

Education of Scheduled Castes, Scheduled Tribes and Minorities

NEERJA SHUKLA

Abrol, Prem Chand. 1988. **Constraints in the educability of the tribes—Gaddis, Gujjars and Bakerwals in the Jammu region.** Ph.D., Edu. Panjab Univ.

Problem: This is a study of the constraints of the educability of three tribes of the Jammu region, i.e. the Gaddis, the Gujjars and the Bakerwals.

Objectives: (i) To identify the out-of-school and the in-school constraints in the educability of tribal children as perceived by the community, the students and the teachers, (ii) to explore the present status of educational facilities available in the Jammu region, with special reference to the Gaddis, the Gujjars and the Bakerwals, and (iii) to identify the factors that promote educability among the tribes as perceived by the community, the students and the teachers.

Methodology: Three districts of the Jammu region were selected for data collection. Three hundred and sixty heads of tribal families were selected by purposive sampling from the catchment area of the schools, while 499 tribal students from Classes VI to X from 36 schools (12 from each district) constituted the students' sample. Two hundred and fifty-two teachers drawn from 36 secondary schools and 24 primary schools (8 from each district) were included in the sample. The data was collected with the help of a questionnaire and an interview schedule developed by the investigator. The chi-square test

was applied to test the significance of differences wherever it was possible. For analysis of other data, percentages were calculated.

Major Findings: (1) The majority of the members of the tribal communities were found to be satisfied with the school system, though the level of satisfaction among the Bakerwals was low. (2) Parents had high aspirations for the education and occupation of their children, and the strongest motivation of students for studying was better employment. They did not aspire for traditional occupations. (3) The Gaddi parents as compared to the Bakerwal parents had better relations with the teachers. (4) Parents (mostly) preferred the local language as the medium of instruction at the primary level and Urdu at the secondary level. (5) Schooling facilities were available to a large majority of tribal students, and most of them were found to be interested in gaining knowledge about their culture. (6) All Gujjar and Bakerwal students were receiving financial help, whereas no Gaddy student was receiving any such help. (7) Most of the students in schools were from the low-income groups and were residing with their parents. (8) The majority of the Gaddi students preferred rural living, whereas the Gujjar and the Bakerwal students preferred urban living. (9) The most popular school activity was found to be games, and whereas half the students kept pace with the classwork, others felt that mathematics was the most difficult subject. (10) Most teachers were

well-qualified and professionally trained, with more than half being adequately experienced. (11) Most of the teachers came from a rural background. There were very few tribal teachers in schools. The percentage of female teachers — tribal as well as non-tribal — was negligible. (12) Some important reasons for non-enrolment of tribal children, as perceived by teachers, were found to be poverty, lack of facilities in schools, apathy of parents, lack of transport facilities, lack of pre-primary education and lack of governmental will to solve problems. (13) Good interpersonal relations were found to exist between students belonging to the Gaddi and the Bakerwal communities and the teachers. [JNJ 0282]

Agnihotri, C.S. 1991. A cross-cultural comparative study between tribal and non-tribal first-generation and traditional learners in relation to their social maturity and educational adjustment. Ph.D., Edu. Agra Univ.

Problem: The study aims at a comparison of the social maturity (SM) and the educational adjustment (EA) of tribal and non-tribal first-generation and traditional learners.

Objectives: (i) To determine the ratio between the student population of first-generation and traditional learners attending school in the Bhopal region, (ii) to develop a tool to measure the social and psychological characteristics of the children, (iii) to make a comparison of traditional and first-generation learners within and between tribal and non-tribal groups of children, (iv) to study the factor structures underlying the scales of social and psychological differentials and to compare the first-generation learners with the traditional learners on these factor structures, (v) to study how the first-generation learners and the traditional learners are similar to and different from each other in their social characteristics and their psychological characteristics, and (vi) to summarise the social and psychological characteristics in relation to the subjects' social maturity and school adjustment.

Methodology: A sample of 113 first-generation tribal learners and 108 traditional tribal learners was selected from the Bhopal region, along with 120 first-generation non-tribal and 117 traditional non-tribal learners of the same region. Raven's Progressive Matrices and the SES Scale prepared by D. Chandler were used to collect the data. Analysis of Variance (F-ratio) was computed to find out the significance of difference between the two groups in terms of various factors and psychological characteristics.

