CHAPTER - II
REVIEW OF RELATED LITERATURE.

A good number of researches have been made by a number of researchers on tribes and their educational problems. All the studies have looked into the factors which account for lingering educational backwardness of tribes. For convenience, the presentation of this chapter is classified under three headings. They are

1. Studies on Access, Enrolment, Retention and Dropout,
2. Studies related to Achievement and

2.1. STUDIES ON ACCESS, ENROLMENT, RETENTION AND DROPOUT

Khurana (1978) suggested that the problem of tribal education should be tackled in two stages. Firstly the tribal children needed to be brought to the school; secondly they were to be retained in the school until they completed at least the elementary level of education, say up to class VII. In order to achieve this he suggested; (1) Village wise survey should be conducted to find out the number of children not attending school, (2) A survey map of the existing institutions in the tribal areas should be prepared to tell the tribal children the exact location of the school nearest to their locality, (3) Ashram type schools should be opened, in the areas which had a literacy rate below 5 to 10 percent, (4) Such areas should be identified at block levels and special attention should be given to them, (5) Programme for providing husband-wife teams to these schools should be made whenever possible, (6) To ensure proper functioning of schools, an administrative or inspiring authority should be appointed, (7) Provision should be made for residential...
quarters for the teachers and (8) Every effort should be made for the economic development of these tribals.

Mishra (1996) conducted a study on education of tribal children. The main objectives of the study were to find out the socio psychological and institutional variables related to the phenomenon dropout among Saora children belonging to high and low dropout schools located in hilly and plain areas. He used descriptive method. Main findings of psychological, social and institutional variables as related to the school dropout phenomenon are: 1. Between high drop-out of hilly and plain area, drop-out was associated with academic motivation and inferiority. The high drop-out plain area students had higher academic motivation and lower inferiority than high drop-out hilly area students; 2. Social variables and the phenomenon of drop-out, illiteracy of parents, lack of parental awareness towards education, lack of control of parents over the children, economic backwardness of family, engagement of children in some work inside or outside home, led to school drop-out. Parental hesitation to send girls to co-educational institutions was a factor in girls dropping outs; 3. Institutional variables and the phenomenon of drop-out improper school timings, irregularity of teachers in attending to the school, lack of the interest of teachers, lack of physical facilities in the school, unsuitable and heavy curriculum due to medium of instruction are the major reasons for the drop-out of children.

Nityananda Pradhan (2001) conducted a case study on problems of educating children in tribal communities. Main objective was to study the ground realities, through case study approach, pertaining to the factors that de-motivate tribal children and their parents from pursuing formal education. The major finding is that there is less enrolment and high rate of dropout cases in the primary school among tribals. Lack of pre primary system of
schooling in the community and inadequate infrastructure in the village schools are the additional difficulties.

Krishna. C (1999) made an effort to examine in some depth the educational situation of the tribe folk in Kerala and the levels of awareness and utilization on their part of the different educational development schemes specifically meant for them. The study was conducted in the Panamaram Panchayath in Mananthavady taluk of Wayanad district in which five major tribal communities of the state live. He found in his study that there is marked improvement in the level of education among tribals in recent years. But the low level of enrolment and high dropout rates are still a major problem. Lack of aspiration and poor economic situations negatively affect their education. He also noted significant variations among tribes with regard to the educational achievements. Paniyan and Kattunayakan tribe flocks are far behind in comparison with Kurma and Kurichya tribes in academic achievements.

Thompson’s (1962) studies have revealed that low social economic status, lack of motivation, alienation from the school and the family, language difficulties in learning process and other factors are the important variables for educational retardation and early dropout of children coming from the disadvantaged groups in society.

Nash (1971) deals with cultural and economic modernization with reference to the role of village schools in Mexico, Guatemala and Burma. He is of the opinion that schools can be effective as a means of change only when there are simultaneous changes in other walks of life. He analyses how schools need not always contribute to change but as well may act for stability as in the case of Burmese schools.
A study conducted by Red Leaf and Bethy Taylor (1999) with the purpose of investigating patterns of students retention and attrition for students during the fall 1996, spring 1997, fall 1997 and spring 1998 semesters at a selected tribal college. American Indian students have difficulty in staying post secondary schools and completing their college programmes. Many factors contribute to the alarming rates of American Indians not being able to attain their educational goals.

Sujatha (1987) undertook a study to find out the underlying causes of absenteeism, stagnation and wastage among Yenadi tribe. She also studied the effect of socio-economic condition of parents on enrolment of the children and sex differences. She found that absenteeism was more among Yanadi girls both in mixed villages and tribal colonies. Absenteeism was found to be more among Yanadi girls than the boys in mixed villages, whereas the difference between girls and boys in the tribal colonies was negligible and absenteeism among Yanadi boys and girls put together was lower in tribal colonies than in the mixed villages. Further she found that the incidence of wastage among the Yenadi children at the primary stage ranged between 75 to 92%. Generally the education of Yenadi children in the schools situated in the mixed villages is not found encouraging.

