CHAPTER I

INTRODUCTION
1.1 Introduction

India is a vast country with extensive manpower which it exports to both the advanced and under developed nations of the world. The phenomenon is so complicated that it leaves behind multi-dimensional problems. Some of the societies of the world are so absorbent that they merge with every group, which comes to their social circle. The process of Americanisation is so well known for such an accelerated process. Even then the phenomenon of racial discrimination of black and white exist there. However, some of the societies are so conservative that they will not let the foreign groups to mix up with them and thus to flow in the main stream of their people. This is mostly true of rich countries of Asia, where the groups of outsiders are generally kept distinct and can be easily identified. Thus both the above kinds of countries face different types of problems of integration. Indians are a big chunk of such groups.

In the way the foreigners can be termed as absorbents and non-absorbents, the Indians living in these countries can also be divided into two categories i.e. those who want to merge in the societies where they live and to become one with them in one or two generations and also those who want to keep their identity, culture,
religion and nationality as identical and distinct as possible. Such people are found in both the advanced nations and also under-developing countries. Both these types of nations are ready to absorb one type of labour while they may not be kind to another type of it. The developed human capital, in which a good deal of investment is made by the exporting country i.e. India, is easily accepted for being merged in both the advanced and developing nations of the world. They are a source of boom to their societies as investment has already been made in them and the time is to get benefits out of them for which they are quite considerate. It is perhaps why that many developing nations like India are caught in a vicious circle of brain drain. On the other hand, the unskilled and semi-skilled man-power, especially in the present era, where the problem of unemployment is becoming acute in advanced countries of the world is not easily acceptable to them. In the same way under-developed nations of the world are more kind to the developed human capital than to the raw human material for merging it in their main stream of the life.

However, there is another side of the picture. Some of those who had gone abroad in connection with employment, business or some other motive, to live in those countries i.e. both advanced and under-developed, want to settle down there only and become one of them while there are many who would like to keep their distinctive feature o
not only being Indians but of a particular region or province. There are good many of them who are such. Those who believe on such a notion have quite a good deal of distinctive motivation in them. Some are motivated by their religion, some with inherited culture and some by the moral and ethical values of India. However, a good many of them are conscious about the advantage of Indian family system in which youngers look after the old. They keep their parents with love, affection and tolerance and consider it not only their religious and moral duty but a way to salvation too. The stories like that of 'Survona' who landed in heaven because of his service to his parents remain fresh in their mind. Somehow or the other they want to be in the foreign lands. In some cases, especially when they are in advanced countries, they enjoy the fruits of the modern life and have the benefits of high living. In under-developed countries, they undergo hardships but earn more. At the same time it seems that they are worried about the next generation i.e. their children, and do not want them to go in for the type of life of those countries where-in the old are left either to lead a miserable life or the life which is cared by the state, oldage homes or social organisations. Because of this fear and also the way of life of their own culture and ethic or some other reasons, may be instability in the foreign land or the growing unemployment in those countries or discrimination or ideology that after making good earning they would go back to their countries, they want their children to be educated in India. It is hoped that this
phenomenon may be common with countries like Pakistan, Bangla Desh and Ceylon from where the manpower is exported to other lands.

Many Indians who are settled permanently or temporarily in such countries are economically well placed and have high hopes in the education of their children. Those who want to get absorbed in those societies send their wards in the schools of those countries and take steps to adopt that way of life. However, those who want to conserve their culture, values and ethics, send their wards for education to Indian schools. As they have high hopes so they do not send their wards to ordinary schools, in place send them in public schools.

In India, the concept and the pattern of public school has been imported from the United Kingdom. Some of them are quite old and were established by the Britishers, some have come up as a result of the demonstration effect and some are of the local origin.

