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Education of the Scheduled Castes/ Scheduled Tribes and Minorities

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Education exercises a determining influence on the socio-economic development and cultural rejuvenation of the country. It has also a very significant impact on the distribution of wealth generated by facilitating the vertical and horizontal mobility of the educated persons. The National Policy on Education (NPE 1986), described education as a unique investment in the present and the future. It extolled the acculturating role of education "It refines sensitiveness and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the role of socialism, secularism and democracy enshrined in the Constitution". Keeping this in view, the NPE laid special emphasis on the removal of disparities and equalising educational opportunities by attending to the specific needs of those who have been denied equality so far. In this endeavour, special emphasis has to be laid on the education of women, Scheduled Castes, Scheduled Tribes, Minorities and the Physically Challenge persons in order to ensure "their equalisation with the general population at all stages and levels of education in all the four dimensions – rural male, rural female, urban male and urban females" (NPE, 1986, p. 6).

India is a multi religious, multi-lingual and multi-cultural country. In terms of socio-economic and educational development, it presents unique contrasts. On the one hand, there is a large component of population, which

is socially, educationally and economically backward like the Scheduled Castes/ Scheduled Tribes and a large segment of the minority groups. On the other end of the scale are the urban elites; well-educated, economically much advanced and high up in the social ladder. An important task of education is to lessen, if not eliminate, this digital divide that has been the prime cause of social tension across the country.

India has embarked upon the process of structural reforms since 1990s. This is an essential component of globalisation of economy that is sweeping across the countries of the world. In the Globalised world, technology has become the main motivating force and knowledge has assumed a crucial role. In this context, education has to play a vital part in creating a knowledge society. It cannot afford to be conventional, rigid and impervious to change. There has to be a paradigm shift in its content techniques of transaction and outreach. It has to reach the unreached. Considered from this point of view, the emphasis has to be laid on the education of the deprived and disadvantaged groups, the scheduled castes and scheduled tribes and a large segment of the minority groups who have no tradition of education for centuries.

The Genesis of the Scheduled Castes/Tribes

The term 'Scheduled Castes' was used for the first time in the Government of India Act 1935

and in pursuance of the provisions as the first, fifth and sixth schedule of the Act. The Government of India, (Scheduled Caste Order, 1936) was issued delineating the castes and tribes to be treated as Scheduled Castes for the purpose of Act. The Scheduled Castes, under the 1935 Act meant such castes, races or tribes, which corresponded to the classes of persons formerly known as 'Depressed Classes'. There was, however, no official definition of the term 'depressed classes'.

The Indian Constitution has given a definition of the Scheduled Castes and Scheduled Tribes in Article 341 and Article 342 respectively. Article 341, as amended, says.

1. The President may with respect to any State or Union Territory and where it is State after consultation with the Governor thereof, by public notification, specify the castes, races or tribes, or parts of, or groups within castes, races or tribes which shall for the purpose of this Constitution be deemed to be scheduled castes in relation to that State or Union Territory as the case may be.
2. Parliament may, by law, include in, or exclude from, the List of Scheduled Castes specified in a notification issued under clause (1) any caste, race or tribe or part of, or group within any caste, race or tribe but save as aforesaid a notification issued under the said clause, shall not be varied under subsequent notification. (Quoted in S.K. Chattarjee. *The Scheduled Castes in India*, 1996).

According to the census (2001), the scheduled castes, constituted 17.5 per cent of India's population. The scheduled tribes, minorities, a large chunk of whose constituency (12 per cent) are Muslims, account for 18 per cent of Indian population. The percentage population of other minority groups (according to 1991 census) are Christians, 2.3; Sikhs, 2; and Buddhist 0.8. Bunks of the minority groups are educationally and socially backward. A sound educational system has to take note of, and build upon, the

heterogeneity of the population and to cater to the diverse needs of the deprived sections so that it leads to social cohesion rather than societal exclusion. Further educational advancement of the deprived sections is also expected to lead to their quicker assimilation in the societal mainstream and faster socio-economic development.

Recognising the relative backwardness of these groups, the Indian Constitution provides adequate safeguards. For example, Article 14 enjoins the State to make special provisions for the advancement of any socially or educationally backward classes. The Constitution has also abolished untouchability in any form (Article 17). It also enjoins the State to promote, with special care, the educational and, economic interests of the weaker sections of the society and, in particular, of SCs and to protect them from social injustice and all forms of exploitation. (Article 46).

Minorities

The Indian Constitution does not define the word 'minority'. The Judiciary has however, defined the term according to which any community, which is numerically less than 50 per cent of the population, will be considered as minority group. An extended definition of the minority is a 'non-dominant group'. Keeping this in view, Indian Constitution recognises religious minorities, linguistic minorities, cultural minorities and minorities possessing special scripts of their own. While enacting the National Minorities Act, 1992, the Central Government notified the following five communities as the minority communities for the purpose of the said act: Muslims, Christian, Sikhs, Buddhists, and Parsis.

The Constitution of India makes provision for fundamental rights of the minorities and the disadvantaged groups like 'equality before law' (article 14) prohibition of discrimination on the grounds of religion, race, caste, sex or place of birth (Article 15), equality of opportunity in matters of public employment (Article 16), Protection of life and personal liberty (Article 21), etc. Besides the interests of

minorities are protected in Article 29, which reads as:

1. Any section of the citizens residing in the territory of India or any part thereof having distinct language, script or culture of its own, shall have the right to conserve the same.
2. No citizen shall be denied admission into any educational institution maintained by the state or received out of state funds on grounds only of religion, race, caste, language or any of them".

Article 30 relates to Fundamental rights provided in the Constitution to Religions and Linguistic minorities:

- (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (2) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Educational Development

Scheduled Castes

In spite of the protection given to the SCs, STs and minority group in the Constitution and various measures for the development of education among the SCs/STs and minorities, the progress of education among these sections of population is far from satisfactory. The overall literacy rate among the SCs was 37.41 per cent according to 1991 census against 52.21 per cent for the population as a whole. The corresponding figure for females among the SCs was 23.76 per cent against 39.39 per cent in 1991. Further, the Gross Enrolment Ratios (GER) of SC boys declined during the period 1990-91 to 1999-2000 from 122.7 per cent to 103.6 per cent in respect of Classes I-V. In the case of girls, the corresponding reduction was, however, marginal, from 80.6 to 80.5 per cent during the period under

review. At the middle school level, however, good progress was maintained by the SCs, especially by SC girls.

The dropout rates in the case of SC boys and girls were very high 44.27 per cent in Classes I-V, 63.58 per cent in classes I-VIII and 76.63 per cent in Classes I to X. This shows that the problem, worsens as one goes up the educational ladder.

Scheduled Tribes

The educational level of Scheduled Tribes is equally depressing. Against the overall literacy level of 52.21 per cent in 1991, the STs stood at 29.60 per cent indicating a gap of 22.61 per cent. The female literacy level remained at a low level of 21.10 per cent against 39.29 per cent for overall population in 1991.

It is heartening to note that the Gross Enrolment Ratio (GER) of STs is somewhat higher than that of the total population, although there has been some deterioration during the period 1990-91 and 1999-2000. The overall GER of the STs was 103.4 in Classes I-V in 1990-91 against 100.1 per cent in respect of the overall population, the corresponding figure were 97.7 per cent for ST children against 94.9 per cent for Classes I-V for the overall population during 1999-2000. For Classes I-VIII, the percentage GER for STs was much lower: 39.7 against the overall percentage of 62.1 in 1990-91. So far as dropout rates are concerned, the position of the STs was much worse than the overall population. The dropout ratio in Classes I-V in respect of STs was 57.36 per cent against 39.74 per cent in 1998-99 for the overall population. The ratios were 72.80 per cent for ST children against 56.82 for overall children in Classes I-VIII and 82.52 per cent for ST children against 67.44 per cent for the overall population during 1998-99.

Minorities

Minorities, especially those belonging to the economically weaker sections of the society lag behind in education. According to the Planning Commission: "Non-adoption of the modern

syllabus in the traditional Madarasas not only make them lag behind the others educationally, but also cause impediments in the process of mainstreaming them. Further, the students from Madarasas are unable to take advantage of the upcoming employment opportunities, as they mismatch the qualifying educational requirements. Educationally, women and the girl children of the backward minority community, especially among the Muslims, continue to remain as the weaker link because of the economic inability of the family to support education of women and the girl child due to inherent social/ cultural/gender discrimination..." (Planning Commission, Tenth Five-Year Plan, p 427).

To sum up: There is an urgent need to 'create an enabling environment for the welfare and development of the socially disadvantaged groups by removing the still existing, disparities and other persisting problems besides, providing easy and equal access to basic minimum service (Planning Commission, Tenth Plan). This may be achieved through education which is the most effective instrument of empowering the socially disadvantaged groups. There is, therefore need for improving the educational status of the groups especially of women and girl child.

Review of Studies

In the backdrop of the educational backwardness of the SCs/STs, the minorities and other disadvantaged groups, an attempt has been made to review the studies conducted for the purpose of investigating the magnitude of the problem, identifying the various aspects pertaining to the educational development of these sections and making suggestions for accelerating the pace of educational development among the deprived sections of population.

The studies have been reviewed under the following heads:

1. Education of Scheduled Caste
2. Education of Scheduled Tribe
3. Education of Deprived and socially disadvantaged groups

4. Comparative studies on (a) SC and non-SC (b) ST and non-ST (c) SC/ST and non-SC/ST (d) SC or ST with other groups
5. Education of Minorities

Researches on Education of Scheduled Castes

There are eleven research studies classified under this category, out of which, three are at Ph.D. level, two are by independent researchers, and six are studies published in journals. There are four studies based on academic achievement among scheduled caste students (Benno, Michael A. 1995; Seshadri, C. and Ramamani 1995; Chattopadhyay, Mihir Kumar 1998; Agarwal, Archana 2000). Three studies are related to welfare measures provided to scheduled caste students (Salve, R.N. 1993; Etala, Sammaiah. 1993; Baskaran, J. 1995) and four studies deal with psychosocial factors of scheduled caste students (Chandra, Sri; Daftaur, C.N. and Anjuli 1994; Anjuli 1995; Chitra, J., Uma, Thiagarajan, A.P. and Krishnan, S., Santhana 1995; Kumar, Girijesh and Shankhdhar, R.R. 1998).

Out of four research studies based on academic achievement, two are directly related to academic achievement or learning achievement (Benno, Michael A. 1995; Seshadri, C. and Ramamani 1995). The correlates of academic achievement are similar in both the studies. However in Seshadri and Ramamani's study, the language factor is predominant. The other two studies differ from one another. One is based on educational backwardness of scheduled caste students (Chattopadhyay, Mihir Kumar, 1998) and the other examines the educational problems of scheduled caste students (Agarwal, Archana 2000).

Benno's (1995) study of certain correlates of academic achievement among Scheduled Castes students in the Union Territory of Pondicherry examined various correlates of academic achievement (AA) including achievement motivation (AM), school adjustment (SA), personality adjustment (PA), gender, birth order, socio-economic status,

generation, family type, family size and region among Scheduled Caste Students (SCS). The objectives were to study the level of academic achievement, achievement motivation, school adjustment, personality adjustment of Scheduled Caste students in the Union Territory of Pondicherry; to find out the relationship between academic achievement and background variables, i.e. gender, birth order, SES, generation, family type, family size and region; and to identify the predictors of academic achievement among the independent variables namely, AM, SA, PA, SES, generation, family type, family size, gender, birth order and region. Significant differences were found between Scheduled Castes students grouped on the basis of certain independent variables, i.e. achievement motivation, school adjustment, region, birth order, SES, and generation on their academic achievement. The scheduled castes students grouped on the basis of their adjustment, gender, family type and family size did not differ on their academic achievement. Out of the ten independent variables selected for the investigation, the results of the stepwise multiple regression analysis have identified six variables as significant predictors of academic achievement which include, achievement motivation, school adjustment, socio-economic status, generation, gender and region.

