LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Growth of Literacy in India During the Last Five Decades</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>Growth of Primary Schools and Teachers in Phulbani District</td>
<td>32-33</td>
</tr>
<tr>
<td>2.2</td>
<td>Growth of Enrolment of Scheduled Tribe Students at Primary Stage in Phulbani</td>
<td>34</td>
</tr>
<tr>
<td>4.1</td>
<td>Sample Distribution Of Schools, Teachers and Students</td>
<td>94</td>
</tr>
<tr>
<td>4.2</td>
<td>Detail Distribution of Matched Teacher-Students Type Sample</td>
<td>96</td>
</tr>
<tr>
<td>4.3</td>
<td>Unrotated Principal Component Factor Matrix Of Teacher Expectation Form</td>
<td>106</td>
</tr>
<tr>
<td>4.4</td>
<td>Varimax Rotated Factor Matrix For Teacher Expectation Form</td>
<td>107</td>
</tr>
<tr>
<td>4.5</td>
<td>Unrotated Principal Component Factor Matrix Of Teacher Competency Scale</td>
<td>110-111</td>
</tr>
<tr>
<td>4.6</td>
<td>Rotated Factor Matrix Of Teacher Competency Scale</td>
<td>112-113</td>
</tr>
<tr>
<td>4.7</td>
<td>Unrotated Principal Component Factor Matrix Of Teaching Strategy Inventory</td>
<td>118-120</td>
</tr>
<tr>
<td>4.8</td>
<td>Rotated Factor Matrix of Teaching Strategy Inventory</td>
<td>120-122</td>
</tr>
<tr>
<td>4.9</td>
<td>Nature of SPEFT Items</td>
<td>129</td>
</tr>
<tr>
<td>5.1</td>
<td>Results of ANOVA on Teacher Expectation and its Dimensions</td>
<td>136</td>
</tr>
<tr>
<td>5.2</td>
<td>Means and SDs on Teacher Attributes for the Tribal and Non-tribal Teachers</td>
<td>137</td>
</tr>
<tr>
<td>5.3</td>
<td>Means, SDs and 't' Values on Teacher</td>
<td>139</td>
</tr>
</tbody>
</table>
Attributes in Tribal, Non-tribal and Mixed Schools

5.4 Results of ANOVA on Teacher Competency and its Dimensions. 144-145

5.5 Results of ANOVA on Meaning Orientation and its Dimensions. 153

5.6 Results of ANOVA on Reproducing Orientation and its Dimensions 159

5.7 Results of ANOVA on Achieving Orientation and its Dimensions. 166

5.8 Results of ANOVA on Styles and Pathologies of Teaching Approach and its Dimensions 172

5.9 Correlations between Teachers' Demographic Characteristics and their Attributes (Expectation, Competency and Teaching Strategy) 178

5.10 Means, SDs and 't' values on Students' Psychological Differentiation and Academic Achievement in Tribal, Non-tribal and Mixed Schools 181

5.11 Correlations between Psychological Differentiation and Academic Achievement to the Total, Tribal and Non-tribal Groups 182

5.12 Means, SDs and 't' values between Tribal and Non-tribal Students on Psychological Differentiation and Academic Achievement. 183

5.13 Means, SDs and 't' values between Tribal Students in Tribal and Mixed Schools and between Non-tribal Students in Non-tribal and Mixed Schools on Psychological Differentiation and Academic Achievement 184

5.14 Result of ANOVA on Students' Psychological Differentiation 186
5.15 Means and SDs on Students' Psychological Differentiation and Academic Achievement by Matched Teacher-Students type, Gender and Educational Class type

5.16 Results of ANOVA on Students' Academic Achievement

5.17 Correlations (P) between Students' Psychological Differentiation and Academic Achievement Under Different Matching Conditions in Tribal, Non-tribal and Mixed Schools

5.18 Correlations among Teachers' Demographic Characteristics, Measured Attributes, Students' Psychological Differentiation and Academic Achievement