1.2 Historical Background of Public Schools.

The system of public schools originated in England as early as in 1387, when the first public school was set up at Winchester. This became popular amongst the rich. Later on more schools of this type were started, which became world famous. In 1441 the well known public school at Eton was established. At that time, it was exclusively meant for 'King Scholars'. As many as ten Prime Ministers of
England were the product of this school. About half a dozen British Governor Generals of India also had their early education in it. The proverbial saying that 'Battle of Waterloo was won on the fields of Eton' highlights the quality of education of the institution. Some of the more well known schools are, public school Rugby, established in 1552; public school, Harrow, established in 1571, and public school, Charterhouse, opened in 1611.

These are prestigious institutions and as such many of the proverbs have been linked with them. The prestige and popularity of Rugby school is guaged by the famous quotation, "What a loss to England and to America as well if there have been no Arnold of Rugby! Not only, many of the kings and political leaders, business magnates and administrators not only for U.K., but whole of the world have been the product of these public schools. So much so that it goes to the credit of public school Harrow to produce a patriot, national leader like Pandit Jawahar Lal Nehru, the First Prime Minister of India. He, not only led the country on the path of freedom and achieved independence but also gave dynamic leadership to it so as to put it on the right track of industrialisation, modernisation and democratization. He was ranked as one of the international leaders. It may perhaps not be possible to quantify the part played in his building up by the Harrow school, but at the same time the role of the school in developing such a dynamic personality cannot be minimised. At present there
are good number of public schools in U.K. and these have been successfully catering to the needs of the rich and enjoying a place of honour all over the world. Recently these have become a target of criticism on democratic consideration and the result is that public opinion has been divided on the issue. There are many who think these institutions to be the honour of the nation, the protector of democracy, the assets for the development of superior manpower, maker of customs and traditions which are the pride of the nation and the backbone of the social, economic and political excellence. On the other hand, one finds a good deal of criticism for its higher costs, tilt towards the rich, the source of unequalization of educational opportunities and the creator of disequilibrium of economic and social justice.

However, in spite of all this type of criticism a number of such public schools have come up in almost all the democratic countries i.e. U.S.A., Denmark, Germany, France, Canada, Afganistan and Iran.

1.3 Public Schools in India

When the Britishers came to India, they brought with them the idea of public schools for providing education to their children. The first such school set up was Bishop Cotton School, Shimal, in the year 1856. At that time Lawrence School, Sanawar was for improving general education and military training. Similar public schools were then established at Sanawar, LOvedale, Dehradun, Later on Rajas and Maharajas of...
Indian states founded similar types of schools for their princes at Gwalior, Raipur, Jaipur and Patiala. The school in India have been monopolising instructions for rich. A large number of such schools have sprung up in the country. The exact figure is not available because many of these are unrecognised and unregistered. According to the Secondary Education Commission (1951), there were only 14 such schools recognised by the Public School Conference. In 1965, the number of public schools increased to 26 and tenth December, 1969 the number was 44. The Indian Public School Conference, is now a society registered under the Societies Registration Act XXI of 1860. The name of the conference—Indian Public School Conference, forms the part of the articles of association of the society. However, on June, 1979 the number of such schools registered under the S.R. Act XXI of 1860 had increased to 54.

Several of the schools belonging to the public school complex have evolved from the former Chiefs College. These were institutions of secondary education established by the British administrators in the latter half of the 19th Century for the education of the sons of princes, sardars, taluqodars and the jagirdars. These Chiefs Colleges were located in the former princely states. After independence these were merged in Rajasthan, Uttar Pradesh, Madhya Pradesh, Saurashtra and Andhra Pradesh. Raj Kumar College, the first Chiefs College, was founded in 1868 at
Rajkot (Saurashtra); Mayo College at Ajmer (Rajasthan) in 1873; Sadul School at Bikaner (Rajasthan) in 1893; Scindia School at Gwalior (Madhya Pradesh) in 1897; Daly College at Indore (Madhya Pradesh) in 1899. Two other Chiefs Colleges are Colvin Taluqdar at Lucknow (Uttar Pradesh) and Jagirdars College (now Hyderabad Public School) which was formed in 1923 at Secunderabad (Andhra Pradesh).

