Preface

The main educative agent is the community within which an individual lives and grows up. India, as a multi-cultural and multi-classed society, has a large number of indigenous and ethnic population, commonly known as tribals. The tribals are politically, economically and socially backward, mostly due to their backwardness in terms of lower rate of participation in formal education. As a matter of fact, a nation is developed in so much, so as its human resources are developed to utilize its natural resources creatively and effectively for the shake of pursuing socio-cultural cultivation. Obviously to uplift the tribals from various communities and to integrate them with mainstream as responsible members, special attention should be focused on education of the tribals. It can be done easily if the teachers from the 'community' is assigned with the responsibility to teach the students from the community of their own. Though marginal but a part of the teaching community of the nation ascribe the denomination of some Indian tribes. The present study is an humble attempt to explore the status-profile of this marginal section of the teachers in terms of some specific dimensions. The study hinges-on various components of status of the tribal teachers from Assam and West Bengal from a juxtapositional point of view.

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