5.19 Correlations among Teacher Attributes, Students' Psychological Differentiation and Academic Achievement in Matched Teacher-students Groups in the Tribal Schools

5.20 Correlations among Teacher Attributes, Students' Psychological Differentiation and Academic Achievement in Matched Teacher-students Groups in Non-tribal Schools

5.21 Correlations among Teacher Attributes and Students' Psychological Differentiation and Academic Achievement in Matched Teacher-students Groups in Mixed Schools

5.22 Response Pattern of Tribal and Non-tribal Teachers in Tribal Schools on Factors Responsible for Low Literacy among the Children (PERCENT)

5.23 Response Pattern of Tribal and Non-tribal Teachers in Non-tribal Schools on Factors Responsible for Low Literacy among the Children (PERCENT)

5.24 Response Pattern of Tribal and Non-tribal Teachers in Mixed Schools on Factors Responsible for Low Literacy among the Children (PERCENT)
Teachers in Mixed Schools on
Factors Responsible for Low
Literacy among the Children
(PERCENT)

5.25

Tribal and Non-tribal Teachers' Response to the Present State of
Primary Education in Phulbani District

LIST OF FIGURES

Figure No. | Title                                                                 | Page No.
-----------|----------------------------------------------------------------------|--------
1.1        | The Conceptual Model on Teachers' Attributes, Students' Characteristics and Teaching-Learning Outcomes | 10     
1.2        | Teachers' Expectation Model                                          | 13     
4.1        | Teachers and Students Sample                                         | 91     

MAP

Map of Phulbani District Showing Areas Covered Under the Present Study | 95 A

LIST OF GRAPHS

Graph No. | Title                                                                 | Page No.
----------|----------------------------------------------------------------------|--------
Graph 1   | Interaction Effect of Teacher and School Type on Teachers' Expectations | 142 A  
Graph 2   | Interaction Effect of Teacher and School Type on Teachers' Expectations from School | 142 A  
Graph 3   | Interaction Effect of Teacher and School Type on Teachers' Expectations from Self and Colleagues | 143 A  

vii
Graph 4  Interaction Effect of Teacher and School Type on Teachers' Expectations from Parents  143 A
Graph 5  Interaction Effect of Teacher and School Type on Teachers' Expectations from Students  143 B
Graph 6  Interaction Effect of Teacher and School Type on Teachers' Competency  151 A
Graph 7  Interaction Effect of Teacher and School Type on Teachers' Professional Characteristics  151 A
Graph 8  Interaction Effect of Teacher and School Type on Teachers' Academic Background  152 A
Graph 9  Interaction Effect of Teacher and School Type on Pupil-Teacher Relation  152 A
Graph 10 Interaction Effect of Teacher and School Type on Teachers' Miscellaneous Behaviour  153 A
Graph 11 Interaction Effect of Teacher and School Type on Meaning Orientation Approach  157 A
Graph 12 Interaction Effect of Teacher and School Type on Deep Approach  157 A
Graph 13 Interaction Effect of Teacher and School Type on Relating Ideas  158 A
Graph 14 Interaction Effect of Teacher and School Type on Intrinsic Motivation  158 A
Graph 15 Interaction Effect of Teacher and School Type on Globetrotting  177 A
Graph 16 Interaction Effect of School and Students' Gender on Students' Psychological Differentiation  188 A
| Graph 17 | Interaction Effect of School and Educational Class Type on Students' Psychological Differentiation | 188 A |
| Graph 18 | Interaction Effect of Students' Gender and Educational Class on Students' Psychological Differentiation | 189 A |
| Graph 19 | Interaction Effect of Matched Teacher-Students Type, Gender and Educational Class on Students' Psychological Differentiation | 191 A |
| Graph 20 | Interaction Effect of Matched Teacher-Students and School Type on Students' Academic Achievement | 195 A |
| Graph 21 | Interaction Effect of Matched Teacher-Students and Students' Gender Type on Students' Academic Achievement | 195 A |