Major Findings: (1) The difference between tribal and non-tribal learners was real and was not because of the traditions of learning. (2) Social maturity (SM) and educational adjustment (EA) were only the social ingredients. Psychological characteristics also influenced the social maturity and educational adjustment of the children. (3) Social maturity was independent of traditions of learning. (4) Tribals were found to be more diligent and laborious in comparison with their counterparts. (5) Non-tribals were found to be more oriented towards leadership. (6) Tribals were found to be only just aware of social norms while non-tribals affirmed their consciousness of these norms. (7) The tribals and non-tribals differed in terms of their placements on attributes of social maturity. (8) The traditions of learning were found to be contributing to social maturity. (9) There were more educational adjustment problems in the tribal group, so proper remedial measures need to be thought out and executed to improve their adjustment. [SS 1367]

Agrawal, Archana. 1992. A social, psychological and educational study of Scheduled Castes students studying in the high schools of Lucknow city. Ph.D., Edu. Univ. of Lucknow.

Problem: This is a socio-psychological and educational study of the Scheduled Castes students studying in the high schools of Lucknow City.

Objective: To find out the level of socio-economic status, academic achievement,

intelligence, self-concept and occupational aspiration of the Scheduled Castes students.

Methodology: The study was limited to Scheduled Castes students studying in the secondary schools of Lucknow City. A sample of 225 Scheduled Castes students (150 boys and 75 girls) was selected. For making a comparable reference group, an equal number of non-Scheduled Castes students were also selected randomly from the same institutions. The purposive random sampling method was used for selecting the sample. The tools used for the study included Socio-economic Status Scale by Kuppaswamy, Raven's Progressive Matrices, *Swatva Bodh Parikshan* by Sherry, Verma and Goswami, and Occupational Aspiration Scale by Grewal. For academic achievement, the U.P. Board Examination results were taken into account. Critical ratio was applied for testing significance of the difference between the two means.

Major Findings: (1) The socio-economic status of Scheduled Castes students was found to be lower as compared to that of non-Scheduled Castes students. (2) Scheduled Castes students and non-Scheduled Castes students did not differ in terms of their level of intelligence. (3) The level of self-concept of Scheduled Castes students was found to be lower as compared to that of the non-Scheduled Castes students. (4) It was found that the Scheduled Castes students aspired to low-level occupations as compared to their non-Scheduled Castes counterparts. (5) The level of academic achievement of the Scheduled Castes students was found to be lower as compared to that of the non-Scheduled Castes students. (6) The socio-economic status, self-concept and academic achievement of the Scheduled Castes girls were higher as compared to those of their male counterparts. However, the occupational aspirations of the Scheduled Castes girls were found to be lower in comparison to the Scheduled Castes boys. [RJS 0669]

of the interrelationship between the education of Scheduled Tribes and their socio-economic mobility. Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: The present research work aims at studying the interrelationship between the education of members of the Kharia, Munda and Oraon tribes of Bihar and their socio-economic mobility.

Objectives: (i) To find out the extent of the educational development of the Scheduled Tribes, (ii) to find out the extent of socio-economic mobility among the Scheduled Tribes, and (iii) to find out the correlation, if any, that exists between education and socio-economic mobility.

Methodology: The study was undertaken among the Kharia, Munda and Oraon tribes of the Ranchi and Gumla districts of Bihar State. The sampling for the study was done on the basis of the educational achievement of each tribe in terms of literacy percentage and its population. A common interview schedule for both the educated and the uneducated members of the sample tribal population with regard to the tribe's socio-economic condition and mobility was prepared and used for the study. The chi-square test was used for treatment of the data.

Major Findings: (1) The study revealed that there was a close interrelationship between education and socio-economic mobility among the tribal people of the area studied; due to education, there was a horizontal social and occupational mobility on the one hand, and on the other hand, there was a vertical economic mobility. (2) The findings further established that education up to the school stage was able to bring about economic mobility among the tribal people. The majority among the educated respondents had received education up to the school level and whatever the economic development among them was mainly due to the employment they got in various fields as a result of this educational level. (3) Education up to the school level was found to

Awasthi, B.P. and Rao, V. Rana. 1987. **A study**

be responsible for bringing about social mobility among the Scheduled Tribes. (4) The pace of socio-economic mobility was found to be insignificant among the uneducated. [SKB 1867]

Bandyopadhyay, K.L. 1992. A treatise on the education of the backward classes in India since Independence with special reference to West Bengal. Ph.D., Edu.Univ. of Calcutta.