Another group of schools was founded primarily to impart general education and military training to the sons of army officers and military personnel. These include the Lawrence School, Sanawar (1847) in the Shivala Hills and at Lovedale (1858) in the Nilgiris; King George School at Chail (1925); Ajmer Military School (1930); Shri Shiva Ji Preparatory Military School (1932) at Pune in Maharashtra; Belgaum Military School (1945) and Bengalore (1946); Air Force Central School (1955) at New Delhi; Punjab Public School (1960) at Nabha, in Punjab. Among the schools which were immediately accessible to the general public from their very inception are Doon School (1935) at Dehradun, Modern School (1920) at New Delhi, Birla Public School (1944 at Pilani, Birla Vidya Mandir (1947) at Nainital, Yadavindra Public School (1948) at Patiala and Vikas Vidyalaya (1951) at Ranchi.

The setting up of the Chiefs College was to some extent, the result of the Indian mutiny of 1857. These were expected to play the important role of influence for the loyalty and political support of the princely families.
These colleges according to Lord Curzon were intended to provide recruits for the Imperial Cadet Corps.

The transformation of the Chiefs College, into modern public school began with the movement initiated in the thirties by a small group of remarkable English Headmasters of F.C. Pearce of Scindia, H.W. Barratt of Rajkot, C.H. Barry of Aitchison, Smith Pearce of Raipur and A.E. Foot of the Doon School. These men were unhappy that these institutions were not accessible to general public. So there was a need of schools that could train Indian boys for leadership and responsibilities. In this attempt to reorganise the Chiefs Colleges into public schools, their Headmasters were supported by the guidance and authority of John Sargent, Education Commissioner, Government of India, who was of the view that if Chiefs Colleges were organised as public schools and adopted to Indian conditions, they would be effective in developing Indian boys. 'A real sense of public duty and qualities of leadership and responsibility required for the best type of public servant'.

Headmasters of the Chiefs Colleges, were themselves moulded by British Public Schools. They had a great faith in the British system of exclusive secondary schools and believed that real education was only to be had in schools which conformed to the basic pattern of British public school. They fully shared Sargent's views of the public schools as a specialised institution for the selection of the public servant elite of the country.
Pearce, took the lead in the transformation of the Chiefs Colleges by starting with Scindia School at Gwalior. The effectiveness of his initiative was considerably enhanced by the founders of Doon Public School in 1935. As a result of it the Indian Public Schools Society was established. The objectives of this society were to establish schools in India on the lines of public schools of England, open to all without any distinction of race or creed or colour or social status, with a view to:

(a) To develop in an atmosphere of Indian traditions, culture and social environment, the best features of the English Public School, such as its discipline, the building up of character, team work, physical education and spirit of chivalry, fair play and straight dealing.

(b) To develop a spirit of Indian nationality by destroying all social, communal, religious or provincial prejudices among the students and fostering a spirit of comradeship among them.

The Indian Public School Society founded the Doon School and Eton, A.K. of Winchester College (one of the British 'Seven') was invited to take over the school as its first Headmaster. Like the Chiefs College, the Doon School enjoyed the patronage of princes and British government. It provided Pearce, not only with additional motivation for change, but also with an acceptable model of the British Public School adapted to Indian conditions. None of the oth
schools was involved in this process, and even school like Sanawar and Lovedale became public schools only after independence.

In October, 1939, the Headmaster of Raipur, Aitchison, Doon School, Rajkot and Scindia took the decisive step offering an association, the Indian Public School Conference (I.P.S.C.), which defined the essential character of the Indian Public School and gave authoritative sanctions to it.

