CHAPTER - III

Contents

3.1.0. Introduction 67

3.2.0. Brief review of Research Literature related to tribal education 67-70

3.2.1. Studies on school-aspects including extent of facilities in terms of schools, curriculum, medium of instruction, teachers, pedagogy and stagnation 70-74

3.2.2. Studies examining the educability of children in relation to socio cultural and economic background of tribals. 75-76

3.2.3. Studies on Planning and management of Tribal education 77

3.2.4. Evaluative studies on Incentives, Hostel and Ashram Schools 77-78

3.2.5 Studies on cognitive and non-cognitive abilities of the tribal children. 78-80

3.3.0 Detailed review of related research studies carried out in India 80-106

3.4.0 Review of Research Programmes carried out abroad 106-108

3.5.0 Conclusion 108-110

References 110-124
Chapter – III
Review of Literature

3.1.0. Introduction

The existence of the present always rests on the foundation of the past. A view of history always ascertains the firmness of our present situation. Hence, a summary of writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is till unknown and yet to be testified. Since effective research is based upon past knowledge, this review helps to eliminate the duplication of what has already been done and provide useful directions and helpful suggestions for significant investigation.

Indeed, review of related literature provides academic guide to the researcher and that is why considered as one of the important step of the methodology of educational research. According to Good, C.V. (1959)1 “Survey of related literature help us to know whether evidence already available to solve problem adequately without future investigation and thus may save duplication. It may contribute to general scholastic ability if the investigator by providing ideas, theories and explanations, help in formulating the problem and may also suggest the approximate method of research. Van-Dalen’s (1973)2 comment in this regard is also worth-noting:

“The review of educational research gives you an excellent overview of the work that has been done in the fields and helps you keep up with recent development”.

3.2.0. Brief review of Research Literature Related to Tribal education

The distinctive socio-cultural life of the Indian tribes draw the attention of the researchers from various disciplines and a good number of studies was carried out on the different aspects of the tribals. With the introduction to the socio-economic developmental programmes for the tribals, the scope of research has been widened. The needs, problems and response-pattern of the
tribals have become the areas of interest for the researchers. Problems and issues related to spread of formal education among tribals has drawn the attention of the researchers. (Singh and Jabbi, 1996)

Prior to 1960 hardly any systematic research was carried out exclusively on the education of the tribals; however few articles were published on educational problems by Chattopadhya, K.P. (1953)\(^4\) and Gafoor, K.A. (1952)\(^5\). Some reports were published by – Elwin, V. (1959)\(^6\); Aiyappan, A. (1948)\(^7\); Himendorf, C.V. (1948)\(^8\) and Grigson, W.V. (1947)\(^9\) discussed the status and problems of education of different tribal groups and areas. Apart from these, articles were also published by Mazumder, D.N. (1957)\(^10\) on working of schools in specific tribal contexts. All these articles were based on general observations and broad understanding of Tribal situation.

It is NCERT which took an attempt in 1994 to treat the “Tribal Education” as a special filed of concern, establishing an Unit for Tribal-Education. This unit started effort to promote empirical research on tribal education. Micro level studies were also initiated by researchers like Naik, T.B. (1969)\(^11\); Srivastava, L.R.N. (1968)\(^12\) etc. even before the attempt made by NCERT where the researchers adopted qualitative survey and case-study methods.

A good number of surveys was initiated by sociologists and were encouraged by ICSSR during seventies to study the sociological aspects of tribal students at secondary and post secondary levels. These studies covered varried aspects like socio-economic background of students, utilization pattern of various facilities, their interaction with non-tribal teachers and students, their pedagogical problems and so on.

During eighties, so many studies were carried out on wastage and stagnation of ‘Tribal education’. Some of the studies of this kind attempted to compare the wastage and stagnation between different types of schools and students with different sex.

Some of the studies conducted in late-seventies and early-eighties with a view to examining the relationship between educational participation and differential socio-economic background of tribal households mostly depending upon primary data and applied statistical tools.
Psychological studies were also initiated from early-sixties on the cognitive and non-cognitive domains, using experimental tests on tribal groups. However in depth-studies were initiated by the psychologists like Tripathi, L.B. (1975); Sinha, D. (1980); Rath, R. (1972); Mishra, G. (1977) who developed their psychological tools taking into account the specific tribal-cultural-context.

Evaluative studies were carried out on Ashram Schools and hostels. These studies were mostly sponsored by planning commission, Ministry of Welfare, Ministry of Education, N.C.E.R.T. and N.I.E.P.A. and also by some individual researchers. These studies addressed to issues related to coverage, utilization pattern, background, beneficiaries and administrative problems, having close relation to macro level policy-implication. However no attempt was made to examine relative effectiveness of individual incentives. Whatever it may be, these studies covered different states and large sample. The recent tribal studies under DPEP adopted survey techniques for evaluation of incentives. The base line studies on students' achievement conducted under DPEP adopted standardized achievement tests and rigorous statistical analysis. Various statistical techniques were used to analyze the factors contributing to school effectiveness—however all these studies were carried out on very small sample.

A good number of micro level-studies on tribal education was carried out by the anthropologists. These anthropological studies are of qualitative-cum-holistic in nature. Supported by quantitative data, attempt was made to examine the varied aspects of primary education in context of socio-cultural and economic life of tribals. Not only the formal schools, but the youth dormitories were also visited by the researchers to delve into the role of dormitories and hostels for the expansion of education. Similarly these studies examined the role of Christian Missionaries in introducing formal education.

The studies carried out by educationists are mostly confined to limited aspects and mostly the tribal students form the unit of sample at institutional level. Some of these studies were comparative in nature in which the tribal students were compared with the non-tribal students on different aspects. The studies conducted by sociologists were of mixed type and most of those were
macro-level studies, dependent upon more quantitative data. The studies carried out by psychologists were mostly experimental in nature and those studies tried to compare cognitive as well as non-cognitive abilities of tribals with such abilities of the non-tribal students.

The research on tribal education was initiated from various angles and the studies carried out in the very file can be classified into following broad areas:

1. Studies related to school-aspects like extent of facilities in terms of schools, curriculum, medium of instruction, teachers, pedagogy and stagnation.
2. Studies examining the educability of children in relation to socio-cultural and economic background of tribals.
3. Studies on planning and management of tribal education.
4. Evaluative studies on incentives, hostels and Ashram-schools.
5. Studies on cognitive and non-cognitive abilities of tribal children.

3.2.1. Studies on school aspects including extent of facilities in terms of schools, curriculum, medium of instruction, teachers, pedagogy and stagnation.

The major share of studies on tribal education, in this way or the other, touched upon the issue of wastage and stagnation. But till mid-seventies, most of the studies tried to treat ‘wastage’ as one of the problems. The latter studies focussed mostly on wastage and stagnation and examined the extent of wastage at different levels, grades, sex-groups and types of schools. Few hand-counted studies attempted to examine the interrelationship between extent of wastage, attendance and stagnation with those of family background of children. The studies sponsored by ICSSR and NCERT (1975) attempted to find out the status of enrolment and extent of wastage among tribals both at secondary and higher secondary education levels. Santra, B. (1985)17 carried out a national level survey, where she tried to segregate the data on wastage for tribals separately. Studies was also carried out on wastage and stagnation of tribal students at different levels by the individual researchers like Bihari, L.R. (1969)18; Masavi, M.I. (1971)19; Ratnaiah, E.V. (1974)20; Srivastava, P.
(1986)\textsuperscript{21}; Sujatha, K (1987)\textsuperscript{22}, (1994)\textsuperscript{23}; Dhongade, U.D. (1986)\textsuperscript{24}; Pandey, S. (1993)\textsuperscript{25}; Chauhan, S.S. (1989)\textsuperscript{26}; Singh, K. and Ohri, R. (1983)\textsuperscript{27}; Ambasht, N.K. (1993)\textsuperscript{28}; Kulkarni, P.M. and Krishnamurthy, S. (1992)\textsuperscript{29}; Singh, A.K. (1984)\textsuperscript{30} and so on. These studies were mostly exploratory and diagnostic in nature emphasizing on wastage and stagnation. All these studies find that the drop out rate is very high in 1\textsuperscript{st} and 2\textsuperscript{nd} grade and though decreases it in other classes, enhance at 5\textsuperscript{th} standard. The studies reveal that the extent of wastage varies among different schools and in different areas. The road-side villages and villages with hostel facilities have lower rate of dropouts, in comparison with interior and villages without hostel facilities.

Sujatha, K (1984)\textsuperscript{31} carried out her studies on Ashram schools and observed that the extent of wastage and stagnation in these schools was much lower compared to the non-Ashram schools, even when situated in the same geographical area. Even at institutional level, the extent of wastage and stagnation varies among students belonging to different tribal groups. Students from more articulate, exposed and from Christian tribal groups have low-rate of wastage and stagnation and the general\textsuperscript{4} is justified by the common findings of the studies carried out by Toppo, Sita. (1979)\textsuperscript{32}; Rathnaiah, E.V. (1974)\textsuperscript{33}; Naik, T. B. (1975)\textsuperscript{34} and Sujatha, K (1994)\textsuperscript{35}.

Some of the researchers tried to understand the influence of economic condition and social background of family on dropout pattern. The studies showed that if the income is higher and the social status of the family is also high, then the drop out rate of the children of such families is low. Bihari, L. R. (1969)\textsuperscript{36}’s study indicated higher dropout rate in single-teacher schools in most under-developed areas.

The tribal research institutes in different states carried out studies on wastage and stagnation. In a good number of studies it was found that 70 per cent of the tribal children dropped before reaching fifth grade. This figure varies from state to state. Masavi, M. (1976)\textsuperscript{37} carried out his study in the state of Gujrat where he observed that only 9 per cent of the tribal children in grade–I had been able to reach grade–IV. Most of the studies in this direction make it as an axiom that the extent of wastage among the tribal girls was found to be higher than boys.
Besides illiteracy and lack of awareness among the parents most of the studies identified 'poverty' as the major cause for the alarming drop-out rate and stagnation. Some of the studies tried to explain cultural reasons like free nature of the tribal children, socialization pattern, early marriages, etc. as responsible for wastage and drop out.