The National Council of Educational Research and Training (Seshadri and Ramamani 1995) conducted a study on home language, school language and learning achievement of Scheduled Caste Children. The objectives of the study were to find out the nature and proportion of variation of Scheduled Caste children's home language from standard (textbook) language and the standard colloquial (teacher's language) language with reference to different linguistic levels. Besides, the influence of certain variables like non-verbal intelligence, socio-economic background, sex and type of schools was also studied. The major findings of the study were that SC dialect did not suffer from any kind of linguistic deficit as it had all the necessary linguistic features. The differences between the dialect and standard forms originated in historical, geographical and social factors,

significant differences were found in the proportions of home language variations from standard and standard colloquial at morphological, syntactical and lexical levels but no such difference was observed at the phonological and semantic levels. Significant differences were found in the proportions of home language variation from standard and standard colloquial between literate and illiterate mothers at all linguistic levels. There was no significant difference in the mean score of the total academic achievement, adjusted for language proficiency of SC children classified on variations of home language from standard language and standard colloquial at all linguistic levels except at the semantic and the lexical respectively.

Chattopadhyay, Mihir Kumar (1998) took up a quasi-experimental study on the educational backwardness of SC secondary school students in some districts of West Bengal. The objectives of the study were to identify the probable causes of the alleged backwardness of the scheduled caste students of West Bengal and to compare the SC student's academic achievement with that of other students. The findings of the study were that the SC students group of Grade VIII had significantly lower scores on all the four tests as compared to the other students group; SC students group of Grade X had significantly lower scores on all the four tests as compared to the other students group; the SC students of each of the Grades VIII and X did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra. Further, the SC students of Grade X were superior to the SC students of Grade VIII on the measure of motivational intensity for learning and achievement; other students of Grade X were superior to the other students of Grade VIII on understanding and application ability of basic algebra and motivational intensity for learning and achievement. There was no significant difference between scheduled caste secondary school students of Grade X on the measures of knowledge, understanding and application ability of basic algebra and there was no significant difference between the other

secondary school students of Grade X on the measure of knowledge of basic algebra.

Agarwal, Archana (2000) undertook a study of some educational problems of scheduled caste students. This study was carried out to ascertain the opinion of the scheduled caste students on various problems related to education. The major findings were that more than half of the scheduled caste students possess positive opinion regarding aims and importance of education and also for the education of girls; they find themselves capable of taking leading role in different classroom activities, but some times feel hesitant in initiating any new work; students perceived favourable attitude and behaviour of teachers towards them without being biased. It was also noted that they were aware of their weaknesses; they found it difficult to avail of provided facilities, guidance and encouragement from their parents because of illiteracy of their parents. It was also found that a group of SC students still face difficulty and discrimination.

In the three studies conducted by Salve, R.N. 1993; Etala, Sammaiah. 1993; Baskaran, J. 1995, the researchers paid specific attention to the welfare measures provided to scheduled caste students. Two of them (Salve, R.N. 1993 and Baskaran, J. 1995) have tried to study the impact of welfare measures and one of them (Etala, Sammaiah. 1993) studied the hurdles in the implementation of welfare measures for scheduled caste students. Salve, R.N. (1993) studied the impact of government welfare measures on scheduled castes in general, whereas Baskaran (1995) tried to study the impact of Mid-day meal programme in particular among scheduled caste students. The objectives of Salve's study were to assess the impact of government welfare measures on Scheduled Castes, to find out the extent to which the Scheduled Castes have availed of these welfare programmes; to find out whether different communities of Scheduled Castes have availed of the welfare programme and to understand the nature and causes of this phenomenon of different responses, and to study the change, if any, in the social status of Scheduled Castes. The major findings of the

study were that majority of the scheduled castes people were not getting adequate facilities in schools; were not having knowledge about reservation of seats, were having service as the main occupation. A few respondents had business or farming activities. Majority of the Scheduled Castes people were landless. The government under welfare schemes gives grants for housing but majority of the respondents had not received grants irrespective of their castes background and majority of the respondents reported that there was no progress due to government welfare schemes.

The objective of the Baskaran's study was to find out the impact of Mid-day meal scheme on enrolment of primary school students belonging to scheduled caste and, understand how it is related to their dropout rates. His study was undertaken in the taluka of Thiruvallur of the M.G.R. District. The results of the study showed that introduction of Mid-day meal scheme was one of the important factors for improving enrolment of scheduled caste students in schools of Thiruvallur taluka; the dropouts were below 10%, good nutrition helped them to learn what the teacher teaches in the classroom; most of the parents informed that because of Mid-day meal scheme, they send their children to the school.

Etala, Sammaiah. (1993) conducted a study of hurdles in the implementation of welfare measures provided in order to equalise educational opportunities to Scheduled Castes students in Andhra Pradesh with special reference to Telangana. The study examined the awareness of Scheduled Castes (SC) students about the welfare measures provided to them to equalise educational opportunities of the SC students. It also identified the hurdles in the implementation of such welfare measures as perceived by the functionaries from Department of Education and Social Welfare. The objectives of the study were to assess the awareness of SC students about details of the welfare measures provided to them; to study the adequacy of the welfare measures thereof, and to identify the hurdles in the implementation of welfare measures by the government functionaries in the

Department of Education and Social Welfare, the relevant data. The major findings of the study were that generally the SC students were aware of the welfare measures provided to them. This awareness increased with different levels of education, all the beneficiaries felt that the quantum of money provided to them on various items was inadequate, the students at the secondary and college levels believed that there was a possibility of financial mismanagement, whereas students at the professional and PG levels did not believe so. The functionaries believed that the SC students and their parents were generally aware of the welfare measures that were meant for them, and there was no dispute regarding the passing of information by the Education Department concerning Scheduled Caste students to the Social Welfare Department. There was also a general agreement that there was a communication gap and delay in distribution between authorities that dispense benefits and the beneficiaries. All the sections believed that the staff appointed for the administration of social welfare measures was adequate. There was a general agreement on the inadequacy of the supervision of the distribution of assistance to the SC groups and bureaucratic red tapism. The functionaries in Department of Social Welfare, however, do not agree with this.

All the three studies mentioned above show that welfare measures increase the enrolment, retention and achievement levels of scheduled caste students. Introduction of Mid-day meal scheme was an important factor in improving enrolment of scheduled caste students but majority of the respondents reported that there was no incremental progress due to government welfare schemes. There was a general agreement on the inadequacy of the supervision of the distribution of assistance to the SC groups.

There are four studies on psychosocial factors of Scheduled Caste Students (Chandra, Sri; Daftaur, C.N. and Anjuli 1994; Anjuli 1995; Chitra, J. Uma, Thiagarajan, A.P. and Krishnan, S. Santhana 1995; Kumar, Girijesh and Shankhdhar, R.R. 1998). All the four studies are different from one another Chandra, Sri, Daftaur, C.N. and Anjuli (1994) took up a

socio-psychological study of level of aspiration of Harijan Students. This study examined the level of aspiration of Harijan students from a socio-psychological perspective. The major findings of the study were a large number of boys, when asked about their hopes and aspirations, expressed a desire to have opportunity for better employment followed by improvement his socio-economic status, more land and better agricultural facilities, and more facilities for higher education. A smaller percentage wanted opportunities for commerce and trade, it was found that the main obstacle in the way of happiness of Harijan students was money factor, followed by want of employment, want of education and want of bare necessities. About their fears of their future, majority of the students feared about uncertainty about future employment followed by fear about successful completion of education, economic insecurity and want of money. About factors that made them unhappy, a majority of them stated that it was the problem of money followed by social approval, uncertainty about getting suitable jobs and illness. On the level of aspiration it was found that they were neither feeling good nor bad but they looked with confidence to the future and had great aspirations. They wanted to rise and improve their social and economic conditions. There was discrepancy between the achievement and aspiration levels of Harijan students on Goal Discrepancy Scores of past, present and future. All were found to be positive indicating a complete confidence in their future.

Anjuli, (1995) in her Socio-psychological Study of Self-concept of Dalit Student attempted to find out the important traits of personality of Dalit students; the factors; which were acting as hurdles in their progress; the evils of society as perceived by them; and their views on caste integration. The findings of the study were majority of the Dalits does not have any negative traits, money is the main obstacle in the way of Dalit students progress, lack of capital and lack of training were the major factors, which were obstructing them from getting suitable jobs. Dalit students perceive conservatism and gambling as major evils.

Dalit students prefer socialism and elimination of discrimination on the basis of castes.

Chitra, J. Uma, Thiagarajan, A.P. and Krishnan, S. Santhana (1995) studied Psycho-socio educational factors of scheduled caste students in higher secondary schools. The objective of the study was to study the psycho-socio educational factors of SC girl students in higher secondary schools. The major findings of the study were that the SC students did not differ from the NSC group in personality, intelligence, occupational aspiration, social distance and awareness of facilities extended to them but they did differ on their SES, the relationship between social distance and awareness of facilities with the academic achievement of SC respondents was found to be not significant, significant relationship existed between the personality, intelligence, occupational aspirations, SES and academic achievement of SC respondents. There was no significant difference between the coefficients of correlation of the SC and NSC respondents between academic achievement and intelligence, occupational aspiration and SES but on personality they did differ.

Kumar, Girijesh and Shankhdhar (1998) conducted a Multi-dimensional Comparative study about Self-concept and Modes of Frustration in Urban and Rural Scheduled Caste Female Adolescents. The objectives of the study were to compare the self-concept of SC female students studying in rural schools with the self-concept of SC female students studying in urban school to compare urban and rural female students on modes of frustration; to determine the relationship between self-concept and frustration of SC rural female adolescent students and the relationship between self-concept and frustration of SC female adolescent students. The findings of the study were that rural SC female adolescents possessed significantly better self-concept than urban SC girls, as they were found superior on temperamental, educational, moral and intellectual self-concept. Only one urban SC girl was possessing below-average physical and temperamental self-concept, both the groups were highly frustrated and marginally different from each other but the difference was not

found statistically significant. Rural SC females were found more aggressive and designated in behaviour whereas urban SC girls were higher in fixation SC girls in both the groups had average frustration in regression. It was also found that in all the dimensions of self and modes of frustration, both the groups, i.e. rural and urban differ with each other, either significantly or insignificantly. When Harijan students were asked to state their hopes and wishes for future, a large number of boys expressed a desire to have opportunity for better employment followed by improvement in socio-economic status, more land and better agricultural facilities, and more facilities for higher education. A smaller percentage wanted opportunities for commerce and trade. The main obstacle in the way of happiness of Harijan students was poverty; followed by want of employment, want of education and want of bare necessities. Majority of the Dalits do not have any negative traits. SC students did not differ from the NSC group in personality, intelligence, occupational aspiration, social distance and awareness of facilities extended to them but they did differ on their SES.

Researches on Education of Scheduled Tribes

Education of scheduled tribes is an important area of research. A large number of researches have been carried out in this area. The set of researches include one D.Litt. Study (Dash 1999), seven Ph.D's (Barkataki 1993; Rao 1993; Suera 1994; Raj 1995; Panda 1995; Dubey 1995; Latchanna 1996), two studies conducted by NCERT (Shukla 1995, Ambasht et al., 1995) and one by NIEPA (Pati 1996), and two studies are ERIC funded (Sahoo 1995; Eswaraih 1996). There are also a number of research articles published in professional journals.