The Indian Public School Conference has an 'intermittent' structure. Intermittent organisations defined by Etzioni are 'those which are deployed and then folded up till their period of activity arrives again'. The Indian Public School Conference is activated once a year at its annual meeting and during the dormant period it is managed by their chairman, the secretary and an executive committee which consists of the outgoing chairman, two elected members, chairman and secretary. The chairman must have 6 years standing in the conference. He holds office for two years and is eligible for re-election. The secretary must have, 6 years standing in the conference. He too holds office for three years and is the chief executive of the conference and custodian of all the records and property of the conference.

The two elected members of the executive committee are expected to have at least three years standing in the conference and hold office for two years. The executive
committee is in charge of the funds of the conference, conducts all the affairs of the conference and sees that all the members comply with the rules and regulations. All members have to pay annual subscription of Rs.300/- as associate members; i.e. schools which do not meet the requirements for full membership but hope to do so within a period of 2 years, pay an annual subscription of Rs.150/-. These schools may not hold any office nor do they have the right to vote. A member school may be disaffiliated from the conference, if its head does not attend annual meetings regularly or the annual subscription remains unpaid for 6 months or if at any time fails to comply with the conditions of membership.

The objects of the conference, defined by founding Headmasters, remained unchanged. In the 1958 revision of the memorandum of the association and rules, in the 1968 edition original 4 'objects' were expanded to 11, but the continuity of the purpose of the organisation since 1939 has been maintained.

The primary aim of the public school, as it is stated in the latest edition of the Indian Public School Conference articles of the association, is 'to prepare boys' ability for positions of service and responsibilities in all walks of national life. Indian Public School Conference has advised the school to 'aim at quality and excellence and not talk of training in leadership'.
1.4 Objectives of Public Schools:

The main objectives of public schools are to train useful citizens for the nation, to train the new social and intellectual elite for the country, to develop an 'all round' personality, to create a stimulating intellectual environment, to develop leadership qualities, to provide an experienced community living and to develop a social conscience.

Periodic 'inspection' of member schools is made by two Headmasters appointed by the Confernece and prepare a factual report on the manners of its compliance with the essential requirements of the rules and regulations, discussed at the annual meeting of Indian Public School Conference. If some school is found to be delinquent, its membership can be withdrawn by the conference. Aitchison College was disaffiliated because it refused to admit boys except on a class basis. Shri Shiva Ji Public School was disaffiliated for a few years and later readmitted to the conference. The admission of a school to membership of the conference depends on its ability to fulfill a set of stipulated conditions.

The standard procedure is that the school sends an application, accompanied by the recommendation of the Head of a member school, to the secretary followed by the inspection of the school. Reports are then studied by the executive committee, if it is satisfied the Headmaster is
invited to attend the annual meeting of conference as an observer. Then it elects the school. The conditions for membership of the conference, as prescribed by rule 4 are:

1. The school is intended mainly for Indian nationals.
2. Admission is open to all without any consideration of caste, creed or nationality.
3. School accepts general principle, boys once admitted shall be treated alike and to this end will arrange for all boys to join a common mess and stay in boarding house.
4. School will not admit anyone as a day-scholar unless there is no vacancy in the hostel or his parents are local residents.
5. It must have governing body, which is the final authority in administration of the school and meeting of which Headmaster has the right to attend. Headmaster has the right to select the staff. Headmaster has full financial power to operate the budget. School is financially stable and agrees to send annually a copy of its balance sheet and statement of account audited by a chartered accountant to the honorary secretary of the conference.
6. School provides adequate salaries and good conditions of service as recommended from time to time by the conference. School possesses adequate building equipment, playing fields and facilities for cocurricular activities. School provides a course of study which
extends over at least 5 academic years beyond the age of eleven. School regularly prepares and enters a reasonable number of candidates for a public examination leading to admission to university courses. School provides regular organised games and physical training for all students. School provides with opportunity for social service, training for leadership and responsibility. School gives adequate attention and provides equipment for co-curricular activities. School gives adequate medical attention and remedial treatment.

The Indian Public School Conference has little bargaining power with government and negligible influences in the shaping of educational policies and practice affecting secondary schools.