It is only a recent trend in which some of the studies looked into school aspects – like inadequate facilities, problem of medium of instruction, regional language, inadequate training to teachers and their indifferent attitude, lack of teaching and learning materials, absence of proper inspection and supervision of schools and so on. Large number of the studies pointed out that the present context, curriculum and pedagogy are not relevant to tribal context. Lack of convergence correspondence between cultural experience and school curriculum has been found as one of the reasons of drop-outs. These studies also pointed that non-tribal teachers are ineffective in teaching tribal students. Some of the researchers strongly argued that tribal dialects need to be introduced in lower-grades as medium of instruction. Though the comments are quite valid but none of these comments is based on empirical evidence.


Many of the non-tribal teachers do not have correct understanding of tribal culture, values and specific needs of the tribal children. Teacher's truancy was quite alarming. These studies pointed out that irregular functioning of schools and frequent absence of teachers contributed to high wastage and stagnation. These studies also recognized that teachers are not having appropriate training to teach in tribal cultural-context. Majority of them could not understand tribal dialects resulting in communication-gap between teachers, students and community. Some of the studies revealed that non-tribal teachers have pre-conceived notions, prejudices and indifferent attitude towards
tribal children, which in turn affect the teaching-learning process. Some of the researchers like Sachidananda (1975), Singhi, N. K. (1975), Vyasa, N. N. and Choudhury, N. D. (1970), Masavi, M. (1970), Rout, P. C. (1985), Kundu, M. (1990), Sujatha, K. (1993, 1994), etc. agreed over the point that there is a need for special training courses and programmes for teachers and administrators working in tribal areas. Kundu, M. developed a detailed model for teacher-training. He emphasized that teachers need training to design the school-curriculum based on local resources.

Another study, carried out by Sujatha, K. (1993) in Andhra Pradesh, reveals that the tribal youths if once become teachers, also behave like other teachers. The inter-tribal prejudices and social hierarchy are found as problems when teachers belonging to one tribal community is posted in village of different tribal group. Due to relaxation of educational qualification, they lack adequate subject and teaching skills, which in turn affects the quality of tribal education. However, the tribal teachers have advantage of having close interaction with community and also can communicate with students with local dialects. Even these teachers tend to 'abstain' form the schools for lack of accommodation and other physical facilities. Sometimes, due to kin-group affiliation, teachers are protected even if they are absent from school for days together. Having exclusively tribal teachers leads to closed and limited interaction between teacher and pupils.

Medium of instruction is one of the important issues that has often been discussed by the researchers. The studies carried out by Srivastava, L.R.N. et. al. (1971) reveals that tribal students are quite unable to understand or speak the regional language till they reach IIIrd standard. The research also pointed that there is wide variation among different tribal groups in learning regional languages. The groups which have interaction and symbolic relation with the non-tribals generally understand and speak regional language and they enjoy the advantage in school. It also depends on geographical location of villages; sporadic attempts are made to prepare primers in certain dialects. Yet there is no specific empirical evidence – how far they have been successful in imparting learning. Evidences from West Bengal show that even if the primers are prepared in tribal dialects, implementing them in classroom teaching is a
problem. For instance, in the state of West Bengal, especially for the major
tribe 'Santhals' books were prepared in *Alchiki* language but the non-tribal
teachers could not transact in tribal dialect and surprisingly even the tribal
teachers refused to teach in tribal dialect. As a result the books in tribal
dialects were kept unused. However, some of the pilot projects carried out by
Central Institute for Languages (CIL) were successful in case of Goa and
Karnataka. But these two experiences can not be taken as 'models' because the
small size of tribal population and efforts made as an experiment have their
own limitations. Recently some NGOs in South and South-East India are
preparing bilingual primers and experimenting at micro level but it is too early
to draw any conclusion on their effectiveness.

Study carried out by Sujatha, K (1993)\(^{69}\) show that the parents of the
tribal students are having bias towards the regional languages than that of
their own indigenous language because the regional languages are more helpful
to achieve occupational mobility and also better educational opportunities.
Though it would have been better to have the scope to educate the tribal
students in their own dialects but some practical problems can not be ignored.
First of all, the tribals are not homogenous groups. Indegeneous groups of
tribals are of small size and there are numerous d ilects spoken by the tribals.
More and more the schools comprise students from different tribal groups.
Consequently, no planned effort has been made for preparing teaching-aids in
tribal dialects, for introducing at institutional level.

Significant finding came out from the study carried out by Gayatonde,
N.V. (1977)\(^{60}\) which questions the preconceived idea that the tribal students are
inferior to the non-tribals in mathematical and linguistic ability. Govind and
Varghese\(^{61}\)observed that the tribal students in residential schools perform
better than the non-tribal students, studying in ill-equipped schools. In a
different study conducted by Varghese, N.V. (1994)\(^{62}\) it was observed that
difference in performance level between tribal and non-tribal students is not
very significant and the tribal students from the schools situated in relatively
advanced areas perform better than the non-tribal students studying in the
remote areas.
3.2.2. Studies examining the educability of children in relation to socio-cultural and economic background of Tribals:

A good deal of research work has already been carried out by the researcher to study the socio-economic aspects of the tribal students with emphasis upon their cultural aspects, their exposure to modernity and parental attitude towards their education and expectation from these. Singh, A. K. (1980) and Singh and Jayaswal (1981) study highlight these aspects. The studies carried out by Madan, T. N. (1952), Naik, T. B. (1975), Ambasht, N.K. (1970), Sachidananda (1974), Srinivastava, L. R. N. (1971), Sharma, B. D. (1978) come to the conclusion that poverty of the parents is having its effect over the education of the tribal children.

To delve into the reasons of poverty Ratnaiah, E.V. (1974), Sujatha, K (1993), Vyas, N. N. (1969), Patel, T. (1983) and Kailash, (1993) observed that tribals are poor at group level but have individual variation at household level and the family income and land holdings as well as households has influence on educational participation. However, these two are not the only reason for low rate of participation in education; several other intervening variables are also active in this context. Study of Sujatha, K. (1994) reveals that in some cases economy is having adverse effect over tribal education where income-generating schemes keep the tribal children away from schools though help the families to improve the economy. Some studies reveal that the tribal children whose parents are employed in government service and or in petty business have better educational participation.

Conclusion that the size of family is closely and proportionately associated with the participation rate in the education of the younger members of the family. Again the studies observed strong association between the geographical location and utilization of educational facilities. Since the tribal education is a recent phenomenon, in tribal areas most of the researchers tried to examine the attitude, awareness, aspirations and expectations from education. While the studies carried out in early seventies observed that lack of awareness about education had negative impact over participation rate and the tribals had fear of formal education for the apprehension that it will detribalize their children and they may be reluctant about their culture. It was further observed by Dasgupta, N. K. (1963)88, Ambasht, N. K. (1972)89 and Dhebar Commission (1962)90 that the tribals are suspicious about formal education. The studies carried out by Pandey, S. (1993)91, Panda, B. N. (1987)92 and Masavi (1976)93 observed a change in attitude of the tribal towards formal education and they started considering formal education as a tool for improving social status and upward occupational mobility.

Attitude of the tribals towards schools and teachers were examined by many researchers. In most of the cases it was observed that the tribals feel that school is the government's institution and not a part of their community and teacher is not a part of their society. Some recent studies, however, show that tribal community has better interaction with the teachers if they belong to their community and reside in the same village. The village leader and those who are having comparatively more exposure to the outer world, found to have better interaction with the teacher. Some of the studies observed a wider gap between the socialization process in the community and school, and such a gap makes the relation between them rather conflicting, which in turn make the students disinterested towards formal education. Nuna, S. C. (1993)94, Heredia, R.C. (1992)95 and Sujatha, K. (1987)96 in their study observed that distance from school seems to be a disadvantage for tribal school going children due to ecological barriers which hinder their free movement. So far as utilization of educational facilities is concerned there exists disparities at inter and inter-tribal levels and problems mostly exist in the tribal areas with scattered and sparsely populated habitations without a school in close proximity.
3.2.3. Studies on Planning and Management of Tribal Education

Education is one of the major activities under the welfare department. Besides providing incentives, educational institutions are also run by the welfare department. Planning Commission has sponsored several studies on different aspects of Tribal-development which includes studies on administration of programmes. However, till recently, hardly there are any studies on planning and management of tribal education. A single study was carried out by Sujatha, K (1994)* on the effectiveness of tribal sub-plan approach on educational development of tribes. She examined different aspects of planning and management of education at Integrated Tribal Development Project Level. The study shows that the sub-plan approach facilitates micro-level planning with flexibility. This has helped in expanding educational facilities, but the tribal welfare department lacks expertise on educational planning both in establishing and upgrading the schools. One of the important problems of tribal education is that it is administered dually by the welfare department and education department and there exists lack of coordination between these two departments. A very few studies pointed out the problems related to inspection and supervision of schools in tribal areas. Due to inaccessibility and lack of transport facilities, the schools are not properly monitored.

3.2.4. Evaluative Studies on Incentives, Hostels and Ashram Schools

In view of equality of tribals, incentives like scholarships, free boarding and lodging, free supply of text-books, writing materials, uniforms, etc. are provided to the tribal students in order to overcome the economic problems. Evaluative studies were sponsored by planning commission, Ministry of Education and Welfare to examine the coverage and utilization of the incentives. The studies financed by N.C.E.R.T. (1971)*. NIEPA (1980*, 77
Several studies carried out at the state level during 1970s reveal that the incentives failed to incorporate the cent per cent of the tribal-school-going aged-children population even with the 'saturated - incentive' and the 'precipitate' are till prevailing. Procedural delay is one of the important cause, noted by those studies. Inadequacy in amount and poor quality of materials are also the auxiliary causes as mentioned by these studies. Individual studies conducted on incentives examined the social class of beneficiaries. The urban and articulate groups have advantage in utilizing the incentives. The allied causes are tied with administrative problems in management of incentives due to cumbersome procedures and apathy of administrators. The findings of those studies also reveal that majority of meaningful incentives are at secondary and higher education levels, and delayed supply are hindering the effects of the incentives.

Although the incentive-schemes are in operation for more than five decades but no studies have been carried out on relevance or relative effectiveness of different incentives. Similarly, no studies has been carried out on the impact of incentives on academic aspects.