Ambasht N.K., and Rath, K.B. (1995) carried out a study on the 'Effect of Household, Community and School factors on Enrolment, Retention and Achievement among Tribal Students. This was a derivative study, taking data from a number of studies conducted under District Primary Education Programme

(DPEP). It concluded that certain specific intervention strategies apart from household, community and school factors there were certain tribe-specific contexts that called for consideration like ethnographic and demographic insight. Decentralisation of curriculum was not found. The degree of contact situation of the tribe with the dominant community conditioned the psyche due to various acculturative processes. Relevance to the experience of the child in the community called for development of the curriculum at the Panchayat level, in the initial classes and made tribe specific. Pre-school programme, with proper reorientation to the need of each specific tribe was found to be useful. The Village Education Committees need to be given special boost in these areas. Textbooks need to be re-written, even though in smaller numbers, in the cultural context of the tribe concerned. Supervision of the schools was in need of revamp. In quite a few tribal communities, it was found that there was motivation for higher education but means do not permit, teacher truancy was found to be mythical in many cases. Similarly, some of the factors commonly believed to be responsible for low retention has been neglected. School health programme in tribal areas was a strong need to increase retention. The absence of pre-school facilities in consonance with local cultural need was recommended. The role of *Panchayat* in increasing retention was further realised and greater emphasis was recommended.

Quite a few studies are related to psychosocial factors such as academic achievement, creativity, cognitive styles, academic motivation, personality variables, school effectiveness, child-rearing practices, community participation in school management, impact of incentive schemes, dropouts, wastage, etc.

Barkataki, Bandana (1993) studied child-rearing practices and developmental status of children in some tribal communities of Assam. This study is indirectly related to education of scheduled tribes based on the fact that knowledge about child-rearing in different tribal groups is inadequate and there is a need to have proper scientific knowledge of how

children should be reared. It also focused on the socialisation process they undergo and the type of attitudes these societies project about their children. The researcher explored the beliefs, customs, rituals associated with child bearing and rearing. She also assessed different parameters of health status of children such as incidence of infant and child death, occurrence of diseases and nutritional status, and found out the level of cognitive, language and motor development of children in the communities under study. The study was carried out in four major tribal groups of Assam (2 hill tribes and 2 plains tribes). The tribes covered were the Mishings, the Bodos, the Dimasas and the Karbis. It was found that most of the mothers did not receive any special attention related to diet during pregnancy. A close relationship existed between the literacy rate and availing of health care methods during pregnancy. Almost all mothers breast-fed their babies for sufficiently long duration. Self-feeding was encouraged from a very early age. Malnutrition was less prevalent and most of the children enjoyed good health and incidence of diseases and ailments in children was less. Childhood mortality was almost nil, while infant and childhood death was very high. The qualified doctors role in delivery was inversely related to the infant mortality. All the tribes practised home remedies to cure different diseases of children.

Rao, Rajeswar A. (1993) undertook a study about the impact of in-service educational programmes on tribal teachers at primary level of Adilabad District in Andhra Pradesh. He also tried to identify monitoring and administrative problems. Survey and questionnaire methods were used to collect the relevant data. The findings showed that there were quite a few monitoring and administrative problems. The programmes were irregular, there was lack of coordination between participants, resource persons and organisers, the programmes were not impressive as there was no impact on participants; finances were inadequate and the programme was not up to the mark and did not match the teacher's needs. Paradoxically, the syllabus and the course material did not go hand in hand.

Suera, Govindbhai S. (1994) studied contribution of the "tribal areas sub-plan" in the education of Adivasis of Sabarkantha District. The study focused on the problems of primary education and the effectiveness of the tribal sub-plan in all round development of the Adivasis. The contribution of the tribal sub-plan towards small farmers in agriculture, electricity and self-employment, etc., was found beneficial. It accelerated student enrolment. The benefit of this scheme, however, did not reach the very poor, non-knowledgeable and illiterate Adivasis. The tribal sub-plan had equal impact on educational progress in four Adivasis Talukas of Sabarkantha District. The Meghraj Taluka was ahead while the Khedbrahma Taluka was far behind. The Bhiloda and the Vijaynagar Talukas were quite forward in educational progress. The progress of educational and physical facilities increased in four Adivasi Talukas of Sabarkantha District due to Tribal sub-plan. The basic needs like sufficient number of teachers and rooms for pupils were not provided under Tribal sub-plan.

Raj, Tilak (1995) undertook a study on academic alienation among tribal high school students of Himachal Pradesh in relation to their home and school environment. The purpose was to study the academic alienation among tribal high school students in relation to their sex, their home environment, their school environment and its factors, and to construct and standardise an 'Academic Alienation Scale' for tribal high school students of Himachal Pradesh. The tests revealed that male and female tribal high school students did not seem to differ significantly with regard to their level of academic alienation. Tribal high school students belonging to high and low levels of home environment, however, appeared to exhibit significant difference in their academic alienation. There was no significant interaction between sex of tribal high school students and permissiveness factor, nurturance factor, reward factor, control factor, conformity factor, rejection factor, punishment factor, protectiveness factor, social isolation factor and deprivation of privileges factor. Tribal high school students belonging to high

and low levels of school environment seemed to show significant difference in their academic alienation. Tribal high school students receiving high and low levels of creative stimulation in their school environment appeared to have significant difference in their academic alienation. Tribal high school students receiving high and low levels of cognitive encouragement in their school environment seemed to differ significantly from each other with regard to their academic alienation. Tribal high school students having high and low levels of permissiveness, and control in school environment did not seem to differ significantly with regard to their academic alienation but, high and low level acceptance and rejection in their school environment seemed to differ. There was no significant interaction between sex of tribal high school students and total (overall) school environment with regard to academic alienation.

Panda, Bijoy K. (1995) conducted a sociological study on the functions, organisation and impact of the tribal schools in the Koraput District of Orissa. The objectives were to study the manifest and latent functions of the schools for tribal children functioning in the Koraput District of Orissa; to study the organisation of such schools, and the impact of these schools on the community. The non-enrolled children were higher than those of enrolled in the village schools. The schools were not equipped adequately with the required facilities such as the condition of the school building, proper lighting, proper ventilation and minimum comforts in order to make the teaching-learning process more effective. There was lack of relevant teaching aids like-charts, diagrams, maps, learning material, community involvement and special teaching classes for the backward learners. It was found that the classroom interaction was very limited and passive. No special efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards the rituals, functions, fairs, festivals and ceremonies relating to the tribal communities. The funds were not available for the school to make minor repairs and even to procure some teaching aids. Many of the

teachers did not attend any in-service teacher training after joining the schools. The teaching methods varied from teacher to teacher. Poor economic conditions of the villagers resulted into lower enrolment, non-participation in the schools activities and indifferent attitude towards the schools.

Dubey, Ashok Kumar (1995) examined the relationship between the creativity development and problems of Scheduled Tribe Children in Early Schooling. The objectives were: (i) to find out the relationship between creativity developments and geographical, family and school problems of scheduled tribe children of early schooling; and (ii) to know the contribution of geographical, family and school problems in developing creativity among scheduled tribe children in early schooling. It was found that significant relationship existed between flexibility, imagination and originality dimensions of creativity and problems of scheduled tribe children of three to five years. Negatively significant relationship was found between geographical problems and fluency dimension of creativity of scheduled tribe male children of five to eight years. Significant correlations were found between fluency dimensions of creativity and geographical family and school problems of scheduled tribe children of five to eight years. Significant multiple correlations were found between creativity and geographical, family and school problems of scheduled tribe early schooling children of three to five years. School problems contributed about 10.42% in the creativity developments of scheduled tribe female children of three to five years. Family and school problems contributed about 13% in the creativity developments of scheduled tribe male children of three to five years. Family, school and geographical problems respectively contributed about 18%, 12.69% and 2% in the creativity developments of scheduled tribe male children of five to eight years. Family, school and geographical problems respectively contributed about 14.55%, 5.79% and 5.48% in the creativity developments of scheduled tribe female children of five to eight years.

Shukla, Neerja (1995) studied effectiveness of various interventions for improving tribal

education. Its aims were to survey the current status and effectiveness of the schemes planned for improving education of Scheduled Tribes children. The study was based on secondary information available in the annual reports, statistical data, educational plans and tribal sub-plans of the states. Major findings were that states differed from each other's in terms of intervention planned for their ST population both in quality and quantity due to difference in the need of target groups in various stages. No specific teacher preparation programme had been developed by the states to orient teachers in the methodology of teaching tribal children and make use of their environment and culture to improve the quality of teaching. The interventions were planned at the state level instead of at the level of tribal habitation. Most of the interventions were of welfare nature and did not cover total population. Their benefits were not reaching children in time. The financial assistance provided under various interventions like scholarships, stipends and attendance allowance was inadequate and very few states had schemes to identify talented ST children. There was no specific scheme for ensuring the achievement level of ST children and quality instructional material in tribal dialects.

Pati, S.P. (1996) evaluated primary school curriculum for tribal children of Orissa. The objectives were: (i) to know whether the prescribed curriculum is fully/party the same or different for the tribal and non-tribal primary school children, (ii) to explore the relevance of the prescribed primary school curriculum for the physical, cultural, mental, social and moral development of the tribal children, (iii) to ascertain whether or not the prescribed curriculum has been prepared according to the needs and interests of the tribals, and (iv) to suggest measures for modification of the curriculum. It was found that curriculum was same for the tribal and non-tribal primary school children. A significant percentage of teachers were of the view that the curriculum followed for the tribal primary school children had not been prepared according to the age levels of the tribal children. Not a single topic included in the primary

curriculum was of any use in the day-to-day work of the tribal children. The surrounding environment had not at all been taken into consideration while preparing the curriculum for the tribal children. There was no provision for agriculture, animal husbandry, etc. in the curriculum prescribed for the tribal children. The prescribed curriculum did not contain topics like preservation of forests, collection of forest products and their marketing, etc., which tribal need to know. A significant percentage of teachers were of the view that the topics included in the prescribed curriculum were not selected so as to cater to the needs of tribal children.

Sahoo, F.M. (1995) studied ways of combating learned helplessness of Scheduled Castes and Scheduled Tribes school students. The objectives were to compare children of SC, ST and general students with respect to their learning helplessness, attribution styles in terms of internal, global, and stable dimensions and self-efficacy. There was also need to examine the possibility of changing learned helplessness and insidious explanatory styles and to examine teacher's social pattern on dimensions of expectancy, attitudinal emphasis and training emphasis. Participants of this study were sampled from schools in and around Nilgiri Hill (not to be confused with the Nilgiris of South India) areas of Balasore District in Orissa. Only with respect to career consultation, teachers indicated higher expectation from boys than girls. No difference was shown with respect to other activities. Helplessness was positively related to internal global and stable dimensions of explaining bad events whereas helplessness was negatively associated with internality and stability of explaining good events.

Eswaraih, G. (1996) studied children's education among the primitive tribals of Rampachodavaram ITDA (East Godavari) of Andhra Pradesh. The study investigated into the nature of tribal children's schooling, parents' and teachers' awareness and interest and their relationship with the primitiveness of tribals and economic change. The location of the study was Integrated Tribal Development Agency (ITDA) of Rampachodavaram of

East Godavari District of Andhra Pradesh. The tribals living in this ITDA were Konda Reddy, Koya Dora, Valmikis, Konda Kammara and Konda Kapus. The findings showed that seventy-five per cent of the parents wanted to educate their children for higher studies so that jobs could be secured for their children. Around 25% of the parents were aware of reservations in education and jobs while they also informed that only half of the teachers attended schools regularly. Most of the high school students had knowledge of government reservations for them in education, training, jobs and promotions. Many students opted for higher studies and most of them faced difficulties in English, mathematics and science subjects. In remote villages, the teacher-student ratio was 1:20 while in other places it was 1:40. Teachers' suggestions for improvement included: hostel for each school, repeated coaching, construction of schools and hostels with all the infrastructure and filling up of teachers' posts. Dropouts were high after high school stage. Much absenteeism among students was seen during sowing and toddy seasons, festivals, ceremonies and illness while 25% of the children in the age group 1-15 years were engaged in child labour. Due to lack of extension activities, agriculture and animal husbandry could not make progress. Menace of wild animals, lack of irrigation facilities, *Kuccha* roads, etc. were some of the impediments that were faced by the tribals. Size of tribal families was high; the tribal population was growing at a rate of 3% per annum with the percentage of child population (less than 15 years) being 40%. 80% of the houses were *kuccha*, only 19% had electrical connections. Students were either overage, underage. Low attendance at class and low performance at tests was another problem. The suggestion included parent health check-ups, orientation on health education prevention of diseases and elementary medicine, vocational courses from Class VII onwards. The dedicated teachers who could stay in villages to motivate parents and children could prevent the problems of never schooled, dropouts and child labour to a great extent.