Rath (1976) expressed his feelings by stating that in the atmosphere of sub-culture, tribal children may develop low self-esteem and inferiority in comparison with others. This itself may be the single major cause of early drop-out. He (1973) also ascribed weak motivational factors for learning in case of these children, which lead to drop-out.

For Deutsch (1965) cumulative deficit phenomenon was responsible for making one drop-out. Such deficits in class-1 become more marked in the higher classes. Moreover, the inferiority and low esteem of the tribal children
do elicit very derogatory responses in their teachers towards these children. Such reactions of the teachers in a teaching-learning situation cause irreparable damage in the tribal children who already harbor strong psychological traits in the strange classroom situation, which belongs to the sub-culture.

Anand (1995) conducted a study on the rate of wastage and stagnation in the children of tribal population in the state of Andhra Pradesh. He found that the absenteeism is more in lower classes among tribal children in comparison with higher classes. The absenteeism rate decreased in classes II to V and it was highest in class I. The mean stagnation of class I was more than all other classes. The average dropout was higher in lower classes and lower in higher classes.

Ramana (1989) in his study titled ‘Problems of education among the tribal communities of Andhra Pradesh, A case study of Ashram schools’, drew a sample of 187 students from 6 tribal Ashram schools together with their parents and 31 teachers. The study points out that the infrastructure of Ashram schools is poor, the teaching learning-process not satisfactory and the absenteeism stagnation and wastage are high. But the researcher found a perceptible impact of the Ashram school on local communities.

Ekka’s (1990) study ‘Development of Tribal Education in Orissa after Independence’, is a descriptive study, which concentrated on issues related to educational facilities, enrolment, literacy, effectiveness of various welfare schemes and the overall educational development in Orissa.

The study indicated heavy dropout (73.48%) at the primary and 84.11% at the upper primary school stages; poor retention (12.44%) at the primary and 15.89% at the upper primary level, and low literacy 13.50%. The
researcher attributes the low level of education of tribals to their inability to derive benefits from various welfare measures planned for improving their education.

Naik (1941) investigated 1,000 cases of dropout with special reference to their causes. These causes were classified as economic, social and educational. As regards the economic causes it has been found that 65% of children were withdrawn from schools long before completing the elementary course because they could work at home or on the family farm. Social causes for dropping out are more significant in the case of girls. Regarding 'educational causes, the study revealed that 30% wastage was due to -

(a) existence of incomplete primary schools which do not teach the full course,
(b) large prevalence of stagnation which discourages children from staying longer at school,
(c) dull character of most of the schools and their poor capacity to attract students and to retain them,
(d) absence of ancillary services like school meal and school health.

Amrutham (1973) indicated the following causes for dropout 1- lack of transport facility, 2- over- crowded classes, a large family, courses of studies which did not interest the pupils, academic failure etc.; were the factors that contribute to early school leaving. Some remedies suggested by her for preventing dropout were; 1-teacher-parent contacts, 2-teacher-pupil contacts, 3-early counseling and guidance, 4-individualized tuition as far as possible, 5- changing school hours so as to permit the pupils to help their parents in their bread winning occupations.

Rebello (1978) in her article, 'the school drop- out' she found that one of the principal reasons for the higher dropout rate in the tribal areas at the
primary stage is the curriculum. She suggested the curriculum have to be built around local situations, though it is essential to have a core of basic subject at the same time.

Ambasht (1969) dealt with tribal education in respect of three agriculture tribes in Bihar- the Oraon, the Kharia and Munda. He dealt with the cultural setting, the pattern of traditional education, the agencies of modern education, social education, economic education, the problem of drop-out, wastage and stagnation at the primary stage and the impact of education on the tribes. Based on the findings of the study recommendations were made for the improvement of tribal education.

Government of India (1965), examined some problems of education of scheduled tribes students with particular reference to the extent of wastage and the extent to which the scheduled tribes show their performance for different types of education and the probable reasons for not getting persons for appointment of different posts. The report also contains recommendations for the improvement of their education.

Vyas and Chaudhary (1970) conducted a study with the aim to assess the extent and magnitude of wastage and stagnation among the students belonging to scheduled caste and scheduled tribe. The percentage of dropout in class 1 was high and gap between the number of boys and girls, either entrants or dropout in each group widened in higher classes. The incidence of dropout and stagnations was recorded more among students belonging to scheduled tribes than amongst scheduled caste and other caste students.

Nair’s (1975) study throws some light on the background and problem of tribal education in Kerala. He assessed the types of extent of educational problems of scheduled castes and scheduled tribe school students.
Questionnaires and interview schedules were used for the collection of data. The study revealed that the majority of the students were older by two or three years for their standard. Economically, scheduled tribe students were in more comfortable position than scheduled caste students. More than one fourth of the scheduled caste and scheduled tribe students studied three to four hours and this study habit was found to be promoted by better financial position, higher educational aspiration and non-participation in extra curricular activities. Stagnation and wastage was more among the scheduled tribe students in Kerala.

The Tribal Research and Training center, Calicut has made a study on the wastage and stagnation of tribal pupils in primary schools of south Wayanad Taluk. This study has brought to light the unbelievable rate of wastage and stagnation in the area of tribal education.