Some studies were carried out on special institutional arrangements like hostels, Ashram schools and ITIs. An in-depth study on Ashram schools in Central tribal belt, carried out by Shramas and Sujatha, K (1983) throw partial light on differential utilization of Ashram Schools facilities by different tribal groups. It was observed that the tribal communities with higher literacy levels utilize the provisions of residential facilities in Ashram schools. Thus they get the benefit of higher retention of students. This study observed that though the cost of education in Ashram schools is higher than in non-Ashram schools but the unit effective cost is lower.

3.2.5. Studies on Cognitive and Non-Cognitive Abilities of the Tribal Children

A good number of experimental studies carried out on cognitive and non-cognitive abilities of tribal children comparing the same with non-tribal

The theoretical models of tribal education are explicable in terms of socio-cultural determinant factors. Such factors further refer to family background which reads that educability of tribal children is restricted due to socio-economic inability of the tribal families. The entire system of education which follows an institutional model so far as incentives, medium of instruction, content of transmission to students, pedagogic method etc. which and teacher is constrained to adopt is ultimately not conducive for envisaging a right format for educating the tribal children. The studies related to different aspects of inputs of education system, which incorporates the various incentives, medium of instruction, content, pedagogy and obviously the 'teacher'—adopts the INSTITUTIONAL-MODEL in the other hand, alleged that the 'System of education' is the responsible factor for the slow progress of education among the Indian tribes. The third dimension on management of schemes and incentives reflects how far the special measures could substitute the socio-cultural problems of the tribals to utilize the educational facilities. Lastly, the studies on psychological aspects provide a broad framework of the cognitive mapping of the tribal education having a direct bearing on pedagogy and inputs for the personality development programmes.
In spite of his best attempt, the researcher could not able to locate even a single investigation on the status of teachers who belongs to Indian tribe. Although a good deal of research work has already been carried out and presently some research works are in progress, centering round the needs and problems of different Indian tribes. These tribal studies approached form a varied angles. While some of those studies are carried out from economic or educational point of view, bulk of those are either anthropological or sociological studies.

Apart from the "Tribal-studies", a good number of researches on 'Education' are throwing partial light into the present study. It is worthwhile to review such literature, which are directly or indirectly connected with the topic related to present problem. The forthcoming presentation is a detail review of related research conducted in developed countries and developing countries, having a bearing with the present problem.

3.3.0. Detailed Review of Related Research Studies carried out in India

To collect comprehensive information about the school teachers at different levels, a survey was carried out by Buch and Singh (1978). The study focused on five aspects of the teachers, viz., the qualification and experience, professional training, participation in professional growth-activities, tenure of appointment and mobility of teachers from teaching profession.

School-information blank and teacher-information blank were used to collect data. They were further analysed with respect to different categories and also in terms of 'management' of the institutions concerned. The survey was carried out over more than twenty-six lakhs teachers throughout the country, among them 47.38 per cent, 26.02 per cent, 14.40 per cent and 12.20 per cent taught in primary, middle, secondary and higher secondary schools respectively. The study explored the baseline data regarding the sex, categories and level of institutions; in addition, the study reflects the related data regarding the system of management of the schools, part-time and full-time teachers and their professional qualifications in different levels of institutions.
Chopra (1982) carried out a study on the organizational climate of schools in relation to job satisfaction of teachers, though not specifically on the tribal teachers. The first objective of this research was to study the overall job satisfaction of teachers, working in schools having different organizational climates. Sharma's School Organizational Climate description questionnaire and Wali's Teachers job satisfaction inventory was used to collect data from a sample of 272 teachers. The study revealed that among the six types of school - climates, the open-climate schools showed the maximum overall teaching-job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools respectively. The study further revealed that there is significant difference of job-satisfaction among the school teachers coming from open and closed climates.

Goyal (1980) in his study tried to find out the correlation among attitudes, job satisfaction, adjustment and professional interests of teacher-educators, from different stratas, based on age, sex, qualification and experience. A sample of 314 teacher-educators was considered for the study and data were collected from them through a self constructed attitude-scale, an 'enquiry form' (for collecting information on professional interests), Bell's adjustment inventory and Indiresan's job-satisfaction inventory. The study aimed towards four objectives first of which was to measure all the factors. The findings of this objective reveals that emotional stability among the teacher-educators increased with age, whereas professional interest varies proportionately with experience but majority of them was interested in teaching and was satisfied with the job. The second objective of the study was to find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of the teacher-educators. The study revealed that the attitude and job-satisfaction of different groups did not differ significantly. The study also revealed that, attitude, job satisfaction and occupational adjustment among teacher-educators are associated with one another where as social and emotional adjustment and professional interests are not related with the other variables. While job satisfaction could be predicted by attitude and occupational adjustment but not by the others.
During 1981, an unique study was conducted by Modi in Gujrat University, entitled "Influence of Education on Socio-Economic Status". The socio-economic status was determined by educational qualifications, monthly income, administrative authority, residential accommodation, house-rent, possession of vehicles, cost of furnitures, cost of electrical appliances and possession of telephone as well as refrigerator. Education was determined by twenty levels, beginning with illiterate and ending with the Ph. D. level. Data were collected from 2100 respondents for both the dimensions, economic and educational status. Correlation between two sets of characteristics was established. Another sample of 1000 respondents supplied the data on the status enjoyed by two real brothers in the family, cast and locality.

The study reveals that the status enjoyed by a person depends on his level of education. The illiterate respondents were with the opinion that their status in the family is determined by the age, but their status within the cast and locality is determined by their economic condition. The educated people opined that education is the determinant factor of one's social status and the age is not at all a factor in this regard.

The study further observed that the level of education does not influence the income of an individual.

Gupta (1978) studied the status of secondary school teachers in Eastern U.P. His objective was to study the educational, vocational, social, economic, political, religious and moral status of the secondary school teachers and to give some suggestions for improvement in the status of the secondary school teachers. The study was a social-survey by nature, carried over 2100 subjects in which teachers, students and guardians were represented equally. Data gathered from the teachers through a self made secondary school teacher's status questionnaire and through an opinionaire from the students and guardians. The study reveals that 48 per cent, 64 per cent, 62 per cent and 32.3 per cent of the teachers had second class certificate in high school, intermediate, graduate and post-graduate levels, respectively. Only 15.4 per cent, 5.5 per cent, 1.1 per cent and 0.7 per cent had first class certificates and degrees in the same order. In addition to this, nearly 86.7 per cent teachers are trained. And only 7.2 per cent were desirous to be obtain training through
summer courses or in leave with pay. Further, 62.1 per cent male and 54.2 per cent female teachers had the habit of reading daily newspapers, weeklies and monthly magazines. Only 9.9 per cent teachers pre-decided to be teachers. For the rest of the respondents, it was situational. In the opinion of 65.1 per cent of the teachers and 56.5 per cent of the guardians the professional status of the secondary teachers was very low and they did not want to make their wards secondary school teachers. 79 per cent teachers and 68.5 per cent guardians were in favour of framing a code of conduct for teachers. 50.5 per cent teachers and 54.5 per cent guardians favoured nationalization of secondary education for raising the status of teachers.

The teachers in rural areas enjoy more social-respect than those in the urban areas. Majority of the teachers, irrespective of their sex was not satisfied with their low salary and they considered it as the key reason for lowering their status. Only 10.5 per cent and 23 per cent male and 6.2 per cent and 20 per cent female teachers were members of different political parties and/or religious associations. Between Socio-economic status and the role perception of the secondary school teachers. The study was a factual and comprehensive survey of the status undertaken with the purpose to find out whether any special relationship exists between the teacher's role perception and his socio-economic status.

Close and open form of a questionnaire was used to collect data from a group of 856 teachers selected randomly from the population of 5252 teachers of 336 secondary schools of Poona district. Information in this regard was received from 63% of the sample and it was further analysed following chi-square test.

Findings of the study reveals that : i) considering education, seven items having a significant bearing on the role perception of the teachers where the goal of secondary education satisfying factors in the teaching profession, functions of teachers, methods of teaching, personal qualities, teaching ability and method of discipline. A good relationship between teaching-experience and role-perception was observed in the context of handling disciplinary problems, organizing ability and method of discipline. The correlation of socio-economic status of the teachers with their role-perception was highly significant with reference to the goals of secondary education, factors in choosing the teaching
profession, satisfaction in the profession, functions of secondary teachers, teaching methods, organising ability, teaching ability, dealing with classroom discipline, problems, methods of discipline and special attention given to outstanding pupils. Lastly the upbringing environment of the teachers (viz., rural –urban) is a significant intervening factor to choose the teaching profession, pedagogy, pedagogic abilities, organizing abilities, solving pedagogic difficulties and satisfying factors in the teaching profession.

Chilukala (1981) studied an important aspect, i.e, the social attitude of Indian Academic Elites towards education. The study at it’s outset assumed that in Indian society, like other societies there are a few elite groups, having a great influence over the society. These groups provide instructive insight for the structural and functional changes in the society. The study was carried out on a sample of academic elite consisting of 570 college and university teachers engaged in research and academic pursuits. Data were collected through a structured questionnaire incorporating three sets of questions, each covering a broad area like attitude towards food habits, marriage, sex, health, wealth, government and policies, labour unions industrial management, individual income, landed property, etc.

The observation of the study reveals that a majority of the elites having an agricultural background, was inspired by the wards of while colar job holders having an urban background. And showed favourable attitude towards-socialistic policies of the governments, welfare of the weaker section, a thorough change in the existing educational policies and religious functions. An overall negative attitude was reflected by the academic elites towards the cast-system, fixation of daily wages, land-ceiling, restriction on the individual income, caste-class-restriction and religious fanaticism.

Sharma (1983) carried out a study of relationship between educational level, social status, attitude and family size of middle aged parents. A questionnaire and two attitude scale was developed to fulfil the objectives of the study and these tools were administered on 593 parents, having different levels of educational qualifications. Two major objectives of this study were to find out the relationship between social status and family size and to analyse the attitude of the parents with different educational status towards the family.
size. The findings of the study in context of these two objectives reveal that there is a positive correlation between higher socio-economic status and small family and again, education acted as a contraceptive by itself.