Annaraja, P. and Thiagarajan, A. Ponnambala (1993) attempted to know the effect of psycho-social factors on the academic achievement of the scheduled tribe adolescents. The objectives were to study the level of psychological factors, viz. personality, occupational aspiration and intelligence; to identify the level of sociological factors, viz. socio-economic status and social attitude, and the effect of psychological and sociological factors on the academic achievement. Major findings of the study were (1) Regarding personality factors, ST adolescents were better in self-concept, temperament, independence and adjustment than non-Schedule Tribes. (2) STs showed higher occupational aspiration than non-Scheduled Tribes. (3) Regarding intelligence, non-ST adolescents were better than STs. (4) Most of the non-ST adolescents belonged to the higher SES group while most of the ST adolescent girls belonged to the higher SES group than non-ST girls. (5) ST adolescents showed favourable attitude towards culture and religion but they were showing unfavourable attitude towards caste and country. (6) With regard to academic achievement, non-STs were better than STs.

Raju, S., Raj, H. Sam Sanada and Tulasidharan, T.V. (1993) studied academic achievement of scheduled tribes students in Wynad District of Kerala. It was found that the Scheduled Tribes and the non-Scheduled Tribes differed significantly in their academic achievement.

Ananda, G. (1995) examined wastage in primary education among tribal children. The objectives were; (i) to know the functioning of primary education of Chenchu tribes, (ii) to find out the rate of absenteeism of Chenchu children attending primary school, (iii) to find out the rate of stagnation of Chenchu primary education system, and (iv) to find out the dropout rate of Chenchu children attending primary schools. The sample was selected from three districts namely, Kurnool, Mahaboobnagar and Prakasham. The rate of absenteeism, stagnation and dropout information were collected from school attendance registers. The major findings were: (1) The absenteeism rate was the highest in

Class I pupils, decreased in Classes II to V. (2) The mean stagnation of Class I was more than all other classes. (3) The average dropout was higher in lower classes and lower in higher classes.

Pradhan, Nityananda and Panda, Anil Kumar (1996) in a research paper on 'Moral Judgement of Tribal Secondary School Children in Relation to their Sex' attempted to study the independent and interactive effects of tribal and non-tribal difference and sex on moral judgement; and examine the attainment of autonomous level of moral judgement of secondary school children. The findings of the study were: (1) tribal children were found to be significantly higher as compared to their non-tribal counterparts on moral stage score. (2) There was significant difference between boys and girls on moral judgement. (3) Interaction effect of sex and tribal non-tribal status was not significant. (4) No difference was found in the attainment of autonomous level of moral judgement.

Wilson, M.J. (1997) undertook a case study on people's participation in management of Schools in Tribal Areas of Visakhapatnam District (AP). He attempted to study the impact of participation of the tribal community in the growth and development of school management in the tribal areas of Visakhapatnam District. The main objectives of the study were: (i) to study the gaps in establishing the working condition and performance of *Maa Badi* (our school) as per the guidelines laid out by the Integrated Tribal Development Agency, and (ii) to find out the extent of the participation of the tribal community in the growth and development of *Maa Badi* schools. The major findings were: (1) the people's participation to establish the *Maa badi* School was successful in both the villages. (2) The factors on the school location, basic infrastructure, teaching aids and teaching procedures were satisfactory in both the villages (3) It was observed that the school performance system such as conducting tests regularly was being undertaken in both villages. However, promotional procedures were not very well structured in the guidelines. (4) The tribal people's participation in the

management of Maa Badi School was found to be highly satisfactory.

Basantia, Jaga Mohan and Mukhopadhyaya, Dulal (2000) studied the effect of psychosocial factors and achievement on tribal students. The purpose was to study the difference between gender and achievement (high and low achiever) of tribal students in their psychosocial constraints; and the relationship between psychosocial constraints and academic achievement of the tribal students. It was found that boys and girls did not differ in terms of psychosocial constraints. The degree of psychosocial constraints differed between high achievers and low achievers. High achievers had low levels of psychosocial constraints. It was revealed that psychosocial constraints and academic achievement are negatively correlated with each other.

Pani, Mina Ketan (1993) conducted a differential study of academic performance in reading achievement and cognitive tasks among tribal children. The purpose was to investigate differences in performance of tribal and non-tribal children on some traditional tests that are ecologically valid for the tribal and non-tribal children and to explain the impact of socio-cultural factors in determining the performance differences of tribal and non-tribal children. The study showed that tribal children invariably performed poorly on all the reading measures such as cognitive tasks. The non-tribal children out performed the tribal children except on the perceptual tasks. In the perceptual tasks the tribal and non-tribal children did not differ significantly.

Sharma, Khem Raj (1994) studied educational attitude of tribal students. The objective was to study the general understanding of educational lifestyle through the study of selected modes of educational practices followed by them and to study the attitude of the tribal students towards education in comparison to the non-tribals. The major findings were that the three groups differed significantly on sex and caste of students. The educational attitudes of three groups on the basis of the caste and family size, as well as caste and family education were also found to differ significantly.

Patnaik, Uma Shankar and Paneraties Topps, S.J. (1994) studied impact of scholarship on tribal education in Jashpur Project, Raigarh District, Madhya Pradesh. Major findings showed: (1) As regards the pre-metric scholarships, the range of amount falls between Rs 47.87 lakhs in 1975-76 and Rs 61.79 lakhs in 1989-90. The number of student beneficiaries ranged from 9.8 thousand in 1975 to 22.8 thousand students in 1989-90. The average amount received by per student yearly ranged from Rs 15.1 in 1975-76 to Rs 271 in 1989-90. (2) With regard to the post-metric scholarships it ranged from Rs 1.99 lakhs in 1975-76 to Rs 23.88 lakhs in 1989-90. As regards the annual average amount per student, it ranged from Rs 663 in 1988-89 to Rs 1,050 in 1984-85. Hence, each student got on an average between Rs 66 and Rs 105 per month. (3) The distribution of post-metric scholarship and student beneficiaries had a positive trend with their adjusted growth rates of 18.23 per cent and 19.61 per cent respectively. (4) With regard to the hostel stipend the annual distributed amount ranged from Rs 10.25 lakhs in 1975-76 to Rs 30.83 lakhs in 1989-90. The average amount each student received was in between Rs 668 and Rs 1,629. Each student got Rs 67 to Rs 163 per month. (5) The yearly hostel stipend distribution and its recipients exhibited a positive trend with their adjusted linear growth rates of 6.45 per cent and 1.30 per cent respectively.

Mavi, N.S. and Patel, Iswar (1997) studied academic achievement in relation to selected personality variables of tribal adolescents. The purpose was: (i) to examine the nature of relationship among academic achievement, personality adjustment, intelligence, self-concept, and level of aspiration of tribal high school students; (ii) to establish multiple regression equations for predicting academic achievement from personality adjustment, intelligence, self-concept and level of aspiration as predictors; (iii) to find out the multiple correlation of academic achievement scores with personality adjustment, intelligence, self-concept and level of aspiration of tribal high school students; (iv) to find out the variance in

academic achievement due to the influence of personality adjustment, intelligence, self-concept and level of aspiration of tribal high school student; (v) to study the significance of differences between male and female tribal high school students in respect of personality adjustment, intelligence, self-concept, level of aspiration and academic achievement; (vi) to study the significance of difference between high-achieving and low-achieving tribal high school students on personality adjustment, intelligence, self-concept and level of aspiration; and (vii) to explore the significance of differences between tribal and non-tribal high school students in respect of personality adjustment, intelligence, self-concept, level of aspiration and academic achievement. Major findings indicated that there was a significant positive correlation between academic achievement and personality adjustment, intelligence, self-concept and level of aspiration. There was significant positive correlation between personality adjustment and intelligence, and level of aspiration and between personality adjustment and self-concept. There was significant negative correlation between intelligence and self-concept. There was a significant positive correlation between intelligence and level of aspiration.

Pathy, M.K. and Khadanga, Umesh P. (1997) conducted a study on mastery learning in language among tribal children. The objective was to assess the existing levels of language competency among the tribal children basing on the language competencies as enlisted in the MLLs documents. The study revealed that 77 per cent tribal children were not found competent in language.

Solanki, H.P (1993) studied education of scheduled tribe children of the union territory of Dadra and Nagar Haveli. The objectives were to assess the adequacy of infrastructure facilities and teaching-learning facility; (ii) to examine the extent of performance of students' retention rates, detention rate and dropouts rates; and (iii) to understand the reasons of educational backwardness of tribal children. The findings were: (1) In spite of substantial financial resources made available for the

Education Department by the Central Government, the children of scheduled tribes have not been able to catch up with children of non-ST or even children of STs residing in Urban areas. The dropout rate was very high. During the decade (1971-81) the literacy rate increased by 6% at the All India Level while it increased by just 2% in the territory. (2) The major cause of school dropouts in this territory was related to the social and economic conditions. Poor economic conditions and particular lifestyle of the Adivasis were major factors. Medium of instruction in the school, in the area is different from Ikur dialect; the children find it difficult to follow specially at the primary stage. (3) They look upon modern education in as an attack on their way to life. If they do send their children to school, it was with great reluctance. Very often poor Adivasis enroll their children in schools not for education but for some facilities given by the Government. The Adivasi parents would rather want their children to help them in domestic chores, as the Adivasis are ignorant and superstitious lot.

Dash, J. (1999) studied trends and problems of higher education of scheduled tribes in Orissa. The objectives were to analyse the development of education of Scheduled Tribes in an historical perspective; to find out the inequality in enrolment of different communities; to analyse the special facilities available for education of Scheduled Tribes and their perception of the same; to analyse the results of ST students in high school certificate examinations; to ascertain the socio-economic status of the ST college students; to identify the pattern of courses pursued by ST college students; to analyse their views on the institutions and courses in which they have taken admission; to find out the per capita private cost of higher education for ST students; (ix) to study the problems faced by ST college students; and to suggest guidelines for better spread of higher education among the ST students. The findings showed that due to low enrolment and higher rate of dropout, equality of opportunity in enrolment achieved by STs at subsequent stages of education was

very low. Representation of STs in higher education, universities and technical and professional courses was the lowest. Majority of the scheduled tribes of the backward districts of these state were deprived of higher education. It was revealed that the tribal habitations were greater victims of non-provision of schooling facilities. The disparity between the special provision of educational institutions for ST boys and girls was large enough. ST students had lowest percentage of pass in H.S.C. examinations in the state. A considerable percentage of tribal students enrolled in Class X of high schools managed by welfare department, Government of Orissa were detained and not allowed to appear in H.S.C. examination. A considerable percentage of ST college students failed to get seats in the hostels. The problems faced by ST students in the hostels were that there were over-crowded rooms, unhygienic atmosphere, etc. Scheduled Tribe students of families of better socio-economic status as well as comfortable economic condition availed of post-matric scholarships. Scholarships were not disbursed every month and complaints regarding irregular disbursement of scholarships were not heeded and the last date for applying for scholarship was not notified properly. More percentage of girls and students of arts courses considered the scholarship scheme useful than their counterparts. Majority of the respondents considered the special facilities useful and they were of the view that the status of ST has improved but they still continue to be backward. Regarding reservation of posts for scheduled tribes majority of the respondents considered that the percentage of reservation was less; only persons of higher status benefit out of it and the affluent section of ST should not be given this facility. Only 8.11 per cent of the ST students discontinued studies. The reasons were domestic troubles, illness or their unwillingness to study. Majority of the students failed to devote sufficient time for studies due to disturbances created by others, lack of books, etc. and also they had difficulty in understanding lectures due to inadequate explanation by the teachers and the difficult

language used by the teachers. Most of the ST students were admitted into arts courses and majority of them were dissatisfied. They thought that the teachers were not helpful. Nearly one fifth of the respondents did not have any clear-cut educational aspirations and nearly one sixth of the respondents did not have any clear occupational aspirations whereas one fifth of them hoped to join Government services.

