PREFACE

This study attempts to comprehend the role of Ashram high schools in integrating the tribal people into the mainstream. An attempt is made to focus on the nature and functioning of Ashram schools which are established specifically for the educational advancement of tribal children and to bring out various involved in the process.

The study is conducted in three Ashram high schools in Visakhapatnam district of Andhra Pradesh. The respondents include students, teachers, parents, drop-out and officials. This helped in obtaining cross sectional views and to analyse the problem in a holistic perspective.

In this study the main focus is laid on the socio-cultural background of the respondents and the role of hidden curriculum taught implicitly in the school. The normative disjunction between teachers on one side and the students and parents on the other in various interactive situations is also presented. Further the differential perceptions and attitudes of different categories of respondents are analysed to understand various academic and non-academic problems.

An attempt is made to analyse the findings of the study with the help of economic and cultural reproductive theoretical models offered by Samuel Bowles & Herbert Gintis and Bourdieu & Passeron. I could not have completed this task without my supervisor's support.
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Kethu Subba Reddy