Mishra (1975) carried out a cross-cultural study of the status and vocational aspiration among aboriginal tribes of Bastar district, covering 258 tribal and non-tribal school students of both sexes from different socio-economic strata. Data were collected through an interview-schedule and was analysed through ‘t’ and ‘F’ Tests, product moment correlation-technique, Anova, Ancova and $\chi^2$ tests. The study revealed that the parent (specially the father)’s economic status is not an influential factor to the offsprings for choosing their profession. Significant difference was observed among the tribal and non-tribals, tribal males and tribal females, upper caste and tribal, lower caste and tribals — in context of the correlation between vocational status score and vocational aspiration scores. The vocational aspiration of different communities did not differ significantly. The study observed that some tribal communities (viz., Raj and Dhun Gond) were highly acculturated and are having socio-economically distinct feature from other tribal communities (viz. Muras and Bhatras). Probably the most significant observation of the study was that the acculturated tribal communities are comparatively distinct in their aspiration and are ethnocentric even from the lower-cast non-tribals.

Adisai (1978)’s study on creativity and socio-economic status is a worth-noting one. An attempt was made by Adisai to compare the creative thinking potentiality of Indian and the Thai students, 300 from each country, falling within the age group of 13+—16+ years. Torrance and Passi’s tests on creative thinking was used to measure the creativity of the sample. It was observed by Adisai that the Thai students were more creative than that of their Indian counterpart, which, however, appears to the present investigator as a biased finding.

A comparison was made between the respondents of different nationality considering the two variables, creativity and socio-economic status, where it was observed that the students from higher socio-economic status, irrespective of their nationality, were more creative. No effect of socio-economic status was observed upon the creative thinking in this study.
Today it is an axiom that education is the most important medium of all because of its capacity to change the society. Vaikunthan (1980) carried out a study which was based on this axiom. The time span he considered up to 1920 AD preceded from 1880. All the primary and secondary sources were considered for collecting data. Apart from a good number of findings, one of the important result was the significant upliftment of Harijans and depressed classes (Girijans) due to growth of education. The study delved and established the fact that the depressed classes were being slowly assimilated into the mainstream of Hindu society. They began to receive education and join public services and their status improved considerably during the period 1880-1920 by the efforts of the Missionaries, governments and philanthropists who opened new schools and provided scholarships and better opportunities in life. People began to reject the traditional community-profession and join public services which were based on educational attainments. The study reveals that Education had an impact on the religions, communities and outlook of educated people as well.

Arora (1981) investigated the problems of those who are attending professional courses and education and their personality factors, through a problem checklist and creativity test, including their level of aspiration. Various statistical techniques were adopted by him like 't' test, 'chi-square test', 'product moment correlation technique', etc. He found that high-problem trainees in general, are having less personality, adjustment-capacity, creativity, higher aspiration and self acceptance.

Jain and Shah (1974) carried out a study in Hyderabad, emphasising the socio-cultural background and educational aspirations of rural people. The study aimed to examine the extent to which socio-cultural variables such as family size, age, education, occupation, etc. were related to their educational aspirations.

An interview schedule was administered on a sample of 236 subjects of different age groups to collect data which was further analysed by chi-square tests. In this study, the age was found to be a significant factor, influencing the aspiration of an individual and the educational aspiration of the younger age group were relatively less than those of older ones. A marked difference was
observed among the literate and the illiterate respondents in this regard. The majority (as many as 59 per cent) of literate respondents found aspired for professional education. There seemed to have a positive relationship between the level of education and educational aspiration. The study observed a difference, quite significant, so far the size of family of the respondents and their aspiration for education is concerned. The subjects belonging to joint families were found to be more aspirants than that of the subjects belonging to nuclear families.

Aswal (1982) in his study tried to investigate student-activism in relation to socio-economic conditions in graduate and post-graduate level. The sample size was 705.

Activism scale socio-economic status scale, personality inventory and adjustment inventory were administered to collect data and were treated through $\chi^2$ and $t$ tests. The study finds that a majority of the students were involved with different national level political parties and a quarter of them admitted that they were arrested for student-cause. The study observed that the urban activists were more mal-adjusted with their home-life than the rural and semi-urban, which can be correlated with their status. The study revealed that activism, in general, was found to be related to higher socio-economic status.

Chitnis and Altbach (1979) edited a volume which deals with teacher’s union, the attitude of teachers from higher learning institution, towards education, politics and related issues, the role of teachers in the process of modernization, the working condition and professionalization of teachers.

The theme of the volume reveals that the academic community functioned in a highly complex and generally unfriendly environment and teachers were affected directly by such environment. Despite these constraints, the teaching community played an important role in Indian society. The contradiction between low status and self-esteem and the actual role played by the teachers was part of the ambivalence which was a theme of some of the articles edited by the authors.

Farooqui (1975) in his study aimed to investigate the socio-economic background, relationship with the remaining social structure, degree of
awareness and participation in various life activities of the academic elites. Data for the study were collected from a representative sample of 300 university teachers, 100 students and 100 community members through different interview schedules. Some case history were supplied to supplement the findings. The study observed that the academic elites were highly exposed to the western culture, though having lower economic status compared to the other community members. The study observed a wide gap between teachers, students and community members in respect of ideal role of teachers. Again, the study observed that teaching profession had lost its prestige in the hierarchy of professions and teachers were considered influential not because of their academic skill but because of their political affiliations.

Joshi (1981) in his project aimed to find out the educational facilities available in tribal areas in Trivandrum district and to examine the availability and extent of utilization of educational consciousness, causes of higher rate of drop-outs of tribal students and also the teachers role behind the drop-out. Data for the purpose of this study were collected from 400 tribal families through interview and from 54 teachers belonging to non-tribal communities through a questionnaire. The study pursued a drastic situation in education of the tribals were 73 per cent tribals were illiterate; 82 per cent of the tribal school-children falling in the school going age do not have the facility to avail school education within one kilometre distance of their residence and 76 per cent are lacking the facility within even three kilometor and there were no transportation facilities at all in those areas.

The heads of the tribal families reported that the teachers do not show favourable attitude towards education of tribal children and educational concession given to the tribal students were extremely inadequate.

Teachers, almost all of them were from non-tribal communities, opined that the tribal students are irregular in attendance, poor in vocabulary and are lacking in learning readiness and scholastics but are advanced in sports, games and art. The study reported that the facilities in the home environment are not adequate from this standpoint, poverty, lack of learning materials, school facilities, parents consciousness, inaccessibility of schools, language-difficulty,
task-master's influence and problem of child-labour play an important role in hindering the development of the tribal-education.

A study similar to Joshi, N.D.'s one was carried out by Joshi, S.D. (1980) which emphasised on the socio-economic and psycho-pedagogical problems of scheduled tribes and caste students of Baroda district. The study was descriptive-survey in nature and was carried out excluding the Baroda city. Socio-economic status questionnaires, covering psycho-pedagogical aspects, in different sets, were prepared to collect data from students, teachers and parents and the collected data were treated through appropriate statistical techniques.

It was found from the study that the majority of the students were first-generation learner, having no facilities to study at home and having low level of educo-vocational aspiration, compared to the average which was reflected in their lack of clarity about their future. The tribal and outcast students suffer from a feeling of diffidence as they are having a clear image of their strengths and weakness. The 'students' are having a positive and better perception towards schools. The study further observed that majority of the teachers belong to upper cast, did not have any specialized training for working with the 'scheduled' students in backward areas and had their prejudices towards SC/ST students internalized. As a result of prejudices, the teachers suggested only lower level of occupations for their students and did not provide appropriate educational environment to the SC/ST students.

Bihari, L.R. (1969) aimed to find out the nature and extent of wastage and stagnation at primary education among the tribal students and to explore the causes behind the same. Data were collected from 972 tribal families, following a coherent method. He observed that a good number of tribal-saturated villages had no schools. Several schools are on the record but many of them did not really function. The schools which are really in existence, are having many students on the roles who never attended classes. The percentage of single teacher school in tribal villages is quite higher; whereas the rate of students attending those schools are very low. The study comments that, lack of proper and adequate consciousness for the need of formal education, parents apathy for education, poor socio-economic condition, household work of children, inadequacy, inefficiency and insecurity apart from
teachers, curriculum and teaching methods were some of the major factors responsible for wastage and stagnation.

**Mani (1977)**

Mani (1977)’s study encompassed to find out the extent, type, nature and trends of social changes as brought about by education and to trace the generational, social and occupational mobility of teachers with reference to their origin. The study was carried out on a sample group of 100 teachers from different level of educational institutions in eastern Uttar Pradesh. Interview and observational techniques were adopted to collect the data pertinent for the study. The major findings of the study were that the social origin of persons as teachers were heterogenous. Teachers emerged from different classes, castes and strata of the society and most of them had emerged from the agricultural background and middle class families. Social status of a teacher depends upon various factors like community in which he was brought up and taught, social origin, the extent and type of his social interaction and other allied factors. All these factors summately influence the capability of social participation of the teachers.

**Bastia (1982)**

Bastia (1982) in his study tried to identify the problems and needs of the tribals pertaining to their social, economic, political and cultural spheres of life and their perception towards education with addition to its effect on their achievement and behavioural changes. Apart from the official records, pertinent data were collected following interview and observational technique. The study reveals that essential physical facilities such as supply-water, road, electricity, educational institutions, banks, co-operative societies, scientific methods of cultivation, etc. were beyond their reach. The socio-economic problems are quite acute among them due to poor knowledge and consciousness. Training programme, organised by different government agencies were ill-planned and inadequate. Drop-out rate among the age group of 15 ± 20 years of the tribal students is substantially high due to poor economic condition. Though inadequate, but the equipments which were supplied by the various organization for the sake of tribal-education were not properly used. Study identified the problem in communication between the subjects and non-tribal trainees due to language of the tribals were not known to the trainees and it was reversely true. Dearth of qualified trainers, pedagogic
instruments, irrelevant curriculum and infrequent supervision were the main bottlenecks in spreading education among the tribals. Lastly, the study observed that the impact of education in relation to the functional development of the tribal people in terms of agricultural improvement was negligible.