Rehman, (1989) conducted a study of the primary and secondary Education of the Mishing Tribe of Assam'. This study addressed itself to the issues of enrolment and dropout and the relationship between the appointment of teachers and the teacher-student ratio. A sample of 500 families was selected from nine villages of upper Assam randomly and the head of each family was interviewed. The study found that the poverty, lack of infrastructure and illiteracy among parents are the main causes of the low enrolment of tribal children in schools. Many students from the tribal community drop-out between the primary and secondary levels and between secondary and college levels. About 22% of the posts of primary school teachers had also not been filled in.

Jose (1997) conducted a study on the education of the scheduled tribes in the Nilgiris, a district of Tamil Nadu. The major findings of the study were that, though there were considerable improvement, every year in the district
with regard to the number of schools, teachers and all other facilities. The progress in tribal education was low. Though facilities are available; their present rate of enrolment at the secondary and higher secondary levels are not satisfactory.

Biswal (1991) conducted a study in Orissa. It was found that as compared to boys fewer girls in the area get enrolled in the schools. As far as quality of teachers working in these schools is concerned, most of the teachers were found to be non-tribal and under qualified. Very surprisingly the study found that the drop-out rate at the higher level is higher than that at the lower level.

Daswani, Neeraja Shukla and Rama Vani (1994) studied ‘Educational problems of tribal children’. The present study aims at mapping the existing provisions for primary education in the tribal areas as well as their utilization by the recipient population. It has been carried out in seven DPEP states. The aspects studied include educational infrastructure and facilities available status of teachers in tribal areas, status of curriculum and teaching and learning materials, use of tribal language, status of school enrolment and school dropout monitoring, evaluation and community participation. One of the main objectives of the study was to understand the status of school enrolment and school drop-out with special reference to factors affecting enrolment and drop-out of tribal girls. Major findings regarding the education of tribal children were, there is a need to make school / NFE center attractive for the tribal learner and to find out the reasons for not attending schools. The entire area of attendance and irregularity is poorly understood and needs to be studied specially in the contests of tribal education

Patel (1984) conducted a study on ‘The Development of Education among Tribal Women’. The objectives of the study were to examine the
growth and development of education among tribes in Gujarat, promote education among tribal women. He tried to examine the extent to which literacy, enrolment and educational attainment of tribal women compared with that of non-scheduled caste and scheduled tribes women and tribal men. Data collected from secondary sources like census reports of govt. reports and data available through other studies. Analysis of data was carried out in the descriptive and qualitative forms. Major findings of the study were: 1. After independence, there had been a rapid expansion of educational institutions and enrolment of tribal students at different levels of education. However there had not been many special programmes to motivate tribal girls to take education. 2. There was a considerable inter-tribe variation in the literacy rate of tribal woman, 3. Regarding equality between tribal girls and the three comparison groups, a general pattern of increase was found in the coefficient of equity for enrolment in all standards from 1 to SSC. There was relatively higher rate of dropout among tribal girls than that among the three comparison groups, 4. In spite of a significant increase in the enrolment of tribal girls in standard 1, about 60% of school age tribal girls did not ever attend school. 5. A considerable amount of variation in the contest of wastage and stagnation among tribal girls was marked with various in development area and the types of school attended, 6. Tribal parents' indifferent and apathetic attitude towards education together with their poor economic conditions seemed to be the major causes for irregular attendance, absences and dropping out from school. However all of them had the potential to contribute towards an understanding of the relevant aspects of education among tribal women.

Desai (1974) conducted a study among the scheduled tribe students of Gujarat mainly aimed at presenting a picture of the development of education among the scheduled tribes of Gujarat in terms of literacy. The study showed some increase in the percentage of literacy of scheduled tribes. The
enrolment in primary and secondary stages also increased substantially. The high rate of wastage and stagnation among the tribal pupils is also cited in the study.

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

Meheta (1990) was concerned with the effect of a given level of educational opportunity in widening the already existing socio-economic inequality. His analysis was based on primary data collected from two households, one hundred each from rural and urban areas of Lucknow. He found that the extent of participation of scheduled caste and scheduled tribe was lower than of the general population at the different levels of education. The drop-out rates were high for scheduled caste and scheduled tribe, though they narrowed with higher levels of education. Per capita income was negatively related to drop out for both groups of the population.

Manorajan Panda (2000) made an analysis of relationship between academic achievement and school interventions of class IX students. He found that there are significant differences in academic achievement of students studying in different categories of schools. It is evident from his study that school intervention programme affects the achievement of the students in different ways. In scheduled tribe and scheduled caste
development department schools it affected the academic achievement of students positively.

Rabindranath Mukhopadhyay and Sudeshna Ghosh (2002) made an attempt to demonstrate how to make efficient use of limited resources for the most vulnerable section of the society of the worst performing state. It is found that at all India level illiteracy rate is high among scheduled tribes in comparison with the general population. It is also noted that poor performing states produce poor results for both communities.

