being exploited. These held back both boys and girls from schools.

It was generally felt that the female education in the tribal areas was
bad because of the absence of female teachers, absence of local role models, lack of motivation among parents.

T) Malhotra O.P. soulvile from (1992) conducted a study on "the impact of education on Nicobarese tribal life and adjustment at the post doctoral level. The study examined the impact of modern education on the social cultural, economic, political and religious life of the community including its family structure and organisation. The sample was drawn from is villages of Nicobar Island, which included both tribal and non-tribal teachers. The data, collected through questionnaire, interview, observation schedule, Likest's Attitude scale and case studies, showed that the spread of education has brought about changes in the traditional occupations, in the cultural life in Nicobarese language and in their economy and political consciousness, and has also made them more receptive to new ideas.

U) Pramila Dandavate & Jamila Verghese conducted a study on "Impact of Education on scheduled caste youth in India-- A study of social Transformation in Bihar and Madhya Pradesh". Their study identifies and analyses the barriers to the integration of scheduled caste youth into "Mainstream" Indian society. It examines social, psychological and structural barriers these youth face. The impact of education on scheduled caste youth focusing on Bihar and Madhya Pradesh is evaluated. Recommendation on how modern education can promote greater upward mobility of scheduled caste youth are included in this study.

V) Ranjana Kumari and S. Radhakrishnan conducted a study on "Higher Education and Scheduled Tribe youths --- A case study of Chattisgarh". This book examines the impact of education on the economic condition of
The self perception of tribal people, as well as their views, regarding their place in society at large are examined. The impact of education on the economic and social mobility of tribal students and their families in Chattisgarh is analysed as are problems and issues raised with regard to integration through education.

W) Sabnis, B.K. and Mahurkar, P.R. (IIE) conducted a study titled. "Relationship between Educational and social status of scheduled casts students from Beed District.

MAJOR OBJECTIVES OF THE STUDY WERE :

(i) To study whether or not the social status of scheduled caste (SC) men and women had improved as a result of graduation.

(ii) To study whether or not the attitude of scheduled caste men and women towards self had changed as a result of education.

MAJOR FINDINGS OF THE STUDY WERE :

(i) The Economic condition of graduates had improved as a result of education.

(ii) After having graduated most of them were employed in government service. The proportion of those in private service was negligible.

(iii) Most of them had their primary education in villages secondary education at the taluka place and higher education in bigger towns.

(iv) Close relatives of these graduates were yet illiterate and poor or at the most, in the category of subordinate government servants.

(v) About 90 per cent of the SC graduates still has to stay outside the
town.

(vi) Most of the SC graduates had their own ancestral houses or houses provided by their employers.

(vii) Most of the SC graduates has watches, radios and electric irons. some had tape recorders and fans.

(viii) Most of the subjects reported that they chewed tobacco and pan.

(ix) Cinema and drama were their means of recreation They also attended village fairs and village recreation programmes.

(x) About 50 per cent of them felt that marriage should be celebrated in the traditional manner. Most of them felt that their social status had improved because of education and was steadily improving further.

2.3 REGIONAL STUDY :

A) Bose, J.K. (1985) conducted a study on Culture change among the Garos, Calcutta.

MAJOR OBJECTIVES OF THE STUDY WERE:

i) To study the impact of education on the life of the garo people.

ii) To study the impact of education in political field.

iii) Impact of education on economic institution.

MAJOR FINDINGS OF THE STUDY WERE:

(i) The Garos has now become a part of the modernized world society. In technological development they took a great leap from shifting cultivation to plough cultivation. Their dresses now come from the
highly developed textile mills, their guard and pottery containers have almost totally been replaced by iron and aluminium aeré utensils produced by highly developed technology. They have now reaped the benefit of modern medicine and modern technological devices like radio, T.V., electronic, calculator, recorders, videos etc.

ii) In the political field modernization has been so rapid that within the last four decades their traditional political institutions based on kinship have faced extinction. All Garos are now willing participants in the modern democratic machinery of India.

iii) Modern economic institutions are fast penetrating deeper and deeper—banks and co-operative societies have now been opened in rural areas they are showing signs of obliterating the financial function of the kin. Shops and markets have also penetrated deep into the Garo habitat and thus money has replaced the old barter and exchange systems. Penetration of money economy has greatly impaired the mutual help and co-operative function of the kin.