Problem: The present study analyses the education of the backward classes in India with reference to West Bengal.

Objectives: (i) To identify the criterion for defining the backward classes in India in the historical perspective, pin-pointing the constitutional provisions and judicial reviews in the matter, (ii) to find out the growth and development of elementary education among the backward classes, (iii) to identify the nature and form of hurdles and constraints causing absenteeism, wastage and stagnation in the elementary stage of education among the backward classes, (iv) to assess the role and importance of education for developing the backward classes as human resources, (v) to find out the impact of education on the backward classes as regards social and national integration, and (vi) to understand and assess the attitudes, aspirations and motivations of parents belonging to the backward classes towards the education of their children.

Methodology: The study was conducted with a sample of 1,360 backward-class households drawn from 48 villages of West Bengal with the help of constitutional articles related to the backward classes, judicial case studies and analysis of governmental and non-governmental documents and reports for identifying the criterion of backwardness. The study contains description of data; percentages were calculated for making comparisons.

Major Findings: (1) The universalisation of elementary education among the backward classes was yet to be attained. Out of the pupils,

the rate of enrolment of boys was still greater than that of girls. (2) There had also been differences in reasons for poor enrolment in different schools located in different environmental situations. Absenteeism, wastage and stagnation in elementary education were greater, in some micro-cases, among girls than among boys. The enrolment rate was better in 'roadside' and 'station-side' villages. (3) Expenditure on the education of the backward classes led to accumulation of human resources and capital. (4) Education of the backward classes had a positive effect on the development of social and national integration against disruptive forces, caste-based communalism and religious fundamentalism. (5) The majority of the parents of the backward classes living in different environmental locations had a positive attitude towards the education of their children, but they could hardly act as per their attitudes. (6) Parents' aspirations and motivation for the education of their children were related to the level of their age and education, and educated parents of lower age had better aspirations and motivations than illiterate and aged parents. [SPB 1682]

Bej, Jayprakash. 1991. A comparative study between the students belonging to Scheduled Castes and Scheduled Tribes, including the Lodhas, on general intelligence and creativity. Ph.D., Edu. Univ. of Kalyani.

Problem: The present research aims at studying the distribution of general intelligence and verbal creativity among Scheduled Castes and Scheduled Tribes and comparing the two in terms of these dimensions.

Objectives: (i) To study the distribution of general intelligence and verbal creativity among students (boys and girls) studying in different classes, and to carry out a comparative study of the two groups, i.e. Scheduled Castes and Scheduled Tribes, on these two variables, (ii) to compare the high-creative Scheduled Castes group with the low-creative Scheduled Castes group and the high-creative Scheduled Tribes

group with the low-creative Scheduled Tribes group in terms of general intelligence, and (iii) to determine the interrelatedness of general intelligence and the different dimensions of creativity, viz. fluency, flexibility and originality of students belonging to Scheduled Castes and Scheduled Tribes.

Methodology: The present study was carried out on 10 schools selected from tribal areas, with 246 Scheduled Castes and 246 Scheduled Tribes students covering boys and girls studying in Classes V, VI and VII. The Verbal Creativity Test developed by Biswas and the General Intelligence Test developed by Bhattacharya were used to collect the data. Descriptive statistical methodology, 't' test and correlation were used to analyse the data.

Major Findings: (1) Scheduled Castes and Scheduled Tribes students of the higher classes were found to be superior to those of the lower classes in both general intelligence and creativity. (2) The same was true sex-wise. Boys and girls did not differ much on the above two factors. The general intelligence of Scheduled Tribes students was the same as that of Scheduled Castes students. But with respect to creativity, Scheduled Castes students showed superiority over Scheduled Tribes students. (3) High-creative students were also high in general intelligence. Coefficients of correlation between the dimensions of creativity and general intelligence were all significant. [PDR 0625]

Bhargava, S.M. 1989. **Survey of educational facilities for the weaker sections of the society, namely Scheduled Tribes, in Orissa.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: The present study is a survey of the educational facilities offered to the weaker sections of the society with specific reference to the Scheduled Tribes in Orissa.