2.2. STUDIES RELATED TO ACHIEVEMENT

Madan (1951) conducted a study on the education of tribals in India. To him, for the total progress of the country, it was necessary to educate the tribals. He suggested that: 1. Economic improvement should be given first priority because no educational experiment could be successfully conducted on the people who were suffering from economic backwardness, 2. All the existing modes of education must be studied and utilized, 3. Basic type of education must be given preference, 4. Vocational education must find the proper place in their educational set up, 5. There should be same provisions for adult education also and 6. Local dialects were essential in order to make literacy digestible to the tribals.

Tripathy and Prabin Kumar (1991) conducted a comparative study of the cognitive functioning effective adjustment and academic achievement of scheduled tribes children attending special ashram schools and integrated upper primary schools in Orissa. The study reveals that the tribal children in integrated schools showed a more field independent cognitive style than the tribal children in tribal schools. No significant difference in terms of academic achievement was found among the three groups. Various factors like occupation, income, education of family, housing facilities and reading
item available were found to be positively related to conservation and cognitive style and academic achievement. This study has implications for educational planners as an increasing number of Ashram schools are being proposed by the states to improve tribal education. More in depth studies of the academic and institutional programmes of Ashram schools and their relevance to increasing the achievement levels.

Santra (1991) focused on the self-perception, parental aspiration, ability and school achievement of Sandal elementary school children studying in class 1 to V. Children studying in the lower classes differed significantly from their counterparts in the higher classes in respect of self-concept, achievement orientation and intelligence. But the parent life and aspiration were not found to closely related with these psychological attributes, though the self concept of children was found to be significantly and positively correlated with their achievement orientation. The study suggests that well-designed enrichment programmes are needed to improve the level of school achievement of Sandal children, which is otherwise low.

Mandal (1991) studied the 'Impact of some psychological determinants on educational achievement of tribal students in West Bengal'. The purpose of the study was to develop a standardized scale for measuring the academic motivation of tribal students and to determine the level of academic motivation of students belonging to high and low income groups of tribal people. The sample consisted of 570 tribal students of both sexes distributed over 12 schools of 3 districts in West Bengal.

Choubey, Madhuri (1991) made an attempt to compare personality factors, academic achievement and scholastic achievement of socially high and low deprived tribal youths of Rajasthan but did not find any difference in the personalities and academic adjustment of these two groups. More in
depth studies with scientifically developed research designs, and case studies need to be taken up by researchers working in the area of education of tribal children.

Nayak (1990) in his study achievement motivation and level of aspiration of tribal and non-tribal children (7-11 age group) found that in general both the groups had a low level of aspiration as compared to their achievement level. The non-tribal group was found higher than their tribal counterparts in achievement motivation and level of aspiration.

Sharma (1910) made an attempt to understand the adjustment problems of the scheduled caste and scheduled tribes by selecting a sample of 100 scheduled castes and scheduled tribes boys and 100 scheduled castes and scheduled tribes girls of Udaipur. The study revealed that girls and boys have few adjustment problems in the emotional and academic fields. The study suggested more cross-cultural and case studies in this area. The problems of high drop-out and low achievement of both the groups are still alarming though the problem of low enrolment has been solved to some extent. Studies on the academic and cognitive aspects of learning of these children could also be taken up.

Manharlal, Rajyaguru Balkrishna (1992) conducted a study entitled 'Frustration to learn among scheduled castes and scheduled tribes students with reference to some personal, educational and family related variables'. He found that boys were more confirmative than girls, and all those scheduled castes and scheduled tribe students whose further educational qualification was higher than S.S.L.C were more confirmative than their counterparts. He also compared the various groups with each other on other variables.
Das Achyut’s (1991) study ‘Innovative Education in Remote Tribal Blocks:’ A search for contents and methods is an innovation which has been carried out through Agragamee in Orissa. It is an experiment in development of education, attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. The study revealed that in these areas tribal children do not have any access to education and the literacy rate remains abnormally low. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher-training programmes conducted on a regular basis and an effective supervision are helpful in promoting tribal education.

Lata and Manju (1992) conducted a study entitled ‘Academic Achievement of the Tribal and non-tribal pupils of Ranchi city’ was aimed at exploring the relationship between the secondary school curriculum and the pupils. A sample of 400 respondents was drawn through the stratified random sampling method from 12 senior schools of Ranchi. The tribal group consisted of 100 boys and 100 girls and the non-tribal group also had the same composition. When compared, the two groups showed intra-culture and inter culture variations in their scholastic achievement. An important finding of the study was that the operating factors behind the scholastic attainments are both cultural and school environment factors, which are mutually exclusive.

Ameejan (1987) made an attempt to study the personality and academic achievement of scheduled caste and scheduled tribe students. The main objectives of the study were to investigate certain selected intellectual and non-intellectual aspects of personality and academic achievement of scheduled caste and scheduled tribe students. Finding of the study indicate that caste, sub culture and socio-economic level independently affect the level of general mental ability and verbal ability. In the case of non-intellectual
variables, the caste and sub-culture appear to play a significant role in producing the differences among the group in respect of economic and religious values, verbalized need for achievement, self confidence and adjustment to home, educational and social aspects.