The pioneer of tribal education, Ambasht N.K. (2001), came out with a collection of his research papers and articles published from time to time covering the problems of education of the scheduled tribes children, analysing these and flagging the issues. The book is divided into sections dealing with (a) policy issues, (b) education and tribal culture, (c) tribal education scenario, (d) tribal education in other countries, and (e) research thrusts.

Chauhan, S.C. (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children in Bastar district of the then Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district. He found that there was no significant difference in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar, there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievement was low. Further, all three conditions are positively affecting the achievement of the tribal children. There were significant difference found in all three in North, Middle and Southern Schools of the district. The economic conditions of the parents in all the three regions of the district have direct correlation with the academic achievements of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There is also positive correlation between education and socio-cultural activities in their society.

Deprived and Socially Disadvantaged Groups

Altogether there are ten research studies under this category. Three studies are at Ph.D. level, one is concerned with Ashram Schools (Thombare, 1994), one is about learning styles of socio-economically advantaged and disadvantaged adolescent students in relation to their intelligence, locus of control and personality types (Kumari, Balesh 1997) and the other one is on logical reasoning among disadvantaged children (Shanbhag, S.P. 2000). The remaining seven are independent studies out of which one is conducted by the NCERT and other six research studies were published in academic journals. Out of these six studies published in research journals, four are related to academic achievement of socially disadvantaged children (Gynani, Gupta 1996; Das and Padhee, 1993; Dubey and Mishra, 1999; Borbora 2001) and two studies are related to comparison of socially advantaged and socially disadvantaged students (Saxena and Bhargava, 1994; Kasinath and Gud, 1997).

Thombare, Vidya Vasudeo (1994) made a Critical Study of the Ashram Schools in the State of Maharashtra with Special Reference to Kolhapur and Satara Districts. The objectives of the study were: to trace the historical development of education for the weaker sections of society in the country; to estimate the resources provided from both governmental and non-governmental organisations for the education of the weaker sections of the society; to analyse the implementation and organisation of education of backward classes; to understand the socio-economic context of the students, teachers and Ashram schools; to acknowledge the opinion of the teachers and parents towards education in Ashram schools; to study the problems of Ashram schools; and to present a model school in the form of case study. The study was designed as a descriptive study. The researcher found that the weaker sections have been unable to benefit from the special measures meant for them due to lack of education. Education facilities to weaker sections have

helped in the process of "Tribe-Caste continuum" and tribals were demanding status of castes. It was noted that the ashram schools did not provide the facilities required for women. No proper rules and regulations were observed regarding basic requirements, location of schools, residential facility of staff, payment to the staff, not giving enough importance to appointment of teachers from ST section. Parent teacher relations were found to be very weak in Ashram Schools.

Kumari, Balesh (1997) examined the relationship of learning style preferences to intelligence, locus of control and personality type in socio-economically advantaged and disadvantaged adolescent students. The objectives were: (i) to study the relationship between intelligence and learning style preferences of socio-economically advantaged and disadvantaged adolescent students, (ii) to study the relationship between locus of control and learning style preferences of socio-economically advantaged and disadvantaged adolescent students, (iii) to study the relationship between introvert/extrovert type personality and learning style preferences of socio-economically advantaged and disadvantaged adolescent students, and (iv) to study the relationship between stable/neurotic type personality and learning style preferences of socio-economically advantaged and disadvantaged adolescent students. Major findings showed that there was no significant association between intelligence and flexible vs. non-flexible learning style; individualistic vs. non-individualistic learning style; visual vs. aural learning style; field-independent vs. field-dependent learning style; motivation centred vs. motivation non-centred learning style; and environment-oriented vs. environment free learning style preference neither in socio-economically advantaged nor in socio-economically disadvantaged group. But significant association appeared to exist between intelligence and short attention span vs. long attention span learning style preference of socio-economically advantaged adolescent students. Learning style preferences of socio-economically advantaged and disadvantaged adolescent students were not found to be

associated to their locus of control. There was significant association between introvert/extrovert type personality and individualistic vs. non-individualistic learning style preference of socio-economically advantaged and disadvantaged adolescent students. There was significant association between introvert/extrovert type of personality and environment oriented vs. environment free learning style preference of socio-economically advantaged group while in socio-economically disadvantaged group, this association did not exist. But introvert/extrovert type personality in both the groups was not significantly associated to visual vs. aural, field-independent vs. field-dependent, short attention span vs. long attention span, motivation centred vs. motivation non-centred, flexible vs. non-flexible learning style preferences. Stable/neurotic type personality and individualistic vs. non-individualistic learning style preference did not appear to be significantly associated in case of socio-economically advantaged adolescent students but both the variables were related to each other in socio-economically disadvantaged adolescent students. There was significant association between stable/neurotic type personality and short attention vs. long attention span learning style preference of socio-economically advantaged and disadvantaged groups. There was no significant association of stable/neurotic type personality with flexible vs. non-flexible, visual vs. aural, field-independent vs. field-dependent, motivation centred vs. motivation non-centred, and environment oriented vs. environment free learning style preferences of both reference group. Further, probing of pupil background variables revealed that father's occupation and mother's education played a major role in case of non-SC/ST students. It was found that parental involvement reduced the SC/ST students achievement gap in language to some extent in Karnataka. In Kerala, frequency of tests given with a provision for feedback on their performance also abridged the achievement gap in the same subject. Other variables like teaching experience, parental involvement, Operation Blackboard and free uniform

scheme were negatively associated with the language achievement of SC/ST students.

Shanbhag, S.P. (2000) conducted a multiple cross-sectional study of logical reasoning among disadvantaged children. He studied the nature of development of logical reasoning among SC and ST Children and also examined the difference in logical reasoning between boys and girls of SC/ST. It was found that both SC and ST children had attained all the logical reasoning abilities except conservation of area and conservation of volume by the age of 14, the order of attainment of abilities varied between the two groups from 2 to 22 months, the SC children were found ahead in the abilities viz. concept of age, conservation of liquid and conservation of number, while ST children were ahead in remaining abilities. Gender and caste were found to be the significant factors in attainment of Multiple Classification, conservation of weight and conservation of volume. Gender was found to be a significant factor in the attainment of Concept of Age and Conservation of Area. Age was found to be the significant factor influencing the attainment of all the logical reasoning abilities. Gender and caste together were found to influence the concepts like Conservation of liquid and Conservation of solid.

NCERT (Jalali, Jayashree Roy, 1995) conducted a study on Innovative practices to ensure school effectiveness among deprived groups. The objective of the study was to diagnose the extent of autonomy exercised by the Lai Autonomous District Council and to identify the impediments in the exercise of its autonomous functioning. The sample of the study covered 10% government lower primary schools in lawngthlai semi-urban area of Chhimtuipui District of Mizoram. The findings of the study were that the superior infrastructural facilities even in rural areas resulted in a comparatively low dropout rate in the lower primary stage. It was also found that the accountability of teachers increased substantially due to decentralisation of management. Further, the community participation increased substantially as a result of the transfer of power from the state

to the local body and administrative decentralisation inculcated the sense of hygiene, pride and belongingness to the school.

Gyanani, T.C. and Gupta, M. (1996) studied educational problems and their effect on the academic achievement of backward class students in relation to their education and generation gap. The objectives of the research were to study the difference in academic achievement of first generation learners and non-first generation learners, (ii) to study the problems of first and non-first generation learners of backward castes, and (iii) to study the effect of problems on academic achievement of first and non-first generation learners of backward castes. The major findings of the study were: (1) First and non-first generation learners did not differ in their academic achievement. (2) Two groups differed in their adjustment with problems related to the school-work and problems related to the curriculum and teaching. (3) The problems of the backward class students did not have any significant effect on the academic achievement of first generation learners group but in the case of non-first generation learners group, the various problems had significant effect on their academic achievement.

Das, Sohani and Padhee, Brahmananda (1993) examined the educational attainment and its relationship with ability pattern of the four sub-groups of children generated by home and caste. It was found that the enriched upper caste out-performed the restricted lower caste in all educational achievement measures.

Dubey, S.N. and Mishra, A.K. (1999) studied psychosocial determinants of academic success of rural boys. It also attempted to study the determinants of academic success of the scheduled caste (SCs), Backward Caste (BC), Muslims (MS) and Upper Castes (UCs) rural high school boys. The major findings were: (1) There was no consistency in their predictors of academic success across the four groups. (2) In SC and BC boy's samples, none of the SEI and SCQ variables contributed significantly to academic success. (3) School environment and self-concept variables were less important predictors of academic success among rural boys.

Borbora, Rupa Das (2001) studied influence of parental literacy on the academic achievement of children belonging to backward classes. The objectives were: (i) to study the academic achievements of First Generation Learners (FGLs), i.e. the children of illiterate parents and Non-first Generation Learners (NFGLs), i.e. the children of literate parents of the Backward Classes; (ii) to study the academic achievements of the FGL boys and girls of the Backward Classes; (iii) to study the academic achievements of the NFGL boys and girls of the Backward Classes; and (iv) to find out the causes of low academic achievements and suggest remedial measures to the children of the Backward Classes. The findings of the study were: (1) Children of literate parents showed better academic achievement than the children of illiterate parents. (2) The academic achievement of FGLs was found to be the lowest. (3) Academic achievement of the girls was comparatively better than that of boys. (4) It was found that FGLs parents were not aware of their children's education due to busy work schedule. (5) Parents' illiteracy and lack of facilities were found to be the causes behind low academic achievement. (6) The overall academic achievement was found very low i.e. only 16.9 per cent. (7) Literate parents of the Backward Classes were found quite highly aware of their children's education and tried to give their children guidance and facilities for education.

Saxena, Anju and Bhargava, Rashmi (1994) undertook a study on personality structure of advantaged school-going children. The objectives were to study: personality structure of the advantaged school-going children, and sex-differences on the 15 personality traits between advantaged and disadvantaged children. The findings were: (1) advantaged children were highly superior in comparison to disadvantaged children on traits like emotional construction, abundance of creative impulses, high degree of empathy and given to introspection. (2) boys were superior in comparison to girls in relation to 15 personality traits.

Kashinath, H.M. and Gudi, Jayashri, B (1997) undertook a comparative study of

Guildford's memory abilities among advantaged and disadvantaged students. The objective of the study was to compare the Guildford's memory abilities of the advantaged and disadvantaged students for the total sample and sub-sample like boys and girls. The major findings were: (1) the advantaged and disadvantaged students differed significantly in their attainment of different memory abilities. (2) The advantaged and disadvantaged boys as well as girls did not differ significantly in their attainment of memory abilities.