Sujata (1980) investigated into the constraints of education of a certain tribal community - Yanadis. She tried to study the background of the land and people and socio-economic, religious and political life with existing facilities and problems in mixed villages and tribal colonies of Nellore district in Andhra. A purposive and stratified sampling technique were adopted for the sake of study and data were collected through field investigation, including various methods like interview, spot studies, questionnaire, observation, informal discussion, case history and also through documentary analysis.

The study observed a huge difference between actual attendance and enrolment of the tribal school children in different schools, covered by the study. Further the study revealed that free nature of Yanadi children and instability of family life due to frequent changes of spouses did not help better enrolment of the community concerned. The reasons for poor enrolment were house hold and agricultural work and lack of interests on the part of Yanadi children. Distance of the school and poverty were the minor influential factors. The tribal parents were not at all interested for the education of their wards, especially of a girl. The curriculum was not related to the culture, life and needs of the Yanadi community which turned schooling meaningless, suffocating and unrealistic. And lastly while the tribal welfare hostels are providing a homely atmosphere to the tribal students but the schools failed in this aspect which brought a problem for tribal-school-education.

Vijayalakshmi, J. (1980) studied the extent to the extent to which academic achievement and socio-economic status served as predictor of the creative talent.

The hypotheses taken for the study were: i) High creatives differed significantly from the low creatives with regard to academic achievement and, ii) high-creatives differed significantly from low creatives with regard to socio-economic status.
The sample was collected from six selected secondary schools of urban and rural Kerala. Sample size were 425. A stratified proportional sampling techniques were adopted for selecting the sample.

Nair's Kerala University Test of Creative thinking and Nair's Socio-economic status scale-data-sheet were used for collecting data required for the study which were further analysed through t-test.

Major findings of the study were:

i) There was significant difference between the high and low creatives in academic achievement and socio-economic status;

ii) The average academic achievement of the high-creatives was more than the average academic achievement of the low creatives.

iii) Socio-economic status had a facilitating effect on the creative ability of the pupils.

Marker, N.S. (1975) carried out a survey on teacher-education in Maharashtra state and tried to trace the development of teacher-education in the communist countries and in USA, UK and Thailand.

The secondary teacher-training colleges were surveyed through an opinionnaire, a questionnaire and interview, which were further supported by records, reports and documents.

The major findings of the survey were

i) There was substantial increase in the colleges of education since independence and the expenditure on colleges of education also pursued an upward trend in various five year plans.

ii) Increase in the number of trained teachers was more marked than that of untrained teachers.

iii) Physical resource development predominated human-resource development in teacher-education programme.

iv) Students were dissatisfied with the teaching and evaluation; there was no significant improvement in the quality of teacher-education at the secondary level.
Raina, V.K. (1981) carried out a factorial study on the personalities, attitude towards teaching and level of creativity of 'in-service' and 'student-teachers' belonging to three subject areas. The major objective of the study was to study personality, attitude to teaching and creativity-potential of pre-service and in-service teachers.

The sample consisted of 180 in-service teachers and 180 pre-service-teachers specializing in the teaching of science, arts, and commerce subjects. Each group in both the samples consisted of sixty subjects. The in-service teachers belong to 18 high and higher secondary schools and the preservice teachers belonged to four colleges of education of Ajmer district.

Sixteen personality factors test, standardized by Kapoor and Mehrotra, Minnesota Teacher Attitude inventory (MTAI), Something About Myself (SAM) and Khatena's Measure of Creative Potential (MCP) were the tools used for the study.

The statistical techniques included analysis of variance, t-test, factor-analysis and rank order correlations.

The major findings of the inquiry were: The in-service teachers were highest on factors H (Shy Vs adventurous), C (less stable Vs. more stable), E (submissive Vs dominant), A (reserved Vs outgoing) and F (Sober Vs happy-go-lucky). They were lowest on factors, B (less intelligent Vs more intelligent), I. (trusting Vs suspicious), I (toughminded Vs tender minded), Q2 (group dependent Vs self-sufficient) and O (placid Vs insecure).

There were no significant differences in the attitude to teaching between the in-service science teachers, the in-service arts teachers and the in-service commerce teachers. However, the pre-service arts, science and commerce teachers differed significantly in their attitude to teaching.

The in-service teachers were highest on the factors of intellectuality, self strength, environmental sensitivity, individuality, initiative and artistry as measured by the test of creative potential.

Sansanwal, D.N. and Jarial, G.S. (1979) in their study aimed to investigate the personality differences among high and low creative teacher-trainees. The sample for the study consisted of seventy-five B.Ed. students studying in the department of Education of the university of Indore during 1978.
The tools used were creative personality checklist, developed by Passi and Gerge and Hindi version of Cattels's 16 P.F.

The t-test was applied to test the significance of difference between the mean-scores.

The study reveals that:

i) the highly-creative group’s mean score on factor-B was significantly higher than the corresponding mean score of the low creative groups which indicated that a student from high creative group was quick to grasp ideas, was a fast-learner and intelligent. On the other hand the low-creative group was slow to learn and grasp and was dull.

ii) The high-creative group tended to be cheerful, active, talkative, frank, expressive, effervescent and carefree, while the low-creative group were sometimes dour, pessimist and unduly deliberate.

iii) On factor L, the low-creative group’s mean score was significantly higher compared to high creative group. This indicates that the low creative group tended to be mistrusting and doubtful. They tended to be involved in their own ego, were self opinionated and interested in internal and mental life. On the other hand, the high-creative group tended to be free of jealous tendencies, adaptable, cheerful, uncompetitive and concerned about other people.

iv) The low creative group tended to be tense, excitable, restless, fretful and impatient, where as the high-creative group tended to be sedate, relaxed, composed and satisfied.

v) Except these four factors, the two groups did not show any significant difference of the other twelve factors.

Kundu, C.L. (1966) study was to some extent different, though not irrelevant in the present context. He studied the personality traits of tribal and non-tribal delinquents and non-delinquents, (i.e., normal) and evolved a suitable educational programme for tribal and non-tribal delinquents.

The study was carried out on a sample of tribal and non-tribal court convicted delinquents and non-delinquents, 25 from each group, and ten cases of juvenile murderers belonging to de-notified tribes and ten non-delinquent-non-
tribes of age range 11-16 years. The court-convicted cases were selected from Udaipur and Tonk jails. The sample size was 120 with a distribution of (25 x 4) + (10 x 2).

Observation, interview, jail records, life history, Bhatia's battery of performance test and Rorschach's Ink-blot test on personality were the different data gathering tools and techniques, used in the study.

The collected data were analysed through chi-square tests, contingency co-efficients, F tests, pooled variance and t-test.

The study revealed that, for the tribals, delinquency was related moderately to instability at home, less degree of satisfaction with self, poor health condition and power of observation and the relation was low with poor sleeping condition. Low general intelligence was related significantly to delinquency of both tribal and non-tribal groups. The non-associative factors for delinquency in tribals were - desire to be away from home; parent-child relationship; parents objection to the kind of companion; permanence of residence; position in the family; level of general anxiety; feeling of resentment; depressive trends and originality.

Bhattacharya, S.K. (1984) carried out a study entitled “Social Stratification and the system of Education – A study of social Mobility in three generation in West Bengal”. The study aimed to examine –

i) The relationship between the availability of differentially distributed educational opportunities for the individuals and groups in the socio-economic situation during 1984 at West Bengal and their utilization reflected in the differential placement of individuals and groups in the then socio-economic structure,

ii) the way in which the educational opportunities provided by the socio-economic structure of West Bengal were utilized by the individuals belonging to different socio-economic strata,

iii) the nature and degree of social mobility facilitated by differential socio-economic educational structure and

iv) the sub-system-level particularities of the educational structure in relation to the different social-strata in West Bengal.
225 families, 21 educational institutions and 51 working organizations from four regions with different socio-economic setup were taken as sample for the study following a stratified-random sampling method.

Data were collected through interview schedules and questionnaires, developed by the investigator.

Collected data were analysed by statistical measures like chi-square test, Spearman's rank-co-relation, etc.

The study reveals that inequality of educational opportunity has existed in the state for a long run past. The observation on social mobility over three generations revealed that majority of the population having lower social strata remained socially immobile. Social mobility was somewhat evident in the middle class but it was restricted within the overall boundaries, whereas upper class-people could not protect and maintain their status in the society but enhanced their attributes over the years. The study further reveals that inequality of educational opportunities emerged out of the interaction of logistic support and cultural inequalities at home with the organizational climate and effectiveness of the system of education. The system of education stabilized the status and the impact of the system of education acted as a reinforcement to social stratification and inequality.

Chakraborty, H. (1984) in his study aimed to observe the various socio-economic and socio-cultural problems hindering educational dynamism in a backward society and to understand the relation between occupation and demand for (elementary) education followed by some other objectives.

Students from 10 primary and 8 secondary schools, teachers, 46 in number from those schools and 26 social workers from eight villages in Purulia district constitutes the sample.

Community information blank (CIB), school-information schedule, checklist and interview schedule were the tools used for the study to collect the needed data from the sample. The design of the study were classificatory in nature considering converted percentages and ranks from frequency-count. The study reveals that the overall rate of educational dynamism for boys was quite higher, compared to their 'girl' counterparts and again it was highest for caste-Hindus and lowest for scheduled tribes within the Hindu fold. Educational
opportunities in terms of their utility to the community did not directly restrict educational dynamism, but it was not conducive to the mass-scale programme of primary education. The study observed a wide conflict of opinion among teachers, social workers and guardians regarding non-participation; Teachers considered 'ignorance and illiteracy of guardians' as the major causes for non-participation of both boys and girls whereas social workers considered the prevalent social habit of not sending children to schools' and guardians considered 'inconvenient school hours' (for boys) and 'prevalent social habits' (for girls) as major causes of the low participation of the school-going aged boys and girls in education.

Joshi, N.D. (1985)\textsuperscript{158} carried out a survey on the socio-economic and educational conditions of the tribals in Kerala. 242 teachers, 50 welfare officers, 50 social workers and local leaders from 30 tribal communities of Kerala constituted the sample. The study was descriptive as well as analytical survey in nature. Questionnaire, rating scale, interviews, socio-economic status scale, participatory and non-participatory observation—were the tools and techniques, adopted for the study. Secondary sources like records in government offices and in schools were also analysed to collect the data, required for the study.