Singh, Panda, Dubey and Yadav (1974) conducted a study about tribals in Uttar-Pradash, to assess the status, socio-economic background, problems at school etc. of the scheduled caste and scheduled tribe students. The study showed that the education of girls was in poor condition. The literacy of parents was poor. Untouchability was observed in rural areas. A majority of these students did not have congenial home atmosphere for proper study. Most of them did not participate in extra-curricular activities.

Singh (1975) conducted a study with an aim to assess the status of scheduled caste and scheduled tribe school students and to identify the kinds of discrimination and difficulties they faced. It was found that the proportion of girls coming for education was comparatively low. Scheduled caste and scheduled tribe students were comparatively of higher age. Awareness about the facilities available was very low among them. These students had very low level of aspiration for technical and professional education. They did not show much interest for co-curricular activities. The scheduled caste and scheduled tribe students were comparatively low in caliber and performance.

The report of the Andhra Pradesh tribes enquiry committee (1962) contains an analysis of the root causes of the slow progress of tribal education. One of the important findings of the committee was about the indifference of the educated tribal people. Detailed recommendations were given about adult education religious education ashram schools grants and other educational facilities. Recommending the basic system of education the committee observed that study tours and visual education might prove more
effective, in enhancing literacy. The creation of tribal chairs in the universities of Andhra Pradesh formed an important recommendation of the committee.

Rajan, K (1993) made an attempt to know the social background of the college students of scheduled caste and the scheduled tribes to identify the type of courses they are undergoing, to know their extra-curricular activities, aspiration, ideals, friendship circle and discriminations experienced. The study showed that the enrolment of scheduled tribes was very low at each level of education. A very high percentage of scheduled caste and scheduled tribe students were found to be highly educated when compared with the educational achievements of their siblings. The number of scheduled caste and scheduled tribe students was higher than that of other caste in arts and reverse was the situation in science. A large number of scheduled caste and scheduled tribe students participated more in sports; N.C.C etc. than other activities such as student unions, debates, literary activities etc.

Lal, S.K (1974) conducted a study on educational progress and problems of scheduled caste and scheduled tribe college students in Rajastan. The study showed that the enrolment of scheduled tribes was very low at each level of education. The number of scheduled caste and scheduled tribe students was higher than that of other castes in arts and reverse was the situation in science. A large number of scheduled caste and scheduled tribe students participated more in sports than in other activities such as debates and literacy activities.

Annaraj, Thiagarajan and Ponnambala (1993) made an attempt to know the effect of psycho-socio factors on the academic achievement of the scheduled tribe adolescents. Major objectives of the study were to understand the effect of psychological and sociological factors on the academic
achievement. It is found in his study that Tribal students have better self-
respect, temperament, independence and adjustment capacity than non-tribal
students. He also found high occupational aspirations among tribals than
others. But tribals were behind non tribals in academic achievements.

Singh, Trilocham (1987) conducted a study on the educational
problems of scheduled caste and scheduled tribe students. The main objective
of the investigation was to study the non- institutional, institutional,
educational problems like personal and family background, achievements in
curricular and co- curricular activities, study habits, motivations for higher
studies, educational and vocational aspirations of scheduled castes and
scheduled tribe students. The major findings were that the teachers generally
followed lecture and not diction methods of teaching. They never used
teaching aids nor gave students an opportunity to ask questions. Generally
homework was not given, if some teachers gave it, it was seldom checked.
Every institution had a library but all of them did not have reading rooms. All
the scheduled caste and scheduled tribe students did not participate in co-
curricular activities. The academic achievement of the students was not
satisfactory.

Kalawati (1994) conducted a study on educational status of rural girls.
She emphasized that mothers are the prime source of proper physical, mental
and moral development of their children. Objectives of the study were; to
find out the scholastic achievement of the rural high school girls, to assess the
factors affecting scholastic achievement of the girl students. She found that
there are number of factors that affect the scholastic achievement of the girls
such as socio- economic status of the parents, lack of time, psychological
environment at home, family relation of the child and educational facilities etc
Sharma and Verma (1991) found out that there is a difference in educational interests between tribal male and female students. Tribal male have better vocational interests pertaining to constructive, artistic, agricultural persuasive, social and household area and tribal female students were found to have significantly made vocational interests in constructive, artistic, agriculture, persuasive and household areas.

Ambasht (1993) found out that there is the need for an anthropological approach to education in tribal areas. In the absence of such an approach there is a danger of the dominant society imposing its own educational system on the tribal society.

Singh (1988) in his study noticed that scheduled tribe boys had better study habits than girls. Scheduled tribe students differ significantly at different level of self concept and sex and self concept interact significantly in relation to study habits of students.

Panda (1996) in his study a sincere attempt has been made to study the personality adjustment, mental health, attitude and academic achievement of least cultured Sora tribes with a group of non tribal adolescents in order to get some idea more clearly. It can be said that tribal communities are backward and represent a distinct style of life. Ignorance, chronic indebtedness, economic holdings and primitive techniques of cultivation etc are the major problems of that tribe.