A special committee, appointed by the Indian Public School Conference is currently engaged in working out a satisfactory solution to enlarging membership without lowering standards. The Headmaster conference in England which limits ordinary membership to 200 schools is a relatively closed group, but Indian Public School Conference has no statutory limitation on its membership and could in principle increase its membership indefinitely. Under threat of the government posed by the 'common school', the conference has been under great pressure from the government to enlarge its membership. In his inaugural address to the 30th session of India Public School Conference, president Zakir Hussain pointed out that conference was too exclusive and suggested a policy of
expansion without lowering of standards. The response of the Indian Public School Conference was to pass a resolution that 'conference' should expand the scope of its membership and should consider it a first step to associate more independent schools with the Indian Public Conference. The public schools are not prepared to receive the government grants if this involves the loss of independent action and restricts the academic freedom of Headmasters.

Nalik, J.P., member secretary of the education commission and advisor to Ministry of Education acknowledged that public schools were undoubtedly good institutions, but was critical of its expensiveness. Their high cost he thought, made the public schools 'artificial islands of prosperity' and vehicles for the perpetuation of the privileged under the guise of quality. Waiting lists in these schools is recognized as a symbol of social prestige attached to these schools. According to Headmasters and masters, more and more public schools boys from the salaried upper middle class are being progressively replaced by those from the business and commercial sections of the society.

If the Chiefs Colleges were a feudal institutions the contemporary public schools are a class of institution as only parents of the upper social strata can afford to send their children to the public schools. Wolfenden (1948) in his study of the Contemporary British Public Schools remarks that critics are not attacking the public school a
an 'educational instrument', but rather the 'insurmountable financial bar to admission'. This distinction underlies the attitudes of the government to their Public School Conference. Government is appreciative of the academic standard, maintained by the schools but sharply critical of their expensiveness and the social segregation to which it leads.

To broaden the social composition of public schools, variety of scholarships schemes have been sponsored by the Ministry of Education and Ministry of Defence, Government of India and also State governments. In 1953 Ministry of Education instituted the government of India merit scholarships scheme which enabled high achievers from lower income group to continue their studies in a selected group of residential schools. For this competitive examination composed of tests in Arithmetic, General Knowledge, Languages (English, Hindi, Regional Languages), Psychological tests and interviews. In 1953 there were 70 scholarship worth Rs.100,000, in 1961-62 there were 200 scholarships worth Rs.1500,000, in June, 1968 all those whose monthly income was below Rs.501/- were initiated to full exemption from school fees, if income exceeded this limit all that could be expected was a 'national prize' of Rs.100/-and a certificate of merit. The presence of merit scholarship is also a useful argument against criticism of public schools exclusiveness. The Sainik and Military Schools are less exclusive than the public schools. In all 60% seats are reserved for defence
personnel in Sainik and Military Schools. Forty percent of seats are reserved for defence personnel at Sanawar and Lovedale.

1.5 Innovations in Indian Public Schools

Certain Indian public schools have been able to introduce new schemes to improve upon the knowledge of their staff and students. Schools like Lawrence School, Sanawar and Doon School, Dehradun, have recently started students' and staff exchange programme with the Round Square Schools which are known for adventure and social service. This scheme is very useful in improving the methods of teaching of subjects like science and arithmetics. Black boards have been replaced by overhead projectors. Video records have been found more useful in teaching. It has broaden the outlook of the Indian students. They have started realising their weakness of practical knowledge.

It is felt by these schools that the standard of education is much below as compared to the Round Square Schools. There is move to request the government to declare certain schools with good academic records as autonomous bodies to conduct their own examinations and to improve the standard of education in the country. Such schools will select their own courses of study and publish their books with the help of talented staff.