B) Majow, Sister Julia Narayan (1991) conducted a study on "A comparative study of the levels of education and drop outs related to certain sociopsychological factors among tribal of Meghalaya from JNU, Delhi.

MAJOR OBJECTIVES OF THE STUDY WERE:

i) To make an assessment of the levels of education amongst the tribals of Meghalaya in terms of the enrolment in primary classes in different classes in different schools. In the five districts of Meghalaya.
ii) To ascertain the phenomenon of drop out amongst them in terms of rural/urban, sex, tribal/non tribal dimensions as well as to find out any difference between drop outs, and non drop-outs in terms of their level of intelligence and aspiration.

**MAJOR FINDINGS OF THE STUDY WERE:**

i) The enrolment figures of the three levels of education varied, the highest being at the primary level, followed by the middle and the high school levels. More boys than girls had been enrolled in both rural and urban schools though the number of girls had been enrolled in both rural and urban schools though the numbers of girls enrolled at higher levels kept increasing in the rural areas.

ii) Types of school, physical features, academic and other facilities varied from school to school depending on several factors including geographical and economical.

iii) More than 90% of the children preferred the medical or engineering or teaching professions.

C) **SINGHA, K.I. of Gauhati University (2000)** conducted a study titled "The Impact of Modern Education on Socio-Cultural life of the meeties in Assam."

**MAJOR OBJECTIVES OF THE STUDY WERE:**

(i) To study the impact of modern education on Socio-Cultural life of the Meeties.

(ii) To study the socio-cultural life of the meeties.

**MAJOR FINDINGS OF THE STUDY WERE:**

(i) The family structure of the Meeties of Assam specially among the
educated persons are showing a visible signs of change in living more in the nuclear families than the joint families.

(ii) The study reveals that the educated people are occupationally mobile. Education helps the individuals in shifting from traditional occupational roles and taking up new ones.

(iii) It is found that the religious rites and festivals of the Meeti Community are performed in the same traditional method without much change. But a change is noticed in the attitude of the people towards these practices. The educated people now tend to question the efficiency of the various social and religious practices and institutions of their society.

(iv) The study shows that the educated persons visit the places of worship only on certain specific occasions, while the illiterate persons are found to be visiting the places of worship quite frequently.

(v) The majority of educated respondents do not believe in the efficacy of traditional ritual purification after pollution. They do not like to spent lavishly in the rituals connecting various life cycles ceremonies. Economics has regulated the provience of religious rites and ceremonies. About two third (64.86%) of the high educated persons regarded the religions feasts as wasteful. But only 42.86% of the low educated persons think wasteful

D) Mr. Suraj Phukan (2001) under Guwahati University conducted a study on impact of Education on Tea Tribes with special reference to khowang Tea Estate, Dibrugarh District.
MAJOR OBJECTIVES OF THE STUDY WERE:

(i) To study the impact of Education on Tea-tribes in their day to day living condition.

(ii) To condition study the usefulness of education in socio-economic condition.

MAJOR FINDINGS OF THE STUDY:

(i) Education has been developing among the tea-tribe community.

(ii) The superstitions and prejudices among the people has been decreasing gradually.

(iii) The people are at present acquainted with the modern means of living.

(iv) Though the parents are illiterate yet they want to educate their child.

(v) Due to poor economic conditions, the parents are unable to provide necessary facilities to the students.

In the present study, keeping in view the objectives, related studies done on tribal education amounting to a total twenty seven (27) studies are presented in this chapter. An attempt has been made to arrive at a rationale for the present study basing on the wholistic perspective of the findings of these studies.