Sr. Christina Augustine (2001) conducted a study on development of models of effective study habits of high school students with special reference to the disadvantaged sections. Major objectives of the study were to obtain conceptualization and insights about the education of the disadvantaged through analysis of the best practices abroad and in India to obtain a
qualitative description of the study habits and difficulties of the disadvantaged in the Kerala context. Major findings of the study were the family income of the disadvantaged is much lower than that of non-disadvantaged. In the distance from the school and the times taken to go, there is no appreciable difference between the two groups. But disadvantaged pupils from remote hill area have to spend a long time trekking long distance over difficult terrain. These pupils are irregular in attending school. Besides the causative factors, laziness, fear of teacher, indifference of teachers are curative factors. These reasons also cause their irregularity in doing homework. Their achievement in school subjects and aspirations are very low.

Rupa Das Borbora (2001) made an attempt to analyze the influence of parental literacy on the academic achievements of children belonging to the backward classes. Major findings of the study were that in studying academic achievement of the backward groups it has been found that the children of literate parents show better academic achievement than the children of illiterate parents. The academic achievement of the first generation learners is very low i.e, only 88% but in case of non-first generation learners the academic achievement is 62.5%. Besides this, the academic achievement of girls is comparatively better than that of the boys i.e, 65% and 60% respectively. The wastage rate is very high in the FGL groups i.e, 99% as compared to the NFGL group where it is 37.5%. Besides this, the economic condition of the family and educational level of the parents also influences the academic achievement of the children.

Rumadas’ (1991) study on social status of tribal women in Kerala reveals that the tribal society as a whole is backward in the field of education. It is more so in the case of women. Analysis of the education of the 122 married respondents and their husbands show that, females are lagging behind men in the educational field. In the middle school also women lags behind
men, while in most other educational levels both sexes have more or less equal status. It has been observed that today there is greater application at the value of educations among the tribals than in the past.

2.3. STUDIES RELATED TO HOUSEHOLD, SCHOOL AND COMMUNITY FACTORS

Taylor and Ayers (1969) studied the complex interaction of provisions of educational resources, the socio-economic environment of the family and attitude to education. They significantly established that educational attainment of children depend on a number of non-educational factors. Provisions for the weaker sections were also made in developed countries like Britain, much earlier. In the words of Oliver Bunks (1972) “The fact that a hungry child cannot learn was officially recognized at the beginning of the present century and the provision for school milk and meals and the school health services became established features of the British education system”.

Tsianina Lomawaima (2000) Analyses the shift in the balance of power between scholars and American Indian tribes that has occurred over the last four decades. She argues that issues such as access the subject, data ownership, analysis and interpretation and control over dissemination of findings all reflect what amounts to struggle for power and tribal sovereignty. Lomawaima maintains that understanding the historical relationship between Native communities and academic, as well as the relatively new research protocols developed by various tribes, is necessary for responsible and respectful scholarship.

Raj, (1951) conducted a study to work out the immediate steps that should be taken to educate the huge mass of tribals or “adivasis” in the country. He suggested that the total programme of tribal education should be carried out in the following stages; 1. rousing intellectual curiosity in the
adivasis for their own culture, 2. writing books on the stories of their origin, culture and history in their own languages; 3. making them conversant about their attitude, nature, customs, village clothes, houses, neighbours etc. with the help of plays songs and pictures; 4. introducing them with the book-lets and showing them slides on other people, other occupation other environment etc. 5. motivating them to read books of their own history and publishing books on their own and others myths and the realities of life and introducing them to books of physiology and other natural sciences. One more important point that was mentioned by the author is that all the teachers engaged in tribal education should be given a special training before they were actually put to work.

A study on the education in tribal culture was conducted by Muṫṫkas, (1973). In the study he discussed various problems, which would occur while educating tribals in their own culture. He suggested some recommendations to solve the problems in tribal education. According to him 1. a crèche or Balwadi should be attached to the primary schools, 2. some classes should be held in the open air where the tribals could graze their cattle also; 3. spacious and well lighted class-rooms should be made, 4. several visual aids like pictures, model and museum should be employed for training the tribals; 5. teacher should become the friend and playmate of the children and; 6. co-curricular activities like dancing, crafts etc. should also be introduced in their educational system.

The author further emphasis that the curriculum for tribal education should be essentially based on: physical education, health and hygiene, nature study, language and arithmetic. These subjects should be taught in natural surrounding in an informal conventional manner. To make the tribal societies more homogeneous the education provided to them must cover all the spheres of life.
Rath (1972) reported that the home conditions of the large majority of poor children are not congenial to their adequate cognitive development in their early formative years. In the absence of adequate cognitive and motivational development at home and in the absence of early pre-school educational experience, we can understand the fate of such children in class I in the school. The poor children are not able to cope with some of the intellectual tasks needed for this stage of education. These systematic variables interact with each other and become problems for the poor people to pursue their education.