A few schools have taken up very seriously the concept of socially useful productive work (S.U.P.W.). They have introduced art and craft, needle work, carpentry, electronics, poultry farming, bee keeping, photography,
mushroom farming and mechanical engineering to improve the practical knowledge of their students. These schemes are useful to the students and the schools as it brings good financial return. It enables the schools to go for sport complex buildings, improving their libraries, improving the salaries of the staff, making use of expensive audiovisual aids like overhead projectors, V.C.R. etc.

Lawrence School, Sanawar and Doon School, Dehra Dun have adopted villages for the development of the poor class. They have helped the villages in constructing buildings for primary schools and dispensaries, improving the drainage system, making paths, planting trees in the rainy season and helping at the harvest time in manual work.

A few public schools have introduced other projects. They take up projects of their interest and make a deep study with the help of their talented staff and well equipped libraries. Students have been able to make computers, burglar alarms, telephones, transistors, etc. It helps the staff to improve their knowledge in order to help their students.

Some public schools have large contacts with big industrial groups through their students. A few schools have been able to get help in introducing mechanical and scientific technology. This will enable the bright students to find good opportunities after passing out from their schools. Industrialists are aware that they can only get talented hands from public schools and thus they help such
schools in introducing innovations.

These schools spend good amount of money to arrange talks of the well known specialists in the fields of business management, home science, art, atomic energy, politics, etc. This enables the staff and students to keep them abreast with the latest development.

1.6 Public Type Schools

In India, with the acceleration of economic activities, advancement of knowledge and developmental activities and modernisation of social set up, the value of education has considerably advanced. As a result of it they are keen that their children should get education in public schools. However, the conditions of admission in such schools are so rigid that only very brilliant children have the ability to go in for these institutions. Moreover, their fees are so high, that at times, it is not possible to get admission on economic reasons. Some of the parents are not in a position to manage the admission of their wards in these schools even when they pay capitation fee. Many parents want their children to be educated in public schools, but the strict rules of these schools do not let them do so while some others are eager to get their wards admission in such schools but do not have the paying capacity. The result is that the demand is more whereas the capacity of public school is limited. Having a look on such type of institutions, some public type schools have come up. These schools more or less
try to impart education on the lines of the public schools, but do not have either the same or similar types of facilities, staff and standards. Such schools may be of different nature but are not the members of Indian Public School Conference. Some of them have standards comparable with the public schools while many have much lower. All such schools are now running in different cities and villages throughout India. Himachal Pradesh is no exception to it. A good many of these are making gay business and have hostel facilities too. All public type schools are not below the mark. Many of these are for excellence too, but have not gone in for the membership of the conference. However, a big chunk of these schools are a one or the other step of the ladder of academic standard. The fault remains that in most of such institutions it is easy to get admission than those in real public schools or public schools.

1.7. Controversy about Public Schools

In India a type of controversy has been going on about the public schools. Inspite of above merits and advantage some have been of the opinion that these schools should be closed and that these are existing due to British legacy and are serving only the rich and are rather increasing the gap between the rich and the poor. These are against the spirit of equalisation of educational opportunities. They oppose these schools on the following grounds:

1. These schools are expensive and serve only the rich and create a class feeling not suited to the democratic set of the country.
2. These schools do not show qualities of patriotism, pride of national heritage and regard for the mother tongue. The students develop respect and appreciation for English literature, English music and culture.

3. Public school leads to anarchism and does not make any material contribution to the educational progress of the country in a democratic set up.

4. These schools have tended to produce a type of narrow-minded who are unfit to take their proper place in a democratic society.

5. Public Schools, set up by the Britishers are copies of British Public Schools and are not Indian in spirit and action.

It is why that Shrimali (1958-63) the former Union Minister of Education warned public school Headmasters that "the social and economical changes that are taking place in our society will not only remove differences in wealth but will also get rid of all those institutions which enable wealthy classes to buy certain material advantages for their children.