Comparative Studies

Scheduled Castes and non-Scheduled Castes

There are six studies comparing education of Scheduled Castes with non-Scheduled Castes (Verma B.P. et. al., 1995; Shukla, S.K. and Agrawal, Archana 1997; Kumar, Girjesh and Singh, Santosh 1999; Lakshmi, N 1996; Kumar, S. and Mehta, A.K. (1998); Chattopadhyay, Mihir Kumar (1998).

Verma, B.P. et al., (1995) undertook a research study relating to personal values of Scheduled caste and non-scheduled caste students. The researcher tried to find out whether Scheduled Castes and non-Scheduled Castes students differ significantly with regard to their personal values. He tried to compare values of Scheduled Castes and non-Scheduled Castes male and female students. Non-Scheduled Caste male students had significantly more inclination towards economic, hedonistic power and family prestige. Non-Scheduled Castes female students received significantly more mean score on aesthetic, economic knowledge, hedonistic power and health values than Scheduled Castes female students. Among the Scheduled Castes, male students had more social and knowledge values, and female students possessed more family prestige value. Among the non-Scheduled Castes, females had greater mean score on religious, aesthetic and knowledge values as compared to male students.

Shukla, S.K. and Agrawal, Archana (1997) undertook a study of socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of Scheduled Castes and non-Scheduled Castes students. It was found that Scheduled Castes (SC) students were low in socio-economic status as compared to non-Scheduled Castes (non-SC) students. No significant difference was found between SC and non-SC students in their level of intelligence. The same pattern was observed for SC and non-SC boys and girls. The boys of both, SC and non-SC, had low level of self-concept as compared to their girl counterparts. SC boys were of low self-concept as compared to non-SC boys, though non-significant difference was found in the level of self-concept of SC and non-SC girls. The level of occupational aspiration of SC students was lower as compared to the non-SC students. The SC boys had low occupational aspiration in comparison to non-SC boys, though no significant difference in the occupational aspiration level of SC and non-SC girls was found. The level of academic achievement of SC students was lower as compared to non-SC students. Boys, both SC and non-SC, had low level of academic achievement in comparison to their girl counterparts.

Kumar, Girjesh and Singh, Santosh (1999) examined different dimensions of creativity in relation to location of Scheduled Castes and non-scheduled caste students. The objectives of the study were to find difference in verbal creativity; figural creativity of rural and urban Scheduled Castes students and non-scheduled caste students. Major findings were: (1) SC students belonging to the urban locality have been found significantly superior to their rural counterparts in all the dimensions of verbal and figural creativity also, the mean score of the urban group was higher than that of the rural group. (3) Among non-scheduled caste students also the urban group maintained its significant superiority against the rural group in all dimensions of verbal creativity and figural creativity.

Lakshmi, N. (1996) studied problems of Scheduled Castes, Scheduled Tribes and non-

Scheduled Castes girls of Secondary schools in relation to a few social and psychological factors. It compared the problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes girls of secondary schools in areas such as educational aspirations, vocational aspirations, intelligence, self-esteem, socio-economic status, and personality traits and examined the interaction effect of personality traits, educational and vocational aspirations, intelligence, self-esteem and socio-economic status on the one hand and caste on the other hand, taking two at a time, on the different dimensions of problems of girls of secondary schools. Major findings were: (1) The Scheduled Caste girls reported significantly more problems than Scheduled Tribe girls whereas Scheduled Tribe girls had more problems than non-Scheduled Caste girls in its seven different dimensions. (2) Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions. (3) Scheduled Caste girls with high educational aspirations had more problems than Scheduled Caste girls with moderate educational aspirations whereas Scheduled Tribe girls with low educational aspirations had lowest problems in its five dimensions. (5) Scheduled Caste girls from high socio-economic status had more problems in its two dimensions. (6) Scheduled Caste girls with high intelligence had more problems whereas Scheduled Tribe girls with low intelligence had least problems in its five dimensions. (7) Girls with personality traits of low ascendancy, high responsibility and low emotional stability had more problems than their counter groups in its one dimension. (8) Scheduled Tribe girls with low ascendancy, low emotional stability, and high responsibility had more problems in its one dimension only.

Kumar, S. and Mehta, A.K. (1998) studied the enrolment, family background, and stagnation in case of SC and ST students in a technical institute of education. The objectives were to find out the extent of enrolment of SC and ST students in technology and engineering, to study their family background, and their rate of failure along with the problems faced by them. About 6.7% students belonged to SC and ST category in the faculty of technology

and engineering. These students belonged to families where about 70% of parents belonged to low social status and had low income generating occupations. During the course, majority of students did not face problems related to accommodation and finance. However 25% did face some problems which they were in a position to overcome. Eighty per cent of students faced problems in understanding instructions in the classroom. Sixty per cent of students failed in their respective classes; the main reasons being language difficulty, teaching methods, lack of sympathetic attitude of teachers, lack of confidence and psychological fear.

Chattopadhyay, Mihir Kumar (1998) took up a quasi-experimental study on the educational backwardness of SC secondary school students in some districts of West Bengal. The objectives of the study were to identify the probable causes of the alleged backwardness of the scheduled caste students of West Bengal and to compare the SC students' academic achievement with that of other students. The findings of the study were: the SC students group of Grade VIII had significantly lower scores on all the four tests as compared to the other students group; SC students group of Grade X had significantly lower scores on all the four tests as compared to the other students group, the SC students of each of the Grades VIII and X did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra, the SC students of Grade X were superior to the SC students of Grade VIII on the measure of motivational intensity for learning and achievement; other students of Grade X were superior to the other students of Grade VIII on understanding and application ability of basic algebra and motivational intensity for learning and achievement. There was no significant difference between scheduled caste secondary school students of Grade X on the measures of knowledge, understanding and application ability of basic algebra and there was no significant difference between the other secondary school students of Grade X on the measure of knowledge of basic algebra.

Tribal and non-Tribal

There are eight comparative studies on tribals and non-tribals (Kaushik et al. 1994; Raju and Abdul Gafoor 1994; Verma and Negi 1995; Latchanna 1996; Panda 1996; Jain 1998; Kusuma 1998; Mohanty 2003).

Kaushik, Avanindra and Rai, P.K (1994) undertook a comparative study of some personality variables in Oraon tribal and non-tribal students of Sagar University. The objective was to compare the Oraon tribal students with their non-tribal counterparts, residing in the university hostel on four personality variables, i.e. authoritarianism, dogmatism, rigidity and intolerance of ambiguity. Major findings were: (1) the tribal and non-tribal boys differed significantly on authoritarianism and intolerance of ambiguity in favour of tribal boys. But they did not differ significantly on dogmatism and rigidity. (2) The tribal and non-tribal girls differed significantly on authoritarianism and rigidity factors in favour of non-tribal girls. But they did not differ on dogmatism and intolerance of ambiguity. (3) The tribal boys differed significantly from tribal girls on authoritarianism, rigidity and intolerance of ambiguity in favour of tribal boys. (4) Non-tribal boys and girls differed significantly only on authoritarianism in favour of non-tribal girls.

Raju, Santhamma and Abdul Gafoor, P.K (1994) studied some socio-personal factors of tribal and non-tribal pupils in relation to achievement in biology. The objectives were: (1) to compare the achievement in biology of tribal and non-tribal pupils, their socio-economic status, socio-personal adjustment and general anxiety and to estimate whether there exists any main/interactive influence of the variables socio-personal adjustment and caste on achievement in biology. Non-tribal pupils had significant superiority over the tribals in their achievement in biology. In most of the cases, the non-tribal pupils possessed significant or even slight advantage over the tribals in their achievement in biology for the different levels of socio-personal adjustment and socio-economic status. Non-tribal pupils,

with average SES and below socio-personal adjustment, above average SES and average socio-personal adjustment had significant advantage over the corresponding categories of tribal pupils. Non-tribal pupils with below average SES and above average socio-personal adjustment, average SES and above average socio-personal adjustment had a slight advantage over the same categories of tribal pupils. For the non-tribal and tribal pupils with below average SES and below average socio-personal adjustment, and below average SES and average socio-personal adjustment did not differ significantly in their achievement in biology. The non-tribals had significant advantage over the tribal pupils with respect to their achievement in biology. Socio-personal adjustment also exerted its own effect on the achievement in biology. Achievement in biology, caste and socio-personal adjustment did not interact together, because the obtained value was not significant.

Verma, B.P. and Negi, Sita (1995) undertook a cross-cultural study to examine academic motivation among tribal and non-tribal adolescents. The objectives of the study were to study the differences in academic motivation of tribal male and non-tribal male, tribal female and non-tribal female adolescent students, and to explore the sex difference in academic motivation of tribal adolescent students and non-tribal adolescent students. It was found that non-tribal adolescent students had significantly higher level of academic motivation as compared to tribal adolescent students. In both subgroups male and female non-tribal adolescents superseded their tribal adolescent counterparts. In tribal and non-tribal groups, sex difference did not come out to be a significant differentiating factor with reference to academic motivation.

Latchanna, G. (1996) took a comparative study of grade-repeaters and dropouts in tribal and non-tribal primary schools. The objectives were: (i) to undertake a comparative study of grade-repeaters and dropouts in tribal and non-tribal area; (ii) to examine the causes of wastage and stagnation; (iii) to estimate unit cost for tribal and non-tribal pupils and work out the monetary value of wastage; and (iv) to

suggest measures for improving enrolment and the retention rates to be maintained at 100 per cent. The findings were: (1) the average size of the primary schools in the tribal area was smaller than that of the non-tribal primary schools. Though the facilities were the same in both the schools and also it did not make any difference in the estimation of unit cost of primary education. (2) The smaller size of the tribal primary school caused greater wastage of expenditure than the non-tribal primary school. (3) The ratio of wastage in the form of grade-repeaters and dropouts was high in the tribal primary schools than the non-tribal primary schools because of various sociological and economic factors. (4) given, the same pattern of administrative arrangements and infrastructure facilities, the cost per pupil in the tribal primary school was found to be Rs.2.51 times more to that of non-tribal primary schools.

Panda, Bhujendra Nath (1996) undertook a study on work values and self-concept of tribal and non-tribal teachers of Arunachal Pradesh. The study attempted to evaluate differences in the work values and self-concept between tribal and non-tribal teachers. The findings showed: (1) The mean differences between tribal and non-tribal groups on seven work values namely, altruism, aesthetics, intellectual stimulation, independence, economic returns, security and surroundings were significant. Tribal teachers were found to value altruism, intellectual stimulation, independence, economic returns and surroundings more than non-tribals. In the case of other values, viz. creativity, achievement, prestige, management, supervisory relations, associates, variety, and way of life there was no significant.

Jain, Siddharth (1998) studied social competence among tribal and non-tribal pupils. The aim was to assess the relative status of social competence among tribal and non-tribal pupils on account of their sex, locale and grade. Social Tolerance of tribal pupils was found much higher than non-tribal pupils. Difference was not very much clear no social maturity. Under cultural group and sex categories non-tribal pupils had shown much

clear superiority. However under locale and grade categories the difference was less clear for both the groups. Non-tribal pupils were significantly higher on social competition, social leadership and composite social competence.

Kusuma, A. (1998) studied factors influencing creativity and cognitive styles in tribal and non-tribal children. The aim was to study how demographic (ethnicity, age and sex, psychological (personality and locus of control) and home environment contribute to the expression of creativity and cognitive styles in Sugali tribal and non-tribal children. Major Findings were that non-tribal children excelled the tribal children in verbal components of creativity. However, there was no significant difference between tribal and non-tribal children with regard to non-verbal creativity. The higher percentage (51) of tribal children were field dependents and higher percentage 55% of non-tribal children were field independents. There was significant correlation between creativity and field independence cognitive style. In the tribal group, the verbal and non-verbal creativity was not significantly correlated with reflection/impulsivity cognitive style. On the other hand, in the non-tribal group, only verbal creativity was significantly and positively related with reflection/impulsivity cognitive style.