Koppikar’s, (1956) report, “the education and adivasis in Thana district”. He enlists a number of difficulties of parents in sending their children to schools like 1) They require their older children and especially girls to look after the younger ones in the crèche when they go of work. 2) They wish that their children should supplement the family income by doing domestic work, grazing the cattle etc. 3) They need their help during the field operations, transportation and harvesting or in the jungle in the dry season for collecting dry leaves and fuel and 4) they believe that their children need training manual work. While they desire that their children should go to school they also wish they should learn the family occupation and be trained for the hard life while they are young.

Kamble, P.K (1992) made an attempt to find out the effort of the facilities given by the Govt. to the backward class pupils in primary schools. He found that in the opinion of Headmasters 74% students take the advantage of facilities available for tribal children, viz., free textbooks, uniform, writing materials and nutritious meal and 84% of such students are regular in their attendance. One very significant finding of the study was that the Headmasters opined that the Govt. facilities are useful to arrest wastage in education but they are not useful to increase the “percentage of pass”
students. The drop-out rate (for Devgad taluk) was much lower than the national drop out rate.

Masavi (1976) in his study found the wastage rate to be 65% at the primary level, however only 9.1% of the total enrolled children of class 1 could complete class IV. The stagnation rate at class I was very high which came down considerably for classes II, III and IV. The overall wastage in Ashram schools was 46.7%. The main causes for wastage and stagnation were found to be socio-economic conditions, ignorance among tribal parents, ill equipped teachers, teaching in alien languages, physical illness and inappropriate curricula.

The study of tribal people of the states of Assam and Bihar by Srivastava et al (1971c) concludes that sending children to school means losing something. According to them the loss was of the following nature: Loss in domestic work, none to look after the household, difficulty in tending the cattle and loss of help in labour. Most of them felt that they did not sustain any loss by sending their children to schools.

In a survey conducted in Gujarat, when asked why their children who were in the school going age group were not at school, the replies were 1. Children’s help was required in household work such as keeping watch over the house in the absence of adults, 2. There is no tradition (or there is lack of interest in education) in the family, or 3. Children are sent to work in order to supplement household income. Their income in terms of cash was very small, but assurance of one meal by the owners of cattle was a great attraction.

Exploring the problem inherent in wastage among primary children in rural India, the agricultural economics research centre (1971) reported the following reasons for the economically backward households (i.e, annual
income below Rs- 1600/) not sending their children to schools: 1- poverty did not permit the child to continue with study, especially if he could earn some money by staying out of school, 2- academic failures and stagnations which led to the withdrawal of the child in household work did not permit him to attend school regularly and led to his withdrawal from school in some causes, and 4- educating girls was not considered proper. Thus income level is a concluding factor determining the extent of retention.

Desai, D.M (1974) examined the problems of wastage and stagnation in case of girls in the context of parental preparation of present type of education for girls and found that social habits, school restrains, lack of economic opportunities for educated girls and women. The dowry system and difficulty of getting suitable educated bridegrooms for educated daughters are the basic problems in field of girl's education.

Abrol, P.C.S (1988) conducted a study of constraints in the educability of three tribes- the Gaddies, Gujjars and Bakerwals in the Jammu Region. He aimed at identifying the out of school and in school constraints in the educability of tribal children as perceived by the community the students and the teachers. The sample drawn from three districts consisted of 360 heads of tribal families, 499 tribal students and 252 teachers. The data was collected with the help of questionnaire and interview schedule. The results of the study showed the poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.

The study by Sharma (1971) was aimed at finding out the post independence educational development in Jaunsar and testing the various causes of wastage and stagnation. The survey revealed that 80% of the population was depending on Agriculture and scheduled caste and scheduled
tribe children were not permitted to schools by higher classes. Therefore the literacy rate of that area was as low as 11.5%.

George E.I (1975) was made an attempt to study the educational problems of scheduled caste and scheduled tribe college students in Kerala. The objectives were to study the factors that promoted the scheduled caste and scheduled tribe students to go to the college, the factors responsible for drop-out and the facilities available to the scheduled caste and scheduled tribe students and their perception about the same.

The finding of the study were that the amount of scholarship was inadequate, the system of distribution of stipends was complicated, parents needed to be educated about the Governmental programmes, the students needed to be educated about the facilities existing and its purpose etc. A considerable number of scheduled caste and scheduled tribe students suffered from inferiority feeling. The majority of these students passed S.S.L.C at higher age. They did not show higher aspirations for technical and professional jobs.

Malathi Madhav, J (1996) an attempt has been made to study the hindrance faced by rural girl children for not joining the schools in Andhra Pradesh. Objectives to study the educational status of the rural girl children at present in Andhra Pradesh and to study various factors which hinder the rural girl children by not joining in schools. To study the gaps between the provisions extended towards education of girls and low rate of girls enrolment.

The sample comprised 220 persons. The data were collected through interview case study of 32 persons and discussions with elite. The collected data were analysed using descriptive analysis. Major findings were the
economic factors played a predominant role on the problem taken up for the study and it was also interlinked with other dependent factors like organization, physical and educational factors.

