CHAPTER 1

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The culture, beliefs, religion, language, music, folklore, totems and taboos, and the processes of socialization of tribals have fascinated the researchers for many years and have been probed extensively. These researches have cumulatively yielded rich information about the past heritage of tribals, their way of life and society. This information, however, awaited systematic and fuller utilization to improve the policy decisions and practices related to their life conditions.

The tribals constitute a substantial bulk of India's population. The preservation of their past traditions and culture as well as the development of their socio-economic conditions and education have been the prime national objectives. As it is, the educational system in India has not yielded the desired results in most areas even after forty four years of independence. The state of tribal education is no exception. There is progress in the rate of literacy (from 16.9% in 1951 to 36.2% in 1981) but the goal of mass literacy has not been achieved.

Present State of Tribal Education in India

A review of the achievements in the field of literacy indicates that even now the tribals are only peripherally touched by the education system. It remains
true yet that the education of tribals ought to be given special priority, as proper education and training only can give them a sense of awareness and self-determination. A tribal child or even an adult is a child of nature traditionally and culturally. Left to himself he does not feel the need of learning the 3 R's. Born in the lap of nature they find it difficult to confine to the four walls of a classroom. To wean them away from the totems and taboos that circumscribe them and to bring them into the mainstream of national life is a delicate task and needs careful and sympathetic handling.

In spite of the arduous attempts made by the Government, semi-government and voluntary organizations, the literacy rate among the tribals continued to be low. It stands at 16.35% against the national literacy rate of 36.2% according to 1981 census. Table 1.1 presents the growth of literacy in India in general and that of scheduled tribes in particular over the last five decades.

Table 1.1

<table>
<thead>
<tr>
<th>Years</th>
<th>Total literacy percentage</th>
<th>Literacy percentage of scheduled tribes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>7.5</td>
<td>0.75</td>
</tr>
<tr>
<td>1961</td>
<td>28.29</td>
<td>8.54</td>
</tr>
<tr>
<td>1971</td>
<td>34.5</td>
<td>11.29</td>
</tr>
<tr>
<td>1981</td>
<td>36.2</td>
<td>16.35</td>
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</tbody>
</table>

Statistics show that the growth of literacy in the country in general and that of the tribals in particular, is far from satisfactory.

The state of Orissa has a large concentration of tribals, constituting 22.93% of the total population. There are 62 tribes who are at different stages of development. Some are acculturated to a good extent and there are some who are still primitive. The literacy rate of the tribals stands at 13.96% as against the state literacy rate of 34.12% (1981 census). The high rate of dropout of their children and the low literacy rate pose serious problems in the development of the state. This constitutes a challenge to the implementation of the education policies.

Reports of Various Commissions on Tribal Education and Policy Statements:

The reports of Education Commission (1964-66), National Council of Education for Research and Training (1968), and Commission for Scheduled Castes and Scheduled Tribes (1971-72) have brought to the limelight the problems of tribal education, rates of wastage and stagnation etc. The Kothari Commission reported:

"In regard to tribal education, provision of facilities at the primary stage should be improved and Ashram schools should be established in spreadingly populated areas. The medium of instruction for the first
two years of the school should be in the tribal language and during this period children should be given oral instruction in the regional language and by the third year, the regional language should become the medium of instruction."

In order to improve the state of education among the tribals, the Kothari commission recommended:

"Teachers should be provided better pay scales and adequate housing facilities to take up the task of teaching in tribal areas....... teachers working in tribal areas should know the tribal language and culture." This has been reiterated in the National Policy Resolution (1968) and the reports of the Commission for Scheduled Castes and Scheduled Tribes and National Council of Education for Research and Training.

After a nation wide debate and discussions on the state of art of education in the country the Government of India formulated the National Policy of Education in 1986. Besides the guidelines provided on several educational issues, a special section in the policy document had been devoted to the education of the weaker section of the society.

A salient feature of the National Policy of Education (1986) has been the time-bound action plan for implementation strategies. It lays emphasis on removal of disparities and providing equal educational opportunities to all, by particularly attending to the specific needs of those who have so far been denied such consideration like
women, scheduled castes, scheduled tribes and the handicapped. The policy proposed the following measures for the education of the scheduled tribes:

1. Priority should be given to the opening of upper primary schools in tribal areas. The construction of school buildings may be undertaken in these areas on a priority basis under the normal funds for education as well as under the National Rural Employment Programme (N.R.E.P.), Rural Landless Employment Guarantee Programme (R.L.E.G.P.), Tribal welfare schemes etc.