Mohanty, Atasi (2003) studied reading and achievement behaviour patterns of tribal and non-tribal children: implications for teaching-learning process. This study investigated the performance characteristics of and difference between tribal and non-tribal subculture groups on reading, meta-linguistic and classroom achievement. The findings revealed that non-tribal children performed better than their tribal counterparts in reading comprehension but the tribal did better on meta-linguistic tasks. The difference in the performance was attributed to differences in the home environment and exposure to various opportunities for both the groups.

There is only one study where comparison of SC/ST is made with non-SC/ST. Rath, K.B. and Saxena, R.R. conducted this study in 1995. They studied the effect of pupil and school level variables on the achievement of

Scheduled Caste/ Scheduled Tribe students. The objectives were: (i) to study how far SC/ST and non-SC/ST students differ in their mathematics and language achievement, (ii) to study what is the difference that exists within schools and/or between schools, and (iii) to study, which are the school level factors that minimise such differences. Major findings were that SC/ST students had significantly low attainment in both language and mathematics in most of the states. From HLM analysis, it was found that the low attainment level of SC/ST students in mathematics was prevalent in Haryana, Karnataka, Kerala and Madhya Pradesh. In language also, SC/ST students tended to have low scores except in Karnataka. Further, the result of meta-analysis revealed that the negative effect size was consistent across the states in both the subjects. Regarding variation of negative achievement gap (second question), it was observed that the size of the achievement gap in mathematics did not vary significantly between the schools in any of the states. In Karnataka and Kerala, significant differences existed across the school in language scores.

There are only two studies conducted by Gauri (2000) and Ameerjan, M.S. and Thimmappa, M.S. (1993) where the focus is on scheduled caste and scheduled tribe students and other caste groups. Gauri (2000) undertook a research study to find out the impact of incentive schemes on the progress of education of girls from disadvantaged group SC, ST, OBC in Rajgarh and Dhar Districts of Madhya Pradesh. She found that the incentive schemes did not have the desired impact on enrolments and retention of girls at primary level. The bottleneck lay largely in the management and distribution system of each of the existing scheme. The study suggested that community support, strong awareness about demand and supply mechanism, a vigilant administration and an in-built system of monitoring and evaluation of existing schemes was necessary for their successful implementation.

Ameerjan, M.S. and Thimmappa, M.S. (1993) conducted a research study to understand whether the Scheduled Castes and

Scheduled Tribes students differ from the students of other castes with respect to their extroversion and neuroticism; and to analyse whether the students of different socio-economic level differ in these dimensions. No significant differences existed among the subjects of different castes as well as SES with respect to their extroversion and neuroticism either due to their caste affiliation or socio-economic level. The Scheduled Castes and Scheduled Tribe subjects were socio-economically more disadvantaged group when compared to other caste groups, and did not differ significantly from others in respect of extroversion.

Education of Minorities

There are seven research studies under this category. Out of these two are at Ph.D level, four are published in journals and one is a research paper presented in the National Seminar on the Education of Minorities. Out of the above-mentioned studies, two are based on problems of minorities (Vigi 1994; Thakur 1999).

In the first study Vigi, Thamby, Solomon, R. (1994) identified the major problems experienced by adult learners of Tamil-speaking minority groups in Kerala and developed problem-based-awareness educational programmes for them. He tried to find out if there was any significant difference between the male and female adult learners with respect to the problems experienced by them. He also examined if there was any significant difference between the adult learners belonging to the Scheduled Castes (SC) and Scheduled Tribes (ST) and the non-SC/ST groups with respect to the problems experienced by them. The study examined the awareness level of the adult learners regarding the different aspects of the problems identified (concepts, cause, consequences, etc.) and developed problem-based-awareness education programmes for the adult learners of the Tamil-speaking minority group in Kerala. The major findings of the study were: (1) The adult learners of Tamil speaking minority group in Kerala experienced major

problems in their daily life such as ill health, oppression of women, environmental degradation, unemployment and child labour. (2) A significant difference was noticed between the sub samples under comparison (sex and community). (3) The adult learners of Tamil-speaking minority group in Kerala had 'low awareness' regarding the different aspects of the problems identified (concepts, causes, consequences, etc.) (4) The problem-based-awareness education programmes were found to be of help to the adult learners in solving their problems in daily life.

Thakur, R.N. (1999) in his study: 'Plight of the Minorities : Problems and Grievances on their Education' attempted to analyse the nature and types of grievance of the minority managed educational institutions; the objectives were to identify to identify the causes of their grievances; the perception of various categories, such as, the members of the managing committees, teaching and non-teaching staff, students, parents, local community and governmental functionaries about the grievances; to find out the various consequences of these grievances in different areas, such as management of the educational institutions; conducting teaching and other academic and co-curricular activities effectively; dropouts among the students; and disincentive to teachers, etc. further, he also sought to to compare the minority managed educational institutions as regards their grievances vis-à-vis the other institutions in the area, to suggest short term and long term remedies for grievances redressal. The findings showed that education among the Muslim women was neglected. But the same did not apply to the Christians, the Sikhs or the Parsis. Financial problems also cropped up due to poverty, lack of own resources/funds in minority managed educational institutions. Financial problems also arose due to lack of proper supervision, management of the grants, inadequacy and delay in their release. The gap between the perception of the government machinery and the perception of the people in the management of minority managed education institutions regarding the right to establish and administer educational

institutions of their choice were also highlighted. Teaching staff was not provided their pay and other benefits. Much like the Muslims, the Buddhists too were economically and educationally backward. Grants given to the Buddhists institutions were inadequate, and irregularly release. Major areas of problems related to recruitment of teachers, training of teaching staff particularly Urdu and Arabic teachers, service conditions and medium of instruction, particularly, books, reading materials, etc. in Urdu.

Three research articles attitudinal studies based on different problems related to the Muslim minority in particular (Jabeen 1996; Khatoon 1996; Nehvi and Lidhoo 1996).

Jabeen, Jahangir Ara (1996) conducted a study on the attitude of Muslim parents belonging to different economic classes towards the education of Muslim women. The objectives were: (i) to study the attitude of economically well off and economically weaker parents towards the education of Muslim women, (ii) to compare the attitude of economically well off and economically weaker parents, if they differ in their attitudes, and (iii) to study the reasons for the lack of education among women. The study revealed that economic status had a great influence on the education of respondents; although the majority of the parents showed positive response towards women's education, greater variations in the attitude were visible among the parents hailing from different economic backgrounds; the respondents hailing from different economic backgrounds did not differ in their attitudes towards education as a factor in raising social status but differed in their attitudes towards co-education, personality development, principal goal of education and reasons for lack of education.

Khatoon, Tahira (1996) conducted a study to know the attitude of minority students towards science and their achievements. She also made a comparative study of attitudes and achievements of students belonging to two different religious and cultural groups, i.e. Muslim minority and Hindu majority. The objectives were : (1) to study the attitudes and achievements of Muslim minority students in

science and to find out whether there was any difference between Muslim minority and Hindu majority students in the attitudes towards and achievements in science. The major findings were: (1) Female Muslim students had slightly less positive attitudes but they did not differ significantly. (2) A comparison of the mean percentages of marks of male Muslim and male Hindu students was significant. A comparison of the mean percentages of marks of female Muslim and female Hindu students was also significant. (3) Less percentage of Muslim students had positive attitude towards education than Hindu students. (4) Hindu male students had significantly higher mean attitude score towards science than Muslim male students. (5) The mean percentage of marks of Hindu and Muslim male students showed that both differed significantly in their achievements. (6) Regarding female students religion and culture did not differentiate students significantly with regard to their attitudes towards science.

Mary Jones, S. (2001) took up a study of alienation of Christian Minority Students (in Telangana area) in relation to their Educational, Psychological and Social Factors. The objectives were: (i) to find out the correlation between socio-economic status and degree of alienation perceived by the Christian students; and (ii) to find out the degree of educational, psychological, social, economic, cultural and political alienation perceived by the Christian students in view of their personal background variables. The findings of the study were: (1) The alienation and socio-economic status were found significantly negatively correlated to each other. It was also found that increase one unit of socio-economic status decreased alienation significantly. (2) While all students in the sample exhibited alienation, the degree of alienation was lower in the case of urban students as compared to rural students. (3) The Christian students with schedule castes background were more alienated than others. (4) The students who were pursuing non-professional courses were educationally, economically, politically and socially more alienated than their counterparts in professional courses. (5) The degree of

alienation between male and female Christian students was insignificant. (6) The Christian students studying in non-Christian colleges were more alienated than those in non-Christian Colleges than Christian Students studying in Christian colleges. (7) The Christian Students studying through Telugu medium were more alienated than the Christian students studying through English medium.

Nehvi, B.A. and Lidhoo, M.L. (1996) undertook a study on Educated Muslim women in Kashmir. They tried to study their attitude towards Tradition versus Modernization on the basis of urban and rural background, socio-economic status and subject streams, i.e. science vs. arts and social sciences. On the basis of urban and rural background, it was found that the difference between two groups as regards attitude towards modernisation and traditionalism was significant. The high socio-economic group (urban subjects) had shown a progressive attitude towards modernisation as compared to low socio-economic status urban group. Comparing the attitude scores of high socio-economic status urban group and high socio-economic status rural group, it was found that the high socio-economic status (HSES) urban group was progressive towards modernization and change as compared to rural high socio-economic status group. The differences between low socio-economic status (LSES) urban and low socio-economic status (LSES) rural had been found to be significant. Low socio-economic status urban group had a positive attitude towards modernization as compared to low SES rural. The responses of the science subjects were positive and in favour of modernization whereas the responses of the arts and social science subject students were traditional and ritualistic. The urban educated Muslim women were more progressive and desirous of major change in the traditional mode of life. There was a significant difference between the attitude of educated Muslim women with low socio-economic status (LSES) and urban background as against their counterparts, i.e. the educated Muslim women with low socio-economic status (LSES) and with rural background.

The Department of Educational Groups with Special Needs (NCERT) organised a National Seminar on Education of Minorities from March 11-12, 2004. The objectives of the seminar were to discuss curricular issues and concerns about education of children of various minority groups in India; to generate guidelines for States, Union Territories and Non-Governmental Organisations regarding strategies for promotion of education of minorities and to share information about successful strategies/experiences for providing education to children of minority groups. Certain important themes were identified such as equality of educational opportunity, human rights, planning and policy implementation, community and non-government involvement, innovations in classroom practices, teacher professionalism and research priorities in the education of Minorities.