Objectives: (i) To study the availability of educational facilities in the rural institutions of

a predominantly tribal district vis-a-vis those available in a predominantly non-tribal district, (ii) to study the various incentive schemes in operation in these two districts and the total number of pupils and Scheduled Tribes pupils benefiting from these schemes, and (iii) to study the extent of stagnation and drop-out rate in the two districts and also to study the causes of stagnation and drop-out with a view to suggest measures for better enrolment and for higher retention rates of school-going children in general and of Scheduled Tribes children in particular.

Methodology: Two educational districts of Keonjhar, i.e. Keonjhar Sadar and Anandapur, constituted the sample of the study. Four schedules, viz. village information form, school information form, opinionnaire and parent interview, were used to collect the data for the study. Frequencies and percentages were used for interpreting the results.

Major Findings: (1) Educational facilities in the non-tribal district were better than those in the tribal district. This was true for the primary stage too. (2) Educational facilities in the Scheduled Tribes habitations were found to be poor in comparison to those in other habitations in the district. (3) Educational facilities for the middle stage were better in the non-tribal district, Anandpur, than in the tribal district, Keonjhar Sadar. (4) The percentages of population served within various distance limits for all habitations were higher than the corresponding percentages for the Scheduled Tribes habitations in both the districts. (5) The non-tribal district was better placed than the tribal district with regard to the middle stage facility, based on habitations with a population of 500 or more. (6) From Keonjhar Sadar District, 3,551 children, including 1,589 girls, were attending the non-formal centres; from Anandpur, 2,818 children, including 1,027 girls, were attending the non-formal centres. (7) Keonjhar Sadar District had 724 primary, 169 middle and 75 secondary schools in the rural areas, while Anandpur District had 367 primary, 133 middle and 54 secondary schools in the rural

areas. (8) In Keonjhar Sadar District, 96% of the primary schools had school buildings. A majority had their own buildings and a small percentage had rent-free buildings. In Anandpur District, too, 96% primary schools had buildings but all schools had buildings of their own. (9) As regards classrooms, a large majority (72%) of primary schools in Keonjhar were short of classrooms; in Anandpur district, 51% of primary schools were short of classrooms. (10) Schools in Keonjhar district had better drinking-water facilities. (11) As regards library facilities, 20% of primary schools had a library in Keonjhar, as against 40% in Anandpur. (12) Around 40% and 59% of primary schools in Keonjhar and Anandpur, respectively, were short of blackboards. (13) There were 1,465 teachers in the 724 primary schools of Keonjhar District, as against 941 teachers in the 367 primary schools of Anandpur District. (14) The pupil-teacher ratio in both Keonjhar and Anandpur was 31 to 40. (15) As regards the enrolment ratio for per 10,000 of population, Keonjhar District had 1,157 against 1,365 for Anandpur District. (16) The pass percentage in respect of various classes in Anandpur District was higher than that existing in the Keonjhar District. (17) The drop-out rate was found to be much lower in Anandpur as compared to Keonjhar. (18) Both Keonjhar and Anandpur districts had incentive schemes such as textbooks, free uniforms, stipends and mid-day meals. [CGVM 1149]

Bhargava, S.M. and Mittal, S.C. 1988. **Sample survey of educational facilities for Scheduled Castes and Scheduled Tribes in Rajasthan.** Independent study. *National Council of Educational Research and Training*. (ERIC Funded)

Problem: The present study is a sample survey of the educational facilities available for Scheduled Castes and Scheduled Tribes children in Rajasthan.

Objective: To assess the availability of educational facilities in the areas predominantly

populated by Scheduled Castes and Scheduled Tribes, and their utilisation in two districts of Rajasthan, i.e. Dungarpur and Bharatpur.

Methodology: The study was confined to two districts of Rajasthan, i.e. Bharatpur and Dungarpur, one predominantly populated by Scheduled Castes and the other predominantly populated by Scheduled Tribes. All the blocks of these districts were covered in the study. Habitations predominately populated by Scheduled Castes and Scheduled Tribes were identified against the criterion of 50% or more of its population being constituted by Scheduled Castes/Scheduled Tribes. All the primary and middle schools located in these habitations were covered. All the teachers, including headmasters and headmistresses working in the schools, had filled in the opinionnaire. From each of the two districts, 50 habitations were randomly selected. From each of the selected habitations, six interviewees were selected randomly. A habitation information form, a school information form, an opinionnaire for teachers and an interview schedule were used for collecting the data. Data collection of the project was entrusted to education/extension officers who were trained for this purpose.