2. The socio-cultural milieu of the scheduled tribes has its distinctive characteristics including in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in the respective tribal languages at the initial stages, with arrangements for later on switching over to the regional language.

3. Educated and promising scheduled tribe youths should be encouraged and trained to take up teaching in tribal areas.

4. Residential schools, including Ashram schools should be established on a large scale.

5. Incentive schemes should be formulated for the scheduled tribes, keeping in view their special needs and life styles. Scholarships for higher education should be granted to encourage study of technical, professional and para-professional courses.
Special remedial courses and other programmes to remove psycho-social impediments should be provided to improve their performance in various courses.

6. Anganwadis, non-formal and adult education centres should be opened on a priority basis in areas predominantly inhabited by the scheduled tribes.

7. The curriculum at all stages of education should be designed to create an awareness of the rich cultural identity of the tribal people, and also of their enormous creative talent.

General Constraints in Tribal Education

While specific tribes are known to pose specific problems, some constraints are common to all, such as the problems of low enrolment, high dropouts, stagnation and wastage. These problems have been analyzed from time to time by the social scientists. Many surveys and researches have been conducted to identify the causes underlying such a massive and rampant phenomenon. Some of the generally agreed constraints are: socio-economic conditions, poverty, uncongenial home environment, absence of schools, parental illiteracy, tribal customs and traditions, domestic work, agricultural labour, cattle grazing, looking after the younger sibling, insufficient stipend etc. which have been known to adversely affect the literacy among the tribals (Koppikar, 1956; Kaul, 1967; Sachchidananda, 1967; Sharma and Sapra, 1969; Ambasht, 1970; Srivastava, 1973; Chitnis, 1974;
Toppo, 1979; Rajni, 1982; Dasgupta and Danda, 1984; Sujatha, 1987 and Chelam, 1987).

Language Problem: The importance of mother tongue as the medium of instruction has been emphasized by Chattopadhyay (1953), Sen (1960), Basu (1963), Aiyappan (1963), Chattopadhyay (1963), Biswas (1966), Srivastava (1966), Bastia (1982), Shah (1989) and Shah (1990).

Pedagogical Factors: Two important factors at the primary school level are: a) Text books: Text books have been found biased towards culturally advantaged children (Pratap et al., 1971; Rath, 1974; Solanki, 1977; Srivastava, 1982; Shyam Lal, 1987 and Sujatha, 1987).

b) Teacher factor: Inadequate number of teachers and lack of suitable teachers in tribal areas, their inefficiency and single teacher schools have been responsible for wastage and stagnation (Bihari, 1969; Rathnaiya, 1974; Masavi, 1976; Desai and Patel, 1981; Sujatha, 1987 and Shyam Lal, 1987).

Parental Factors: Majority of tribal parents are poor and have no education (Srivastava, 1970; Rath and Mishra, 1974; Dubey, 1974; Lakshmana, 1975; and Pathak, 1981). Desai and Pandoor (1974) found them to be first generation learners. Joshi(1980) observed that 85% of the fathers and 95% of the mothers had practically no education in schools. Indifferent and apathetic attitude of tribal parents towards education was reported by Das (1962), Shah and Thakre (1974) and
Psychological Factors: Several factors have been identified such as achievement motivation, aspiration and intelligence which affect students' academic achievement. Sachchidananda (1967), Ambasht (1970) and Rath (1972, 1973, 1974) observed low aspiration levels for income, occupation and education among tribal students in comparison to those of higher caste. Ameerjan (1984, 1987), Bhasin (1986) and Mehta et al. (1989) reported that the tribals as culturally different pupils expressed increasingly negative views of self as well as of schools. They saw themselves as belonging to slow reading group and chose vocational subjects. They felt that teachers and administrators did not respect them as fellow being and had lower academic achievement and educational aspirations.

Rath et al. (1979), Bhargava and Marwah (1982) found prolonged deprivation having a negative effect on their academic performance. Mehta, Bhatnagar and Jain (1989) showed that on some factors like intelligence, academic achievement and study habits, the tribals were significantly lower to the non-tribals.

Need of the Present Study

As evident from available researches, various observations have been made from time to time about the education of the tribals. It has been suggested that the appointment of tribal teachers in tribal inhabited areas to teach the tribal children, will be an important step in this direction.
Several researchers and administrators have also expressed the optimism that the tribal teachers would discharge their duties with a deep sense of commitment to the upliftment of the tribals, as they themselves would belong to the same tribe and understand the problems in the correct perspective. They will have the advantage of interacting more cordially with the students as both will have a common tribal dialect. Tribal children too will identify well, feel accepted and interact more with the tribal teachers compared to the non-tribal teachers. There will be a commonality of language, thought, perceptions and evaluations of various objects and issues. It has been hoped that the congruence of background between the teachers and students would facilitate the learning in students. The role of teacher has been found central in the hierarchy of factors considered vital in child education. Researches on teachers' personal traits, teaching styles and teacher expectations effects would thus be desired.