1.8. Foreign-Bred Indian Students

Almost all those parents who are on one or the other mission abroad and are settled there are well-to-do as compared to the Indian situation. Some of them send their wards to Indian public schools. However, a preliminary survey by the investigator, who has experience of teaching in such schools,
indicated that almost all public schools in India were booked for 3 to 6 years in advance. The problem of admission with reputed public type schools is still more harder. It is thus a problem for Indian's based abroad to get booking in such schools at short intervals. Some of them who plan quite in advance get the seats in public schools booked, well in time. Others try to get admission in public type schools of different standard depending upon their resources, information, situation, location of relatives etc.

It has been realised that such schools face different types of problems by admitting foreign based Indian students. Even then such types of schools are popular amongst the well-to-do Indians. They want that their children must learn about Indian culture, traditions, customs, languages like Hindi, English and Sanskrit and also want their freedom in some vital areas to be cut to the size. The reasons are so multipronged that parents living in developed countries like U.S.A., U.K., Canada, Japan and France and developing countries like Tanzania, Zambia, Dubai, Nigeria, Iran and Iraq are sending their wards both to the Indian public schools and public type schools.

It may be of great interest to know the reasons for which such parents send their wards to the Indian public schools. It has been felt that the students whose parents are settled abroad face some different types of problems than those whose parents live in India. The preliminary survey of the
problems of such students conducted by the research worker indicated that their problems are different in the areas of physical facilities, education, sexual, economic, social, health and physical fitness, psychological, family adjustment and cultural. It has also been seen that their emotional adjustment, social adjustment and personality needs like autonomy, aggression, nurturance, succourance are differently developed. It indicated that their problems are multicornered and multidimensional. Thus the research worker became interested in a study, pertaining to the problems of students who were studying in Indian public or public type schools and their parents were settled abroad. It was also visualised that due to the admission of such students, such institutions also faced problems and it would be interesting to know about their problems too.

1.9. The Problem

"A Study of the Problems of Foreign Based Indian Students of Public Schools".

1.10. Operational Definitions

The 'problem' was indication of the difficulties faced in the areas of physical facilities, educational, social, economic, psychological, family, adjustment, health and physical fitness and cultural on the pattern inventory.

The problems of different 'personality' needs, i.e. affiliation, emotional maturity, social adjustment, achievement, autonomy, aggression, nurturance, exhibition,
recognition, personal adjustment, counteraction, harm avoidance, succourance and abuse, to be evaluated on T.A.T., were to be indicative of the problems of students. It was visualised that a more developed positive personality—ment meant lesser problems for the students and a more developed need of negative nature meant more problematic for the students.

'Foreign Based Indian Students' meant those students of Indian origin whose parents were based abroad for at least more than three years and were residing there, but sent their wards to public schools or public type schools.

1.11. Delimitations

The following delimitations were observed.

1. The study was confined to those students only whose parents had been residing in foreign countries at least for a period of continuous three years.

2. The study was confined to either real public schools or to public type schools which had the status equivalent to public schools and were located in the revenue area of Himachal Pradesh.

3. It covered the students of both the sexes.

4. Only those Indian based foreign students were covered by the study, who had been studying in such schools at least for one previous year.

5. The study was conducted on the students of 13 to 16 years i.e., adolescent age.
1.12. **Objectives**

1. To identify the problems being faced by the students whose parents were settled abroad and were studying in Indian public schools.

2. To compare the problems of Indian students and foreign based Indian students studying in public schools.

3. To compare the problems of male and female students studying in public schools.

4. To compare the problems of foreign based Indian students studying in public schools and public type schools.

5. To study if the problems faced by the students whose parents were settled in advanced countries and of those whose parents lived in developing countries were different.

1.13. **Hypotheses**

The following hypotheses will be tested.

1. Foreign based Indian public school students faced different types of problems than the students whose parents resided in India.

2. The problems faced by the foreign based Indian students of both the sexes are not of the same type.

3. The problems faced by the students whose parents live in advanced countries are different from those whose parents live in developing countries.

4. The problems faced by the foreign based Indian students studying in real public schools are less as compared to those studying in public type schools.