Major Findings: (1) There was no Scheduled Castes habitation. The average population of a habitation was 758 and in Bharatpur District there were 80 Scheduled Castes and 21 Scheduled Tribes habitations. The total population of these habitations was 57,272. The educational facilities for primary, middle and non-formal education centres within 1 km of the habitation of residence was found to be satisfactory. However, a small number of primary schools in both the districts were without a building. The enrolment went on decreasing as we moved from Class I to Class VIII in both the districts. Children in general and girls in particular did not go to school. The enrolment of girls was also found to be very low. (2) The enrolment of Scheduled Castes/Scheduled Tribes in primary classes compared favourably with the

population of these communities in the habitations under study. But the enrolment for Scheduled Castes/Scheduled Tribes for Classes VI to VIII was on the lower side. The enrolment of girls in Classes VI to VIII was less than 5% of the total enrolment in both the districts. (3) The pass percentage was high due to the non-detention policy and liberal promotion policy at the primary and middle stages, respectively. (4) The teacher-pupil ratio was more than 50% in both the districts. (5) The incentive scheme of free textbooks, free uniforms, mid-day meals, free stationery, attendance scholarships to girls and scholarships to Scheduled Castes/Scheduled Tribes children was in practice in both the districts. (6) 10.68% of the teachers were female. Scheduled Castes/Scheduled Tribes teachers constituted 2.08% and 21.71% of the teaching staff, respectively. (7) The annual estimated expenditure per learner on textbooks and stationery ranged from Rs 15 in Class I to Rs 72 in Class VIII. (8) No tuition fee was charged from Classes I to VIII. (9) The socio-economic and cultural reasons for drop-out were reported in detail. [SRA 1116]

Bhargava, Sunita. 1992. Achievement motivation and creativity in relation to locus of control of socio-culturally deprived and non-deprived adolescents. Ph.D., Edu. Agra Univ.

Problem: The present research aims at studying the locus of control in relation to achievement motivation and creativity among socio-culturally deprived and non-deprived adolescents.

Objectives: (i) To study the locus of control of socio-culturally deprived and non-deprived adolescents, (ii) to compare the need-achievement of socio-culturally deprived and non-deprived adolescents, (iii) to compare the creativity of socio-culturally deprived and non-deprived adolescents, (iv) to study the need-achievement in relation to locus of control of socio-culturally deprived and non-deprived adolescents, and

(v) to study creativity in relation to locus of control of socio-culturally deprived and non-deprived adolescents.

Methodology: Two thousand socio-culturally deprived, i.e. Scheduled Castes, and 200 socio-culturally non-deprived, i.e. non-Scheduled Castes adolescents were selected from Agra City. The accidental sampling method was used. The tools used included a set of six pictures for achievement motivation by Prayag Mehta, a verbal test of creative thinking by Baqer Mehdi, and Rotter's LOC Scale (Hindi version) by A. Srivastava. Mean, SD, chi-square, 't' test and multiple regression were the statistical techniques used for interpreting the data.

Major Findings: (1) The deprived and non-deprived adolescents did not differ from each other regarding their locus of control. (2) The deprived and non-deprived adolescents differed significantly regarding their need-achievement. (3) The subjects having internal locus of control and external locus of control differed significantly in their need-achievement. (4) Socio-cultural deprivation and locus of control, when in interaction, did not differ in terms of need-achievement. (5) The deprived and non-deprived adolescents differed significantly in their total creativity scores as well as the scores for fluency and flexibility. No difference was observed in their originality scores. (6) Adolescents having internal locus of control and external locus of control differed significantly in their total creativity scores, fluency scores and originality scores, but there was no difference in their flexibility scores. (7) The interaction of socio-cultural deprivation and locus of control did not affect the total creativity scores or the scores on all the dimensions of creativity. [SS 1347]

Bhat, V. D. 1992. A cross-sectional study of logical reasoning among socially disadvantaged groups of children of 9-14 years. Independent study. Mysore: Regional College of Education. (ERIC Funded)

Problem: Since the socio-cultural environment and the practices therein have an influence on the development of abilities, the population of children falling under the socially disadvantaged sections may have a different growth rate than that of those who belong to the socially advantaged sections. Hence the present study aims at verifying the invariance of sequence of occurrence of logical reasoning and the rate of its development in children belonging to the socially disadvantaged sections.