The research is proposed to be carried on the Kondhs of Phulbani district of Orissa. Kondh is a major tribe of Orissa having a large concentration in Phulbani. The tribe as a whole has a very low literacy rate of 2.3% as per 1981 census. Infact, the literacy rate was higher in the previous two decades (7.1% in 1961 and 7.97% in 1971), but had declined in the subsequent decade.

An analytical model has been formulated on the basis of earlier researches on teacher and school effectiveness.
This may be shown as below:

**FIGURE 1.1**

The Conceptual Model on Teachers' Attributes, Students' Characteristics and Teaching-Learning Outcomes.

The above teaching-learning model would use concepts of teacher type (tribal and non-tribal) and school type (tribal, non-tribal, and mixed) as source of variance. It would use three main theoretical concepts relating to teacher attributes namely, teachers' expectations, competency and teaching strategies, besides their demographic characteristics like teachers' educational qualifications, years of service, income, and age. At another level it would include students' characteristics such as students' gender.
(male and female), educational class (class IV and V), psychological differentiation and academic achievement. It also proposes to create additional experimental conditions by matching the teacher and student type, namely matched teacher-students condition (similar type: when teachers and students belong to the same socio-cultural background, dissimilar type: when teachers and students belong to different socio-cultural background). The model should help in analyzing the students' achievement from the perspectives of teachers' attributes and students' characteristics in different types of teacher and school contexts.

The present study is a venture in this direction and it is hoped that the results of the study will help to concretise/question the argument of tribal teachers for tribal students, to provide them meaningful learning experiences. To this end, this research has proposed to examine the effects of teacher, and school types on teacher attributes like expectations, competency and teaching strategy and then to correlate these to the levels of psychological differentiation and academic achievement of students. Thus, it is expected to be a research of its kind having quite extensive objectives and methodology.

Teacher Expectations

The concept of expectancy effect was based on the belief that merely expecting an event could increase the likelihood of its happening. It has been associated with
Rosenthal and Jacobson (1968) and has been popularly known as the 'self-fulfilling prophecy' or 'pygmalion effect'. The concept of self fulfilling prophecy has been a major social phenomenon with far reaching implications. It has often been studied in the context of interpersonal relationships in educational settings.

The self-fulfilling prophecy was the expectation about the behaviour (outcome) of a target person by a source person (Bhargava, 1990). When the behaviour of the target person occurred as the prophecy was made, it confirmed the prophecy and was therefore called a self-fulfilling prophecy (it has been assumed that the behaviour would not have occurred if the prophecy was not made). Rosenthal and Jacobson (1968) proposed that the teachers were aware of the academic potential of their students. This awareness was based upon the observations made by the teachers of their students in the classrooms, with peers and in various academic activities. These observations of teachers formed the basis of the development of their expectations. It was hypothesized that once these expectations were formed, they got communicated to the students through teachers' behaviours in the classroom and students attempted to fulfil their teachers' expectations, thereby bringing an improvement or change in their academic ability. The model of teacher expectations can be diagrammatically represented as below:
George Bernard Shaw's famous play *Pygmalion* symbolized the role of expectancy. In his words "....... the difference between a lady and a flower girl is not how she behaved, but how she is treated. I shall always be a flower girl to professor Higgins, because he treats me as a flower girl and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will".

The pioneering study of Rosenthal and Jacobson (1968) was conducted in a public elementary school, popularly known as the Oak School experiment. All the children of Oak school were pretested on a standard non-verbal test of intelligence.
The test represented to the teachers a measure that would predict intellectual "blooming" or "spurting". About 20 percent of Oak school's children were allegedly declared to be potential spurters. Teachers were told at the beginning of the academic year by the experimenters that these children were bright and would improve academically in years to come. The names of the special children had actually been chosen by means of a table of random numbers. The difference between the special children and the ordinary children, thus, was only in the mind of the teacher.

Gains in I.Q. from pretest to posttest were computed both for the children of the experimental and the control groups. Expectancy advantage was defined by the degree to which I.Q. gains by the "special" children exceeded the gains by the control group children. At the end of the year, it was found that the alleged bloomers had a significant expectancy advantage. In fact, there was a spurt in their I.Q.