The study observed that majority of the tribes were extremely backward in their socio-economic and educational context. The tribal groups were not fully conscious of their backwardness, exploitation, sanitary needs, economic improvement, opportunities, civic-rights and responsibilities.

The attitude of the tribals towards officers was on the whole positive; they had adjusted somewhat to the new job-opportunities, but still maintained some of their traditional cultural activities; the tribal students, who attended the ordinary schools were below average in studies and above average in sports and cultural activities; lack of accommodation, lack of travelling facilities, unsuitable location of schools, inconvenient school buildings, shortage of materials, etc. are the major difficulties faced by the teachers in tribal areas; the traditional dwellings of the tribals were very poor and did not have facilities for children's study at home. Many of the houses allotted to tribals by the government were not properly built and some of the tribals were not willing to live in tiled and white washed houses.
Adiseshiah, M.S and Ramathan, S (1974) took up a project to collect reliable and relevant information to assess the types and extent of educational problems of schools and college students belonging to scheduled caste and scheduled tribe communities and simultaneously to make an objective evaluation of the government policies for those students and further planned to suggest measures, if to achieve better and quicker results with their implications to the present policy and method of implication.

The study was conducted on a sample of 1027 respondents, selected from forty institutions, taking two schools and two colleges each from the five scheduled caste districts and five scheduled tribes districts of Tamilnadu. The four fold break-up of the sample was (i) 232 S.C. and 59 non-S.C. school students and 50 teachers, including head-teachers; (ii) 187 S.C. colleges students, 51 non S.C. college students and 70 college teachers, including principals; (iii) 174 S.T. school students, 51 non S.T. school students and 48 teachers including head-teachers and (iv) 47 S.T. college students, 16 non. S.T. college students and 30 college teachers including principals. The multi-staged-random sampling technique was adopted for the study.

Questionnaires, interview-schedules, census publications, government records and reports were used to collect data, pertinent to the study. The data were quantified and statistical mapping of the education conditions of scheduled castes and tribes were tried.

The study revealed that the rate of school attendance seemed to vary inversely with the size of the tribe; the tribal students did not participate in extra-curricular activities; the tribal girl-students had clear educational and professional aspirations and unlike the boys did not find teaching as difficult. Smaller tribes had proportionately higher college youths than the larger tribes, although majority of the tribal students reported of financial difficulties; only 6.4 per cent were totally dependent upon state - scholarship. A higher percentage of scheduled tribe students opted for arts courses; those who opted for science had reportedly a comfortable financial position; inspite of their financial difficulties, majority of the tribal students planned to continue upto the post-graduate level. The unique finding of this study is the girl-students
from tribal communities, interviewed, had never failed, aimed at post-graduation; expect one and then wanted to become teacher.

Bose, S. (1963) in his investigation attempted to study the socio-psychological background of adolescent tribal children in the Himalayan region of West Bengal for the purpose of national integration in relation to co-curricular participation.

The sample consisted of 1000 adolescent school going tribal children from Nepali, Lepcha and Bhutia tribes, residing in the hill towns of Darjeeling district.

Data for the study collected through a multiphasic inventory, consisting of 168 items prepared in Likert's method (the language of the inventory was Nepali) and through Darley and McNemar's Minnesota Personality scale.

The study revealed that the children of middle socio-economic status were educationally backward having religious communal feelings and are not rigid about inter-tribal group relations. The respondents also spoke in favour of regular participation and making efforts towards forming a cohesive and cooperative group.

Chitnis, Suma (1974) took up a project to assess the status of the scheduled cast and scheduled tribe students in the institutions of learning and also to identify the kinds of discrimination and types of difficulties and obstacles that they face.

It was observed from the study that among Scheduled tribe students, very few women went for higher education. Majority of the tribal students are the first generation learner and are from disadvantaged home in rural areas where their father are in rural occupations. It was observed that ST's are more disadvantaged than the students belonging to SC communities and by and large they were in the arts faculty and not at all akin to co-curricular activities due to their appreciably high educational and occupational aspiration. The majority of the tribal students had a very poor opinion of the educational facilities provided to them and they seemed to be quite aware about the job-facilities for them. The study revealed that majority of the students had exposure to mass-media but level of politicization was very poor. Mostly they made a choice of a career entirely on their own. One of the unique findings of this study is, that the tribal
females and girls are better integrated with other communities than the males. According to the teachers, the scheduled students were as good as or slightly poorer than other students and younger teachers were least sympathetic to these students in respect of their academic calibration and the facilities provided to them.

An investigation aimed at developing a profile of education among the scheduled tribes of Gujarat was carried out by Desai, I.P. (1970) in terms of (i) state literacy, (ii) change in literacy between 1961 and 1971, (iii) changes in enrolment at the primary, secondary and higher stages of education, (iv) the distribution of primary and secondary schools, and (v) the utilization of hostel and scholarship facilities.

For the purpose of collecting data a profile was developed on the basis of information available in the census reports and other official record of the Department of Education and Social Welfare of the Gujarat Government.

The major findings of the study revealed that during the decade of 1961-1971 when the enrolment in primary school rose to 73 per cent, the literacy among scheduled tribes rose up to only 2.43 per cent. Only 6 per cent of the students in primary school went to the secondary schools and only 11.8 per cent of the tribal students went to the higher education. An important observable trend in enrolment was the increase in the number of women students at the primary and secondary education level. The pathetic observation of the study was, that out of 8732 villages in the tribal-districts, there was not a single school in 1736 villages and these villages were unevenly distributed over different taluks.

A survey was conducted by the researchers over 235 S.T. students and pertinent data were collected through questionnaire, interview and census literature. For the partial fulfillment of the study, 108 non-S.T., 193 S.C. students and 156 teachers were also requested to provide information.

The study revealed that, in a large number of cases the S.T. students were first-generation learners; the percentage of primary educated parents being large among non S.T.s. Adult education seemed to have made very little impact on the spread of literacy. Ideationally the tribal students were more nationalistic as indicated by their choice of ideal persons than the scheduled
caste students who gave the first place to the leaders of their caste and community and the second place to the national leaders. The tribal students participated largely in the co-curricular activities and without any inhibition. In their general interactions with other students and teachers, the tribal students did not feel discriminated and they were found to cherish the values and norms of their surrounding non scheduled tribe society. A good percentage of tribal students believed that their condition had improved, but their status still remain lower than that of their non-tribal friends. By and large, the tribal students felt that governmental policies were helpful to them and should be continued. But there were some, who believe that governmental help is creating a sense of dependency in them.

Dubey, S.M. (1974) undertook a study to investigate the socio-economic background of the S.C. and S.T. college students of Assam and to see how their education affected their aspirations and performance, their way of life, their participation in other activities and their feeling and opinion about their status. The study was conducted on a sample of 246 S.C, 223 S.T. students and 129 teachers from 20 colleges. Random sampling technique was adopted for the study. Questionnaires and interview guide were the research tools used for collecting data from the sample.

The study observed that majority of the tribal students were the first-generation learners. The tribal students had high educational and occupational aspiration. The study revealed that the degree of relationship between teachers and tribal students was very low. A small percentage of tribal students, participating in political activities. The tribal students felt that their socio-economic conditions had improved. Most of the tribal students received their education as being a hostler and a significant percentage of them were exposed to mass-media. Participation of tribal girls, in higher education were extremely low.

George, E.L (1975) in a study similar to those of Dube, S.M. (1974), Desai, I.P. (1974) and others, finds that:

The number of scholarships offered to the tribal students was inadequate and the system of disbursement was complicated. The study suggested that the tribal parents needs to be educated about the governmental
programmes in order to ensure proper utilization of resources. The study finds it irrelevant to allot separate hostels for tribal students and commented the practice as 'Socially unhealthy' as it widened the gap between tribal and other non-tribal students. It was observed that a considerable number of scheduled tribe students suffered from certain feeling of inferiority and they need to be protected through proper guidance and if possible through vocational training in order to be self-dependent. A good number of the teachers was found to be always with a helping attitude, which encouraged the tribal students.

Education has its tremendous impact on any social setting. Lakra, S. (1976)'s study in this respect is worth-noting. He kept forward the objective to investigate into the damages that had occurred due to education in the tribal people, specially in their socio-economic and political spheres.

The sample included the representative tribes, viz., the Mundas, the Oraons and the Kharias.

The data were collected with the help of mailed questionnaire from the educated tribals in the urban and rural areas of Ranchi district. Personal-interview, observation and case study were the other methods for collecting the required data.

The progress of education of these tribes before and after independence and its impact on their social, cultural, political and economic development have been presented historically.

Before the advent of the missionaries, the tribal groaned under the grinding heels of poverty and debt. The christian missionaries, having proselytisation as their objective, did some laudable efforts to spread education among the tribals and protected them from the clutches of money-lenders. The education brought three fold benefits to them, viz., they got their lands back, got emancipation from forced labour and had their self respect reinforced. During the year 1857 the work of the missionaries was disturbed due to Sepoy Mutiny, but as soon as the peace was restored, it was taken up with double vigor. During the year 1863, more impetus was given to girl's education. Though Roman Catholic Church began its work late, it spread a network of schools, hospitals and churches in the tribal belt of Ranchi district. Conversation reached its peak in 1885. As tribal language was not the medium
of instruction, tribals started liking English and forgot their own dialect. In the same vein, they began to develop a test for western music and dance and neglected their own heritage of music and dance. The standard of living rose with the level of education, but the economic status did not rise proportionately. Education made them free from poverty, ignorance, social taboos and superstitions. Even though the tribals went up to high-school only, there was a change in their outlook towards life. They picked up clean habits about food, shelter, dress and give-up the habits of discipline, thrift, hard-work, etc. Gradually the tribals became education-conscious and sent their children to schools.

Girl's education made a head-way in the first-quarter of twentieth century and they were admitted to co-educational institutions. The tribals gradually became politically conscious and fused their several associations into Adibasi Maha-Sabha.