Objectives: (i) To study logical reasoning among Scheduled Castes and Scheduled Tribes children of 9-14 years, (ii) to compare the development of logical reasoning among Scheduled Castes and Scheduled Tribes children of 9-14 years, and (iii) to compare logical reasoning of Scheduled Castes and Scheduled Tribes groups with the norms of urban children belonging to socially advantaged groups.

Methodology: The sample for this study consisted of children of Classes III to IX, covering the age-group 8 to 14 years in the case of Scheduled Castes children and 9 to 14 years in the case of Scheduled Tribes children. A tribal pocket of Soligas in Chamarajnagar — a township with predominantly Scheduled Castes groups was selected. Children attending Classes III to IX were selected with the help of cluster sampling. Thus, the sample included 372 Scheduled Castes and 178 Scheduled Tribes children. Piagetian tasks, paper-pencil test (translated in Kannada) and Menon's (1986) test of the process of scientific inquiry were used for data collection.

Major Findings: (1) The abilities of seriation, concept of age and conservation of substance were attained by both boys and girls of the Scheduled Castes groups. (2) The Scheduled Castes boys were ahead of the Scheduled Castes girls in achieving the conservation of number and identification of variables. (3) There was no age difference in the Scheduled Tribes boys and girls with respect to the attainment of abilities of seriation, conservation of number and

conservation of quantity. (4) Till Class IX, the Scheduled Tribes girls were ahead of Scheduled Tribes boys with respect to the attainment of concept of age, horizontality, conservation of substance, conservation of mass, conservation of weight and conservation of liquid. (5) The Scheduled Castes children were found to master seriation and conservation of quantity one year earlier than the Scheduled Tribes children. On the other hand, the Scheduled Tribes children were ahead of the Scheduled Castes children by a year in mastering the concept of age. Conservation of numbers was achieved by both the groups in the same grade. (6) The Scheduled Tribes girls, like the Scheduled Tribes boys, had shown an advantage over the Scheduled Castes girls in registering occurrence of abilities which they had not been able to master by Class IX. (7) Both Scheduled Castes and Scheduled Tribes children were found to be lagging behind the general group by at least a year on all the reasoning abilities studied. [SKB 1222]

Bisaria, S. 1991. **Need-based, ecologically determined and change-oriented system of education for a group of tribals — the Gaddis of H.P.** Independent study. *National Council of Educational Research and Training*. (ERIC Funded)

Problem: The present study probes into the overall background of the search for alternative systems of education for the variegated child population of India in order to build the educational circle with concentric force applied on diversities for nation building.

Objective: To identify a need-based, ecologically determined and change-oriented system of education for a group of tribals.

Methodology: The sample of the study consisted of the tribal population of Chamba and Kangra districts of Himachal Pradesh. The data was collected with the help of a questionnaire and an interview schedule prepared for this purpose.

Major Findings: (1) The subsistence economy was found to be in vogue among the Gaddis who were particularly settled agriculturists and particularly nomad pastorals. Security and status-needs were found to be at variance between sedentary and transhuman. Gaddi status variation was also in hierarchy of land mass and livestock in their profession. (2) The culture need of self-actualisation was marred equally in both the cases. Their culture has been undergoing a radical transformation under the impact of the dominant culture and the media. (3) The speed of change was rather fast. Dysfunctionality of change by sedantaring them had been noted. The two most frequently asked questions (by the Gaddis) were: 'Where is the land for settlement?' and 'What will happen to the livestock and the pastures?' (4) A Gaddi was found to be no more a happy, settled person for many reasons: (i) agriculture has not been rewarding to them because of many reasons, including lack of tradition, (ii) the next generation is trying to move to the cities, (iii) certain things were not a part of the Gaddi psyche, etc. (5) Senior Gaddis were averse to ideas of consumerism. (6) 'Settling population leads to more consumption of water and receding forest cover' is their belief. [VKR 1192]

Biswal, G.C. 1991. **Needs and problems of a tribal community in Orissa with regard to education: An in-depth study.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The present study intends to analyse the needs of and problems faced by a tribal community with regard to education.

Objectives: (i) To study the indigenous educational training practices available in a tribal community with respect to their nature, scope, objectives and usefulness, and (ii) to study the effectiveness of developmental programmes undertaken for the tribal community, such as agricultural extension, family planning, nutrition, health and educational programmes, etc.