In addition to the comparison of the 'special' and the 'ordinary' children on gains in I.Q., it was possible to compare gains after the first year of the experiment on school achievement as defined by grades shown in report cards. The children expected to bloom intellectually (as judged by their teachers) also showed greater advance in their reading ability. As in case of I.Q. gains, the younger children showed the greater expectancy advantage in
reading scores. The more a given grade level had benefitted on overall I.Q., the more they benefitted in reading scores too.

The study of pygmalion effect has led to literally hundreds of studies. The pygmalion effect has been examined in the classrooms and few have questioned that expectations can lead to self-fulfilling prophecies, particularly in experimental settings. Some studies have also been done in Indian context in recent years (Sharma & Tripathi, 1988; Bhargava, 1989; and Bhargava & Mathur, 1989). Researches on pygmalion effect have been extended to military and work places (Crawford et al, 1980; Eden and Shani, 1982; Eden and Ravid, 1982; Sutton and Woodman, 1989), which provided rather convincing evidence of the self-fulfilling prophecy among adults.

Competency

Chaudhari (1986) observed appropriately, "However, lofty the aims, however, up to date and abundant the equipment, however, efficient the administration; in the absence of efficient teachers all these will prove sterile and infructuous so far as the pupils learning is concerned". Educationists, philosophers and researchers have tried to define 'good teachers'. Jensen (1951) indicated that a good teacher was adaptable, careful, considerate, cooperative, dependable, enthusiastic, forceful, healthy, honest, industrious, neat, open minded, original, and progressive as
The idea of competency has gained strength in recent years. It has been argued that teachers varied in their competency (Ryan, 1960). Some were more competent than the others and thus, they differentially affected students' academic performance (Bennet, 1972; Medley, 1982). According to McDonald (1978) the major areas of competence included the substantive knowledge about the context of the curricula, teaching methods, performance skills and strategies and attitudes towards teaching and learning. It has been argued that teachers' behaviour directly affected how children learn, develop and change as a consequence of being exposed to instruction. Teachers' knowledge about the subjects to be taught and attitudes will affect how they actually teach and how the children will learn.

Competence included a number of complex variables, some of which were not directly observable. Neither the knowledge of how one should teach, nor simple demonstration of the behaviour could get to the heart of competence. A holistic approach should be adopted that would take into account the quantitative occurrence of teaching competency and the qualitative influence upon all those involved in the contacts.

Though several attributes facilitated teachers' competency, learning was a critical factor in teaching (Gagne, 1965). An effective teacher enhanced academic
achievement of students (Joshi, 1984; Goyal and Agarwal, 1984; Veeraraghavan and Samal, 1988). Conventional data on teachers included aspects of competency as age, sex, socio-economic status, level of education, experience, level of salary and students' outcomes.

**Teaching Strategies**

Invariably teaching had been considered as a process intended to bring desired changes in the learner (Smith, 1960; Scheffler, 1965). Teaching was a triadic process involving the interactions among teachers, learners, and content (Hyman, 1967). In fact, the level of these three elements was a critical factor in teaching. Teachers tried to manipulate the contents to a given complexity level to meet the competency level of the learner and to bring subsequent changes in the learners' behaviour. It made teaching a set of actions directed by the teacher on the development of learner behaviours, depending on the level of the content and the level of learner competency.

Teaching took place in a context like rural, urban, tribal etc. and used contents, teaching strategies, curricular activities, material facilities, administrative policies and individuals. A critical factor was the teaching strategy adopted by teachers. Some strategies were found better than others in terms of efficacy in making the lessons clear and understandable to the students (Sharma, 1972; Erlwanger, 1975; Padma, 1976). A teacher may teach a
particular lesson on a superficial level and accordingly students will rote memorize the lesson and reproduce it in the examination without much understanding. This was known as surface learning, because the students will remember the facts and figures from the examination point of view and will forget soon after the examination. On the other hand, the teacher may teach the same lesson following a deep approach. The teacher will go deep into the matter, emphasize its meaningfulness and critically evaluate it. This will help the students in understanding the topic thoroughly, the students will develop a sense of appreciation for the topic, and will remember the subject matter for a long time.