With the dawn of independence the educated tribals were at an advantageous position but they were in need of training for specific job-skills and more education. Gradually, the social distance between Christians and others began to disappear. The intelligentsia among the tribals is highly qualified in the fields of arts, science, medicine, technology, agriculture, law, etc. The less educated tribal-youths are gradually becoming delinquents because of various unwanted situations. The primarily agriculturist tribals are gradually migrating to cities, neglecting agriculture, tribal-handcraft and traditional mode of living. Recently there has been a re-awakening among more educated and brighter section for the preservation of all the good in the culture of the tribals.

Vyas, N. N. and Chaudhary, N.D. (1970)^164 carried out a study on the drop-outs in a tribal situation. The major objectives of the study were (i) to ascertain the extent and magnitude of wastage and stagnation amongst students belonging to scheduled tribes, scheduled castes and other castes and (ii) to analyse the factors responsible for wastage and stagnation in education among the students. The study was conducted extensively and intensively. The extensive study covered the primary stage of education in Kotra and Jhadol Panchayat Samitis. The intensive study covered primary, middle, secondary
and higher secondary stages of education in a sample of schools in the same panchayat samities. Questionnaire was used for the extensive study, whereas interview technique was used for the intensive study. Wastage was measured by calculating the total number of dropouts, whereas stagnation was measured by the percentage ratio of students who failed in a class to the total number of students who took the examination in the same class.

The study revealed that the incidence of dropouts and stagnation occurred among students belonging to scheduled tribes, scheduled castes and other castes and there was no evidence to show that it occurred more amongst a particular group of boys and girls. At times the percentage of dropouts and stagnation was found more among students of other castes than among the students of scheduled tribes. The parents of the tribal students were engaged only in agriculture whereas the parents of scheduled caste students were engaged in agriculture and also in their traditional occupations.

Om Prakash, S (1986) carried out an indepth survey, underlining the causes of educational, psychological and social problems of the students of Kanpur, Indian Institute of Technology, Kanpur.

The sample consisted of 160 socially advantaged and 80 socially disadvantaged B.Tech students of I.I.T., Kanpur.

Tools used for the purpose of collecting data were students profile, under-Priviledged Students Interaction Scale, family-information questionnaire, Bell's adjustment inventory, Students Personal Problems index (by Wig & Nagpal, 1980) and a self devised interview schedule.

Collected data were treated by descriptive statistical techniques, t-test, product-moment-co-relation, chi-square and factor-analysis.

The study revealed that those who were socially advantaged (SA), were better adjusted than that of their socially disadvantaged (SDA) counterparts with regard to academic, social, financial and psychological dimensions. SDA's had problem in all these four dimensions of adjustment. The socially advantaged did not perceive any difficulty that the socially disadvantaged ones faced during academic interaction. The socially advantaged group did not have healthy social interaction with the socially disadvantaged group. The socially disadvantaged students did not enjoy much happiness as compared to their
socially advantaged counterparts. The academic measures indicated that the disadvantaged students were trailing behind the socially advantaged students in all the four academic years. The socially advantaged students had conducive family-size, better interaction of father with child, better financial position, higher educational background of family and progressive ideas and composite childhood experiences. The study revealed that the socially disadvantaged students had maximum problems in the academic area which led to frustration. The social-distance being imposed on the backward community students forced them to withdraw into solitary and isolated shells enhancing a feeling of insecurity and counselling did not help them, due to it's poor administration.

**Shah, K (1982)** in his investigation studied the socio-economic conditions of primary-school-teachers to ascertain their status of education to enquire about their attitude towards job, to find out the problems they faced in their profession and to enquire into their job-satisfaction.

475 teachers from 78 primary schools, situated within the Varanasi Corporation area formed the sample for the study. A stratified-random sampling technique were followed for selecting the sample.

Data for the study were collected through interview and were analysed with the help of simple percentage.

The major findings of the study revealed that majority of the teachers in the primary level were female and are Brahmin by caste and are from lower-middle class.

Neither the educational level of the subjects, nor of their family is remarkable. Majority of the subjects belong to joint family and are religious-minded. The study further revealed that almost all the teachers were satisfied with their job but dissatisfied with the low pay-scale; till they wished to stay in the profession. Teachers reported that there were very few opportunities for professional growth and other facilities, i.e., pension, residence and medical benefits. Despite the low scale of pay, the subjects preferred 'teaching' because it traditionally commanded high esteem. The teachers discussed the problems related to their job. Prominent among those were low salary, lack of different kinds of physical facilities poor buildings and poor teaching-materials.
Chopra, R.K. (1993) in her study aimed at investigating the status of teachers in India with three specific objectives, viz., (i) to investigate into the status of teaching manpower in terms of quality and quantity at different levels, (ii) to assess the academic, economic, professional and social status of teachers in India and (iii) to find out the areas of improvement and deficiencies in order to suggest future programmes for action to accelerate teacher development.

Data were collected through a detailed questionnaire covering three major aspects of status, viz., professional education, economic status and professional status from the different administrative agencies and reports were analysed keeping the objectives specified for the study in view.

The study explored the national scenario in terms of teacher's status with special reference to the components of status, viz., progress achieved in school education, teachers and their qualification, professional participation of teachers, recruitment procedure of teachers, service condition of teachers, working condition and economic status, social status, professional status and draw a comparison of those with the findings of the study.

3.4.0 Review of Research Programmes Carried out Abroad

Foster, M. (1994) in her research based article, entitled 'Teaching diverse population: Formulating a knowledge base', published from New York Press, was basically a review of DATABASE on African American teachers after 1980. It comes with the suggestion stressing the need to increase the number of African-American (an ethnic community) teachers. The justification advanced here is very often a role-model argument rather than an analysis of any unique characteristics. In this context, pedagogy or philosophy of education is believed to be presented by African-American teachers who work primarily with African-American students.

Goodson, I. (1988) in the study 'Teachers, life histories and studies of curriculum and school' did not consider the influence of the racial identity on their belief system. This is despite the fact that the previous life experience of
teachers, their backgrounds, identities, culture and the critical incidents in their life-helped them to shape their view of teaching.

Provenzo, E. (1988) in his study 'Black and White teachers: Patterns of similarity and difference over twenty years' observed that both the black and white group of teachers differs in various dimensions. Provenzo observed that majority of the black and white groups of teachers differs so far as their job satisfaction patterns is concerned and also with regard to their perception of the status of their profession and school-environment and both the groups believe that changes are required in order to educated African-American students effectively.


Sterling, P (1972) in his survey over the ethnic group of teachers, reported under the title 'The real teachers' 30 inner-city school teachers talk honestly about who they are, how they teach and why?' says that positive portrayals of teachers from ethnic groups are infrequent especially when compared with those of white teachers. As a result, researchers have perhaps unwilling through omission, draw excessively negative portrayals and conveyed the idea that African American teachers are indifferent uncaring and unsympathetic.

Foster, M (1990) in another study entitled 'The politics of Race: Through African American teacher's Eyes' examined the beliefs and practices of effective African-American teachers have found that such teachers from ethnic communities have strong attachments to the black community and considered themselves as part of their own indigenous community.

Foster, M (1991) in her other case-based study entitled 'Just got to find a way' Case studies of the lives and practice of exemplary Black high School teachers' noticed that, unprompted-irrespective of gender and grade level, more than 50 per cent of her sample used kin terms of metaphors to describe their relationship with students through which they use to solve different socio-personal problem of the students from their own community.
With a broader illustration, the subjects opined that the Black teachers have to convince Black students of how important education is, and how they are all part of the Black umbilical cord, because a lot of black teachers—though not consciously, but are forgetting about their own roots, about how they are connected to the cord and about everyone they are left behind.

Ladson-Billings, G (1991) in his study-paper on 'Returning to the source: Implications for educating teachers of Black students' observed that the attachments between the black teachers and black students were further strengthened by intergenerational employment and extended community-residence patterns of Afro-American Teachers. The case-evidence of the study further suggests that in many cases, this interactions extended beyond school into larger community.

Casey, K (1990) in her case-based article, entitled 'Teachers as mother: Curriculum theorizing in the life-histories of contemporary woman teachers' published from Cambridge Journal of Education, observed that interrelationship is a prominent feature of contemporary African-American family life— with particular to those who are occupying institutional-roles (say teachers). Nonetheless, almost without exception, connectedness to black communities seems to be a recurring theme which is being practiced widely and becoming a feature of the teachers from ethnic-communities.

Siddle-Walker (1993) in her research based article entitled 'Relationships between Community and School' emphasized the salience and pervasiveness of caring relationships within the different components of educational environment. With live example, she shows how caring was expressed in the daily interaction between teachers and students from the ethnic communities and how students responded to an atmosphere of interpersonal setup. She also analyzed the implications of those findings for current school reforms.

### 3.5.0. Conclusion

A detail perusal of the 'review' clearly shows that the studies carried out in India on 'tribal education' at the outset of sixtieth decade, specially emphasised on the various school aspects—such as school curriculum, medium
of instruction, massive drop out and stagnation of the students from tribal communities, etc. These studies are by nature, mostly exploratory and diagnostic and in some cases, influence of economy and effect of habitation was also taken into consideration by the respective researchers. The findings of these studies have a very restricted significance for the present research.

Further, a large number of research works reviewed in the latter phase were conducted by the institutions like NIEPA, ICSSR, NCERT, etc. long time ago, and in the mean time, they perhaps has lost their validity even in the specific areas where those studies were conducted. These studies were basically on socio-economic background of the students, pedagogical problems of the tribal students and the general teachers, facilities availed by the tribal students, their cognitive and non-cognitive aspects, attitude towards education, socio-cultural background, poverty and also on the planning process of tribal education as well as the incentives in terms of hostel facilities and so on.

Therefore, a gap in respect of data and the variables can easily be perceived from the review of the researches. The present study is expected to fill the gaps, at least partially, with regard to the tribal teacher's socio-economic status and their educational positions. The present researcher has also come across about thirty studies carried out abroad on various indigenous communities out of which ten studies has a direct bearing with the education of those communities. Such studies were conducted in very recent past, emphasising on curriculum, language, classroom problems, teaching constraints on academic life, race-politics on education, teacher education and its loop-holes and school community-relationship of the indigenous people.