Gaur C.B (1990) studied the difference between the facilities available and facilities utilized by scheduled tribes students of various sub-communities of the scheduled tribes in Rajasthan between 1984 and 1987. The study was conducted on a sample of 400 scheduled tribes students of class VI who belonged to the Mina, Bhil, Garasia, Damor, Baharia and Bhil Mina tribes. The researcher noticed that the enrolment in the initial classes was high but was low in the subsequent classes. An important finding of the study was the existence of hardly any relationship between the school curriculum and the traditional occupation and culture of the tribal population. Only two-thirds and one-third of the facilities provided were being availed by scheduled tribes boys and girls respectively.

Shila, K.V (1996) studied the education of tribals of Kerala with special reference to Attapady. Her findings pinpoint towards the progress in the enrolment of tribal pupils at the post metric level, lack of educational facilities, lack of special training for instructing tribal students, no cooperation of tribal parents and pupils etc.

Twelfth Regional Consultation meeting, Bangkok (1991) reported, “Educational disadvantage refers to the adverse situation experienced by particularly people in society where by there access to (and enrolment in) schools and /or non-formal education is affected in a negative way by socio-economic and cultural characteristics such as their gender, race, ethnicity, occupational status of family and geographic location”.

REFERENCE ONLY
Sugan Sharma (1996) was conducted a study to understand how far Udaipur Division has progressed in making adequate and suitable provision for the disadvantaged children and to what extent it has ensured equality of educational opportunity to all. The main objectives of the study were;

1. To explore the nature and the extent of educational opportunities for children from rural, ST and urban groups in Udaipur Division.
2. To study the similarities and differences if any in the achievement of rural, ST and urban children.
3. To investigate the factors related to differences, if any in the achievement or rural ST and urban children.

In this study purposive random sampling in clusters was adopted in the selection of the samples. The samples comprised of three sub-samples viz, the schools, the teachers and the pupils. The sample of schools 65, teachers 150 and 600 pupils of class was selected for the study.

Major findings were that the participation and achievements of pupils were highly influenced by their socio-economic status of family background, home environment and personal characteristics. The personal study found that tribal pupils showed inferior academic achievements.

Das Gupta, (1963) in his study of tribal education and Sandals found that the most uncongenial home environment affected the education of Sandals. They remained absent in school because they were to spend long hours on domestic or out door work that brought some economic relief to the family. Economic causes, than any other, were found to be coming in their way of education.

Sujatha (2000) in her present paper ‘Education Among Tribal’ examined, the educational progress among tribals with reference to primary
education. She pointed out external and internal problems as the reason for low development in tribal education. External problems are associated with policy and its implementation at administration level. Internal problems are associated with school, curriculum, medium of instruction, problems of teachers, socio-economic and cultural factors and lack of awareness of the role of education.

Sreekandan Nair (1985) found positive developments in recent years like increase in enrolment and greater interest among certain sections of teachers for tribal education. At the same time he highlighted several factors like economic hardship, illiteracy among tribal parents, cultural backwardness, lack of self-confidence among tribal children etc., for the poor performance. He stated that good number of children is engaged in cooly work after school and on holidays. He found both tribal boys and girls have poor achievements in all subjects. Scheduled tribes are the most backward in Kerala with regard to education.

A survey co-ordinated by Sivananda (1994) on education of the tribal children in Kerala with special reference to girl child pointed out that economic backwardness, illiteracy of parents, remote dwelling places, lack of transport, small size of tribal habitation etc., are reasons for educational backwardness among tribals. Teacher’s inability to understand tribal dialect makes teacher-student interaction difficult. In general tribal children feel insecure and inferior in classrooms.

Kacharyil Joseph (1998) in his analytical study on educational backwardness of scheduled caste and scheduled tribe pupils in Kerala found economic, socio-cultural and psychological factors affecting their education. Economic factors like lack of job opportunity for the parents, poor wages, ill health and illiteracy. Socio-cultural factors are dearth of cultural centres, lack
of mass media facilities or non-utilisation of the existing ones and lack of reading habit among students. The psychological factors like lack of recognition from teachers, disapproval or discrimination from teachers and peers and lack of parental attention were cited as the major reasons for this backwardness. He also noted inadequate school and hostel facilities, insufficient financial support from government, unrelated curriculum, involvement in extra curricular activities by student and lack of interest for study are affecting their education progress.

Jaya, Sumathi P. (2000) conducted a study on status of girl children in selected slums. They pointed out in their study that girls are neglected at all levels and aimed discrimination is rampart in all strata of the society. Matters like health and education their position is lower than the ways. They found lower parental aspiration towards education of girl child.

Sachidananda (1994) in the article tribal Education, new perspective and challenges indicated the scheduled tribe in India which account for 7 percent of the population are by and large poverty-stricken, their quality of life is also poor, economically as well as educationally. Inspite of the special provisions in the constitution and the several measures taken during every five year plan, there still remains a chasm between the education development of scheduled tribe communities and general population. In this article the author discusses the various socio-economic psychological and physical constraints being faced by the tribal communities in our country. And analyse the reasons why Governmental and from Governmental bodies working for the upliftment of these communities have not been able to achieve the desired objectives to satisfying extent.