Researches on teaching strategies have proceeded parallel to studies on approaches to learning, following the pioneering effort of Entwistle and Ramsden (1983). Entwistle and Ramsden identified that students could adopt meaning orientation or reproducing orientation or achieving orientation or styles and pathologies of learning strategies in learning. Students adopt either a deep or surface level approach to learning. Positive attitudes to studying, deep approach, intrinsic motivation and academic progress etc. are known to be related to good teaching, freedom in learning and an avoidance of overloading. If students perceived the teaching they encounted as effective, they were likely to take interest in the subject matter and to be able to see its relevance to their everyday lives (Entwistle and Ramsden, 1986). Empirical evidences suggested that meaningful
learning and development of the cognitive processes was possible, if suitable teaching strategies were adopted. The use of models in teaching has been advocated to enhance students' learning (Mayer, 1989), like the role of models in increasing creative solutions and in the transfer of learning (Gentner, 1983; Curtis & Reigeluth, 1984; Haynes and Henk, 1986). It has been the considered view that teaching, being a performance behaviour, should be directed towards the development of competencies of the learner to enhance his or her thinking and be able to act freely as a human being (Khader, 1980).

School Type

The role of school quality in the life of the student was unparallel. The schools differed in physical and motivational environment. There are schools without buildings which fail to attract children and keep them in. There are schools with huge attractive buildings, modern teaching aids, playgrounds and materials which cater to the every need of children. Then there are schools having different controls and management systems and also some special administration groups. School types are thus, important determinant of students' cognitive functioning (Sinha, 1977) and academic performance (Coleman, 1966, Veeraraghavan, 1985; Veeraraghavan and Bhattacharya 1989). In tribal areas also the schools differ in quality and differ more conspicuously on the basis of composition of pupils.
With acculturation, filtration of non-tribals into the tribal areas has become an obvious feature. There are some pockets in tribal areas, where the non-tribals reside in large number. They are either engaged in business or hold official jobs. Such places are mostly located in block headquarters or in the district headquarter itself. Thus, schools located in block headquarters have a large concentration of non-tribal students. But as one goes into more and more interior or to remote places, one finds that the tribal population steadily increases. In pure tribal villages, schools are dominated by tribal children and in between these two locations are situated mixed schools having both tribal and non-tribal students in equal proportion or one group being little larger than the other. Thus, schools in tribal areas are classified as non-tribal, tribal or mixed on the basis of percentage of tribal or non-tribal students. Non-tribal schools are better than the tribal and mixed schools in terms of school building, number of teachers, classrooms and teaching aids. Compared to the tribal schools, mixed schools are a shade better excepting the sevashrams run by the Tribal and Harijan Welfare department. Both tribal and non-tribal teachers are appointed in primary schools to teach tribal as well as non-tribal children. Thus, two types of teachers (tribal and non-tribal), teach in three types of schools (tribal, non-tribal and mixed) in tribal areas.
Psychological Differentiation

Witkin and his colleagues (1962) advanced the theory of psychological differentiation. Psychological differentiation was conceived as a cognitive perceptual ability which enabled the individuals to differentiate simple figures in a complex setting, and thus indicate one's cognitive level. Field independent (FI) and field dependent (FD) cognitive styles were the two dimensions of psychological differentiation. It had been argued that when an individual interacted with his environment, his responses varied along a continuum from articulated (FI) to global (FD). These two ends defined the polar extremes of a continuous distribution with the majority of responses lying in the middle range. The FI and FD cognitive styles referred to the contrasting tendencies on the part of individuals to rely primarily on external or internal referents in dealing with their environment.

Researches have shown that the field independent subjects "act upon" the environment and go beyond the information in contrast to the field dependent subjects, who respond positively to it and leave stimulus material "as it is" (Witkin & Goodenough, 1976). Acting on the field may involve analysis or breaking up of an organized field, and experience the parts as discrete from the background such as in EFT (analysis). It could also take the form of giving a different organization to the field (restructuring).

In Indian context, the concept of psychological
differentiation has been probed by Sinha (1984) and others. Sinha (1984) has devised a test to measure the psychological differentiation among children on the line of Witkin's EFT but to suit Indian culture especially for rural and tribal children, figures of familiar objects, animals and birds are used unlike the abstract figures in the original EFT. The test is known as the Story Pictorial Embedded Figure Test (SPEFT).

Academic Achievement

It is commonly used as a measure of performance behaviour. Academic achievement is a multifaceted concept and it has been analyzed from several angles. It is a product of teachers, students, school, curriculum and many other socio-cultural characteristics. Academic achievement as widely accepted now, is a function of cognitive and non-cognitive factors. Moreover, academic achievement has come to be accepted as an index of one's eligibility for entry into various academic courses, vocations and employment.

A review of researches on above variables follows in chapter III entitled Review of Literature.