After reviewing hundred and twenty three studies in specific, conducted in India and thirty studies from abroad on the tribal education and education of the indigenous people respectively, it was observed that hardly any study has yet been carried out in India encompassing the status of tribal teachers so far. The research studies reviewed in the foregoing sections of this chapter has enlightened the present researcher to single out the appropriate and necessary aspects of the status of the tribal teachers which should be thoroughly investigated into. Again the review of research has provided an idea to the investigator about the methodology to be adopted in terms of sources of data,
procedure to be followed for collecting data and to analyze and interpret those. Keeping these points in view, the investigator has developed the methodology and the approach for the present investigation, which has been discussed in the next chapter.

**References**

4. Chattopadhya, K.P. : "Tribal Education" in *Man In India*: Vol. 33, No. 1; Church Road; Ranchi; 1953.
<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Rath, R.</td>
<td>Cognitive Growth and Classroom Learning of Deprived Children in the Primary Schools; Proceeding of the East-West Centre for Cross-Cultural Studies; Honolulu; 1972.</td>
</tr>
<tr>
<td>18</td>
<td>Bihari, L.R.</td>
<td>Westage and Stagnation in Primary Education among the Tribals; Gujarat Vidyapith; Ahmedabad; 1969.</td>
</tr>
<tr>
<td>19</td>
<td>Masavi, M.L.</td>
<td>Westage and Stagnation in Primary Education Among the Tribals of Gujarat; SERD; Baroda; 1971.</td>
</tr>
<tr>
<td>21</td>
<td>Srivastava, P.</td>
<td>A Socio-Psychological Study of Stagnation Among Tribal and Non-tribal Students of Class VIII; Unpublished Ph.D. Thesis on Education; Lucknow University; Lucknow; 1986.</td>
</tr>
<tr>
<td>22</td>
<td>Sujatha, K.</td>
<td>Inequalities in Educational Development of Tribes : A Case Study of Andhra Pradesh; <em>Journal of Educational Planning and Administration</em>; Vol. I, No. 2; NIEPA; New Delhi; 1987.</td>
</tr>
</tbody>
</table>
27. Singh, K. and Ohri, R: Educational Status of Tribal Women in India; Social Change; Vol. 23; No. 4; Pp. 66 – 70; 1983
32. Toppo, Sita. : Dynamics of Educational Development in Tribal India; Classical Publications; New Delhi ;1979.
34. Naik, T.B. : Scheduled Caste and Tribe High School and College Students in M.P.; ICSSR; New Delhi ;1975.
35. Ibid 23.
36. Ibid. 18.
37. Masavi, M. : Wastage and Stagnation in Primary Education in Tribal Areas; Tribal Research and Training Institute; Gujarat Vidyapith; Ahmedabad ;1976.
40. ICSSR : Educational Problems of the SC and ST School and College Students in India; ICSSR, New Delhi ;1975.

42. Joshi, S.D. : Educational Problems of the Scheduled Castes and Scheduled Tribes of Baroda District; Unpublished Ph.D. Thesis in Education; M.S. University; Baroda; 1979.


50. Singhi, N.K. : Educational Problems of the Scheduled Caste and Scheduled Tribe Students in Rajasthan; Department of Sociology; Rajasthan University; 1975.

51. Vyas, N.N. and Chaudhury, N.D. : The Drop-outs in a Tribal Situation; Tribal Research Institute and Training Centre; Udaipur; 1970.

52. Masavi, M. : Wastage and Stagnation in Primary Education Amongst the Tribes of Gujrat; Tribal Research and Training Institute; Gujrat Vidyapith; Ahmedabad; 1970.

53. Rout, P.C. : A Multidimensional Approach for Analysis of Trends, Perspectives and Educational Programmes in Tribal Education and Formulation of Action Strategies; Ph.D.


67. Ibid. 38.

68. Sachchidananda: Education Among the Scheduled Caste and Scheduled Tribes in Bihar; ANS Institute of Social Studies; Patna (ICSSR Sponsored Project): 1974.
69. Srivastava, L.R.N. : Developmental Needs of Tribal People; NCERT; New Delhi; 1971.
70. Sharma, B.D. : Tribal Development; Prachi Prakashan; New Delhi; 1978.
71. Ibid. 20.
72. Ibid. 55.
73. Vyas, N.N. : The Backward Classes Hostels in Rajasthan: A Study in Socio-Cultural Aspects; Tribal Research Institute and Training Centre; Udaipur; 1969.
74. Patel, T. : Education Among Tribal Women; Mittal Publication; New Delhi; 1983.
76. Ibid, 56.
77. Ibid. 67.
78. Ibid. 71.
80. Sachchidananda : The Tribal Village in Bihar: A Study in Unity and Extention; Munshiram Monoharlal; New Delhi; 1968.


96. Ibid 45.

97. Ibid 46.

98. NCERT : Developmental Needs of the Tribal People; NCERT; New Delhi; 1971.


100. NIEPA : An Indepth Analysis of Ashram School; New Delhi; 1986.

101. NIEPA : Education in Ashram Schools, NIEPA -Occational Papers; New Delhi; 1990.

102. NCERT : Adjustment Problems of Tribal Students in Residential Schools of Rajasthan Vidya Bhawan; G.S. Teacher's College; Udaipur; 1981.


112. Prakash, J.: A Comparative Study of Urban and Rural Tribal Higher Secondary Students of Madhya Pradesh with Reference to Their General Mental Ability and Interest Patterns; Deptt. of Psychology; Sagar University; M.P. (I.C.S.S.R. Financed Macro Project); 1972.

113. Chattopadhya, N.A.: Psychological Study of Intelligence of Tribal and Non-Tribal Children of Tripura; D.Phil in Psychology; Calcutta University; cit. in Buch, M.B. (Ed.); Second Survey of Research in Education; SERD; Baroda; 1961.
<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.</td>
<td>Fatima, S.M.B.</td>
<td>A Study of Achievement Related Motivations Among Tribal and Non Tribal High School Students; Ph.D. Thesis in Psychology; Magash University; cit. in Buch, M.B. (Ed.); Fourth Survey of Research in Education; SERD; Baroda; 1986.</td>
<td></td>
</tr>
<tr>
<td>126.</td>
<td>Dutta, M.L.</td>
<td>Socio-Psychological Study of the Tribal High School Male Students of Himachal Pradesh With High Achievement Motivation; Ph.D. in Education; M.S. University; cit. in Buch, M.B. (Ed.); Fourth Survey of Research in Education, SERD; Baroda; 1983.</td>
<td></td>
</tr>
<tr>
<td>127.</td>
<td>Buch, M.B. and Singh</td>
<td>Third All India Educational Survey: Teachers; NCERT; New Delhi; 1978.</td>
<td></td>
</tr>
</tbody>
</table>


143. Joshi, N.D. : Problems Faced by Some Certain Tribal Groups in Trivandrum District In Relation to Provision and Use of School Facilities; Deptt. of Education; Kerala University (U.G.C. sponsored); 1981.

144. Joshi, S.D. : Educational Problems of the Scheduled Castes and Scheduled Tribes of Baroda District; Unpublished
145. Bihari, L.R. : Westage and Stagnation in Primary Education Among the Tribes; *Journal of Tribal Research and Training Institute*; Gujarat Vidyapeeth; Ahmedabad; 1969.


150. Markar, N.S. : Survey of Teacher Education in the State of Maharastra; Ph.D. Thesis in Education; Bombay University; 1975.

151. Raina, V.K. : A Factorial Study of the Personalities, Attitudes to Teaching and Creativity of Inservice and Student Teachers Belonging to Three Subject Areas; Ph.D. Thesis; Deptt. of Education and Psychology, M.S.U.; Baroda; 1981.


153. Kundu, C.L. : Differential Personality Traits in Juvenile Offenders Belonging to Scheduled Tribe and Other Communities; Doctoral Thesis; Department of Education; Rajasthan University; 1966.

155. Chakraborty, H.
Bengal; Unpublished Doctoral Thesis; Department of Sociology; University of Calcutta; 1984.

156. Joshi, N.D.

157. Adiseshiah, M.S & Ramnathan, S
Socio-Cultural and Educational Conditions of Adivasis in Kerala; Doctoral Thesis in Education; Kerala University; 1985.

158. Bose, S.
Educational Problems of Scheduled Caste and Scheduled Tribes in Tamilnadu; An ICSSR Project Report carried out by Madras Institute of Development Studies; Madras; 1974.

159. Chitinis, S.
The Educational Problems of SC and ST College Students in Maharashtra; ICSSR Financed Project Report; TISS; Bombay; 1974.

160. Desai, I.P.
A Profile of Education Among the Scheduled Tribes of Gujarat – An ICSSR Financed Research Project; Centre for Regional Development Studies; Surat; 1974.

161. Dubey, S.M.
Study of Scheduled Caste and Scheduled Tribe College Students in Assam – Project Report Financed by ICSSR, Department of Sociology; Dibrugarh University; 1974.

162. George, E.L.
Educational Problems of the Scheduled Caste and Scheduled Tribe College Students in Kerala; Project Report Financed by ICSSR and Conducted in the Department of Psychology; University of Kerala; 1975.

163. Lakra, S.

164. Vyas, N.N &
The Dropouts in a Tribal Situation; Project Report
Chaudhury, N.D.  
Published by Tribal Research Institute and Training Centre, Udaipur; 1976.

165. Om Prakash, S.  
Cast and Politics in Indian Education: Unpublished Research Report; Department of Humanities and Social Sciences, IIT, Kanpur; 1986.

166. Shah, K.  

167. Chopra, R.K.  
Status of Teachers In India; Research Report on Teacher-Education; Financed by Educational Research and Innovation Committee (ERIC), NCERT, New Delhi; 1993.

168. Foster, M.  

169. Goodson, I.  

170. Provenzo, E.  

171. Murrell, P.  

172. Sterling, P.  
The Real Teachers: 30 Inner-city School Teachers Talk Honestly about who they are, how they teach and why; Random House Press, New York; 1972.

173. Foster, M.  

174. Foster, M.  
Just Go and Find a Way: Case Studies of the lives and practice of exemplary black high school teachers; Equal

176. Casey, K. : Teachers as mother; Curriculum theorising in the life histories of contemporary women teachers; *Cambridge Journal of Education*; Vol. 20, No. 3; Pp 301-320; 1990.