Methodology: A cluster of six villages in the Niyamgiri hill ranges in the Koraput District of Orissa State, predominantly inhabited by Dongria Kandhas, was selected for the study. In addition to this, 50 students, 110 parents, 19 teachers, 60 adults, 30 non-school-goers, 20 officials and 225 households were included in the present sample. Information blanks, village information schedule, family information schedule, information schedule, informal discussion, etc. were used for collecting the required data. The data were analysed qualitatively as well as quantitatively. In quantitative analysis, frequency and percentages were calculated, while in qualitative analysis, identification, classification, comparison, critical observation, etc. were used.

Major Findings: (1) The educational institutions in the area lacked necessary physical facilities. (2) As compared to boys, fewer girls in the area got involved in schools. (3) The rate of drop-out increased as pupils moved from lower to higher classes. (4) A positive relationship was found between the level of income and involvement of children. (5) Most of the teachers in the area lacked the required qualifications; they did not belong to the tribe. (6) Health hazards, poor communication facilities, accommodation, traditional beliefs and value systems of the community, drop-out, absenteeism, indifferent attitude, etc. were the main problems perceived by the teachers. (7) Indifference of parents, lack of motivation in pupils, traditional beliefs and customs, etc. were perceived by the officials as the main problems that stood in the way of the tribals' progress. (8) Education is gradually making its way into the tribals' political awareness and the socio-economic aspects of their life. [MSY 0928]

Chander, Prabhat. 1990. **A study of the educational and vocational interest patterns of tribal high school students and their relationship with intelligence, socio-economic status and educational achievement.** Ph.D., Edu. *Himachal Pradesh Univ.*

Problem: This is a study of the educational and vocational interest patterns of tribal high school students and their relationship with intelligence, socio-economic status and educational achievement.

Objectives: (i) To construct and standardise an educational and vocational interest inventory for measuring the vocational interests of tribal high school students, (ii) to study the relationship of the educational and vocational interest patterns of tribal high school students with their intelligence, (iii) to study the relationship of the educational and vocational interest patterns of tribal high school students with their socio-economic status, (iv) to study the relationship of the educational and vocational interest patterns of tribal high school students with their educational achievement, and (v) to study the interaction effects among the variables under study, such as sex, intelligence, socio-economic status and educational achievement.

Methodology: A sample of 232 tribal high school students was drawn from high and senior secondary schools of District Kinnaur of Himachal Pradesh, using a multistage sampling method. The educational and vocational interest inventory constructed and standardised by the investigator, the general mental ability test by Jalota and the socio-economic status scale by Kaul were used for collecting data. Analysis of Variance ($2 \times 2 \times 2 \times 2$) was used to analyse the data by taking the educational and vocational interest pattern scores as the dependent variable and two levels of sex, intelligence, socio-economic status and educational achievement as the independent variables.

Major Findings: (1) The tribal high school boys were found to be higher in commerce and medical and lower in the home science and fine arts educational interest patterns as compared to the girls. (2) High-intelligent students were found high in the home science and low in the commerce educational interest patterns as compared to low-intelligent students. (3) Students belonging to the high socio-economic status scored high in the

mechanical and low in the humanities and arts educational interest patterns as compared to the low socio-economic status students. (4) High and low achievers from the group of tribal students did not differ significantly with regard to their educational interest patterns. (5) The interaction effects of sex \times intelligence \times socio-economic status \times educational achievement on the commerce educational interest patterns were found to be significant, whereas in the case of other areas they were not significant. (6) The tribal boys were found to have scored high in the business and scientific interest patterns and low in the literacy, artistic and music vocational interest patterns as compared to the tribal girls. (7) High-intelligent students achieved higher scores in the social and lower scores in the mechanical and business vocational interest patterns as compared to the low-intelligent students. (8) Students with high socio-economic status were found to score high in the music and teaching and less in the mechanical and clerical vocational interest patterns as compared to the low socio-economic status students. (9) High-achiever tribal students showed high scientific vocational interest patterns as compared to low achievers. (10) The interaction effects of different variables on the various vocational interest pattern were found to be significant. [LK 0245]

Chandrashekar, U.P. 1990. **A study of the utilisation of various measures provided by the state to promote equality of educational opportunity in the case of other backward classes in a district of Karnataka.** Ph.D., Edu. Univ. of Mysore.