Mohd. Muzammil (2004) presented a research paper on Educational Empowerment of Minorities. He sought to study: (a) the educational empowerment of minorities in terms of (a) employment of Muslims (b) their migration; (c) participation in the grants and loan components of the Integrated Rural Development Programme (IRDP); (d) training participation in the Training of Rural Youths for Self-Employment (TRYSEM); (e) establishment in self-employment after the TRYSEM training; (f) their religious and community status; and (g) representation in village panchayats. The findings revealed that employment in white collar jobs was regarded as a symbol of social status as well as economic strength of the family. The position of Sikh community was found to be only marginally better. Education appeared to have little impact on the transformation of job structure in rural Pilibhit. The non-farm rural sector wage employment was found to be less than 2 per cent of the total. Traditional industries providing self-employment to minorities in Pilibhit (silk, handloom and Bansuri) had in no way been benefited by the government supported spread of education or religious instruction through the network of Madarsas or Gurudwara schools. Occupational mobility

was regarded as a symbol of a progressive society. Very little occupational mobility was found in the minority dominated surveyed area of Pilibhit. This was true for both Muslims and Sikhs. Out of total 296 households surveyed, only 8 households reported some out migration of workers. In all 13 persons of Bilaspur went out to Panipat/Delhi in search of jobs and in remaining surveyed areas no out-migration was reported. Of the 13 people migrated, 12 of them were reportedly working in handlooms in Panipat and one in Karchobi where their education was not of much avail. In this study, pull factors were found to be more powerful than education backed push-factors. (3) IRDP had been an important scheme for rural upliftment but minorities constituted small beneficiaries. Their share in the grants component disbursed had been only 13.7 per cent and in loans only 18.4 per cent whereas they constituted 25% of the population. In this survey, a total of 3,094 beneficiaries were identified under IRDP in Pilibhit of which 534 were from minorities. Total achievement of the scheme was 120 per cent of the target but in case of minorities the achievement was only 92% of the target. The assessment of TRYSEM implementation revealed that Muslim beneficiaries were only 10 per cent of the total. This suggested their low educational base and lack of qualitative attainment. The share of minorities in the total disbursement of loans to TRYSEM trained youths by nationalised commercial banks for establishment of own enterprise was very poor. These may be ascribed largely to their ignorance and illiteracy. Islamic educational institutions impart religious education – the teaching of Quran and Hadith. In India they largely provided basic minimum knowledge about Islam to students. In Pilibhit there were Islamic educational institutions which impart education. However they had not been able to create any remarkable economic impact on the recipients or the community. In a special education project in Laluri Khera. Block of Pilibhit non-formal education centres/maktabs were also opened for Muslims. Religious education created more religious awareness and a sense of high social status.

Muslims equipped with better education had been found to be politically more conscious and proactive. Education also helped Muslims, particularly the poor in the villages and towns, in greater social assimilation and respect. It remarkably increased the political awareness and political participation of Muslims. The study clearly showed that the educated Muslim women reaching the Panchayat were self-assertive and independent (as compared to their illiterate counterparts whose husbands often proxy for them). Sikh female representatives were found to be assertive and more independent than their Muslim counterparts who were often represented (escorted by other husbands in Panchayat meetings).

Gaps and Suggestions

A perusal of the preceding analysis of research study is relating to different disadvantaged/backward groups has brought to fore the following gaps/shortcomings in the coverage and scope of their investigations. The suggestions to remove these gaps have also been given below. As a general comment it may be mentioned that the studies conducted are limited to few aspects of educations. Further, they have a restricted geographical coverage. For example, studies are confined to small population of one or two districts or few schools. The findings of such studies are not representative in character and do help in planning for a specific caste or a tribe. There is, therefore a need for in-depth research studies, surveys and case studies in all the areas of education of the disadvantaged.

Scheduled Caste

Studies of the education of scheduled castes do not seem to have attracted the attention of scholars as much as that of Scheduled Tribes. The Scheduled Caste being an integral part of the Indian society have been covered under general population for the purpose of the study.

In India, SCs have been suffering from a number of social disabilities, including untouchability. It is necessary to examine,

whether feeling of untouchability has been reduced or not? This should be examined, on account of education given to SC. Impact of education on this aspect of untouchability should be studied. No studies are made to study the experience of discrimination by SC students in schools and colleges. There are some studies related to the facilities provided to SC children in school and colleges. But it needs to be studied in detail, because in spite of giving good facilities to children, it has not been possible to bring the bulk of SC students under the umbrella of education. Government has started a number of pre-examination training centres for preparing Harijan candidates for taking competitive examinations for admission to institutions offering professional courses in subjects like medicine and engineering or for entering into state or central government services. The educational programmes in these centres have to be looked into so that they could be made more effective.

No studies have been made to see the extent to which Harijan students have an inferiority complex and whether the attitude of the non-Harijans towards Harijans has changed. A large number of scheduled caste people have been converted to Buddhism and Christianity. The extent to which these converts continue to suffer from discrimination also needs to be researched.

It has been rightly contended that the status of Harijans cannot be raised unless their social awareness is heightened. It has to be found out from comparative studies whether education has helped in raising the level of social awareness among the scheduled castes. There are even now many districts where the scheduled castes female literacy rate is very low. The causes of such low literacy rates need to be immediately explored.

Recent reports on crimes against SC women, and the scheduled castes as a whole, are a sociological phenomenon which seeks rectification. The solution to these problems must be looked for through research.

The efforts should be made to develop vocational courses for SC. The courses should be according to the market needs as also the interest of the SC students. Appropriate

researches can be planned in this areas, to know the interest and impact on their social life. Lack of researches with sophisticated and well-planned design in the area of education of the scheduled castes is a major handicap in arriving at meaningful conclusion.

Scheduled Tribes

Most of the researches conducted in this area belong to academic achievement, creativity, cognitive styles, academic motivation, personality, school effectiveness, child-rearing practices, impact of incentive schemes, dropouts, wastage and stagnation, etc. Review of the studies reveals serious gaps, which needs to be filled for a better appreciation of different aspects of tribal education.

There are only one or two studies, which have highlighted the phenomenon of dropout, wastage and stagnation. In some states, steps have been taken to reduce the incidence of these variables. The success of these measures needs to be assessed. The modernisation of the curriculum followed in tribal schools has not caught the attention of the researchers. Role of Ashram Schools/Residential schools should be studied. Under the state plans for the District Primary Education Programme, almost all the states have proposed opening of ashram schools and tribal hostels. Effectiveness of ashram schools and the specific role played by them in attaining universal elementary education should be studied.

The role of various non-governmental organisation, specially missionary schools and efforts made by the different missions need to be studied.

In Bihar, Madhya Pradesh, North East and many other parts of the country Christian missionaries have played very important role in tribal education and they have shown great dedication towards their social and educational growth. It is to be examined whether they have not denigrated tribal culture in this process. It is also necessary to study the perception of the beneficiaries concerning the effectiveness of educational programmes and the impact they have made on the life and culture of the tribals. It is necessary to know the extent to

which the social distance between tribals and non-tribals has been bridged through education. The extent of alienation and the effectiveness of the educational system need to be studied in-depth.

Role of teachers in tribal and non-tribal schools should be studied. Some state governments have provided orientation programmes particularly with respect to tribal culture. The effectiveness and success of these training programmes should to be assessed to the teachers fully.

Teachers have to face a numbers of problems when they are posted in tribal areas. These should be assessed in details so that steps can be taken to remove them. Studies of the impact of adult education should be made in different states so far as it touches all tribals. Impact of non-formal and continuing education of tribals at different stages of socio-economic development should also be examined.

Language is another important area for intervention research. In most of the tribal schools, instruction is usually provided through the regional language which is different from the language of communication of the tribal child. Therefore, child finds it difficult to comprehend any knowledge. Such situation affects concept formation in the tribal child. Specific learning material in this area should be developed.

Studies on education and its impact on social change have been very few. No studies focussed on the process of de-tribalisation which some times results from the educational process. Inter-disciplinary researches, case studies and sociological researches on causes, variables, factors and situations responsible for the low status of education of the scheduled tribes in India needs attention. The process of social change and the role of education therein need research.

In our country, there are many pastoral tribal groups, who live by transhumance moving from one area to other according to the exigencies of the situation. Special educational experiments have been in operation to make education accessible to their children. The success of these efforts needs to be examined.

Extending education facilities to the communities that have lagged behind in the race of development for reasons of accessibility, opportunity, motivation and awareness of various development programmes intended for them, including those of education is a major thrust area, which requires our attention.

Content of education has to be reviewed in the light of cultural perspectives of the tribal communities especially at the initial stage of primary schooling. With the changing time and fast developing communication it has now become necessary that the skill of 3R's, reading, writing and arithmetic be provided to each of these tribes. The most important in this regard is the language issue. A significant contribution on problems issues of the tribal education throws significant light on policy needs. There seems to be a gap because of dual domain of Tribal Welfare and Education Departments/Ministries who very often do not converge. The need for inter-sectoral coordination has been brought rather strongly.

Each tribe has its specific cultural nuances and value system, which have to be intrinsically woven into the educational endeavours. The transactional processes will also have to be reoriented to mesh in the specific requirements of the cultural imperatives of each of the tribe. All these aspects need to be studied systematically.

Education of Minorities

Review of researches on Education of minorities conducted during the period from 1993 to 2000 has revealed that only few studies have been conducted in this area. Most of the studies have dealt with the problems of education of Muslims only. In most of the studies attempts have been made to study the status, and attitude of Muslim women towards education. Only one study (Mary Jones, S. 2001) has been conducted about educational problems of Christians, the other minority group. It has also been noted that it is a neglected area of research, both quantitatively and qualitatively. Although the Minority Commission of India has identified Muslims, Christians, Sikhs, Buddhists and Parsis as religious minorities, not a single

study on education of Sikhs, Buddhists or Parsis, has been conducted during the period of review further, all the studies are academic in character, and hence are relatively of less utility in solving the practical problems of the education of the minority children.

The researchers, in most of the cases, seem to have tried to generalise the findings to the entire population, without considering the adequacy of the sample and sampling designs. The size of the sample in most of cases seems to be inadequate. The review did not reveal a single in-depth study depicting grass-root realities associated with minority education.

The review of the studies showed that only one or two data gathering tools, the researchers have used mostly interview schedules. Ethnographic case studies on the functioning of minority educational institutions or non-enrolled and dropout children of different minority group may be of immense help in designing instruction, curriculum, teacher education programme and preparing textbooks, etc. Teachers as well as School supervisors need to be encouraged to undertake action research on the issues, they encounter during the course of their teaching. Action research will be of immense help in exploration and solution of problems faced by the teachers with reference to pedagogy, dropout and organisation of various co-curricular activities in schools of minority concentration areas.

Based on the gaps discovered with reference to aspects, quality, trends and methodology of researches on minority education, the following suggestions are made to be taken care of on priority basis.

The status of education of the minorities in India, the academic gap between the education imparted through religious organisation and the government assisted bodies, the relevance of the curriculum and the instructional materials for modernisation, the role of non-governmental agencies in the universalisation of elementary education, the roles of different types of agencies in promoting national integration and communal harmony, and resource development in institutions run by the minorities are worth probing.

Comprehensive studies related to educational problems of the minorities in different states of the country may be taken up. There should also be a focus on functioning of minority educational institutions. Interaction of the minorities with the majority in general schools, in which all sections of the community receive education should be studied. Since education is an important instrument for national integration, its role in bringing the minorities closer to the majority population should receive serious attention from the researchers. More studies of the educational needs of slum dwellers have to be made both in metropolitan cities and in other large cities. Since the number of slum-dwellers is increasing day by day, this problem needs to be taken up urgently. Studies of non-formal centres for the disadvantaged in urban areas, adult education particularly of the rural males and females, must be taken up on priority basis.

Case studies may be conducted with a view to explore the micro level realities pertaining to the causes of dropout and non-enrolment; factors determining achievement, motivation and level of aspiration and adjustment problems etc., in respect of the children of minority groups. Ethnographic studies may be

conducted to understand the socio-cultural context of different issues associated with minority education, for example, poor learning achievement, low rate of enrolment, low level of aspiration, functioning of minority educational institutions. These studies may make use of personal interviews, besides collection of data from multiple sources.

Comparative studies may be conducted in the following areas like status of educational institutions run by minorities and by government, factors of dropout among the children of different religious groups, status of educational institutions run by different religious and linguistic minority groups, etc.

It would also be useful to study the functioning of the Madarasas, Gurukuls and other institutions, which somewhat deviate from mainstream educational system. This should involve analytical studies about their student composition, Curricula, transactional techniques faculty, management systems, etc. comparative studies students performance in academic as also in co-activities as also students attitude towards education, peer group and society, etc. vis-à-vis the mainstream educational institutions would also require in-depth investigation.

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