Problem: This is a study of the utilisation of various facilities offered by the State of Karnataka for promoting equal opportunities for education in the case of various backward communities.

Objectives: (i) To trace the history of the involvement of the State in the welfare of the backward classes in Karnataka, (ii) to analyse the growth of institutions, beneficiaries and expenditure at the state level with respect to the

educational development of the other backward classes, (iii) to compare the background characteristics of the backward-class members utilising scholarship and hostel schemes, (iv) to compare the background profiles of pre-matric and post-matric scholarship beneficiaries, (v) to survey the motivational factors in the form of aspirations and relate them to the contextual factors of the hostellers, and (vi) to study the occupational mobility and attainment in relation to factors which are amenable to policy intervention through a follow-up study of hostel beneficiaries.

Methodology: The study made a documentary analysis of various reports to analyse the historical development of various schemes of incentives offered to the other backward classes. A sample of 2.5% from pre-matric scholarship holders and 5% from post-matric scholarship awardees was drawn for the purpose of this study. The sample covered 550 hostellers in the district of Belgaum. The follow-up study covered 233 hostellers (61.33% of the total coverage). The data was collected with the help of an interview schedule and a questionnaire, and an information schedule was used with pre-matric and post-matric scholarship beneficiaries.

Major Findings: (1) A trend analysis of the growth of major developmental schemes for the other backward classes at the state level revealed that the policy of the State towards educational development of the other backward classes might not have been guided by developmental needs. (2) The benefits of all major schemes had gone to the male segments of backward classes. Within this segment, the better-placed categories of the other backward classes had derived greater benefits. (3) The shift of students from their poor socio-economic home background to the hostel environment breaks the vicious circle of poor home background-poor educational development-low educational performance-poor occupational attainment. The hostel environment compensated for the poor home background, resulting in a relatively better educational and occupational

attainment. (4) Hostel beneficiaries gained upward mobility as compared to the occupational status of the parental generation. (5) It was suggested that all the intervention schemes should have an equal input; the backward classes development policy should recognise the special needs of the female population; efforts should be made to evaluate the content and process of the educational system in terms of its relevance to the needs of the backward classes; and the finance available for the development of the backward classes should be channelised towards strong interventions and should not be spent on populist schemes. [MKh 1757]

Chobey, Madhuri. 1990. **A comparative study of the personality factors, the academic adjustment and the scholastic achievement of socially high and low deprived tribal youths in Rajasthan.** Ph.D., Edu. Univ. of Rajasthan.

Problem: This is a comparative study of the personality factors, the academic adjustment and the scholastic achievement of socially high and low deprived tribal youths in Rajasthan.

Objectives: (i) To identify the cases of social deprivation among the tribal youth, (ii) to compare the personality factors of socially high and low deprived tribal youth, (iii) to compare the scholastic achievement of socially high and low deprived tribal youth, (iv) to compare the academic adjustment of socially high and socially low deprived tribal youth, and (v) to find out the interrelationship between the personality traits, the scholastic achievement and the academic adjustment of socially high and socially low deprived tribal youth.

Methodology: The study was carried out on 480 tribal students of Rajasthan. Jalota's Intelligence Test, social deprivation scale and adjustment inventory developed by the researcher himself and 16 PF Test were used for data collection. Some case studies were also undertaken for the present purpose. The collected data were treated with mean, SD and 't' test.

Major Findings: (1) No difference in terms of personality was found between socially high and socially low deprived tribal youths. (2) No difference was found in the academic adjustment of socially high and socially low deprived tribal youths. (3) There was no significant relationship between the scores obtained on the academic adjustment inventory and social deprivation scale in the case of socially high and low deprived tribal youths. (4) No relationship was found between the academic adjustment and scholastic adjustment of socially high and socially low deprived tribal youths. (5) There was a significant difference in the social deprivation and scholastic achievement of the socially high deprived tribal youths of the commerce stream. [JKS 0710]

Das, Achyut. 1991. **Innovative education in remote tribal blocks: A search for contents and methods.** Independent study. AGRAGAMEE, Kashipur, Koraput.

Problem: This study attempts to provide education with innovative features in remote tribal blocks and also to provide need-specific content and suitable methodology.

Objectives: (i) To demystify the concept of schooling by breaking all the barriers of the formal set-up and imparting education in an atmosphere of freedom for the students and the teachers, (ii) to link children's education to the community as a whole so that the school becomes a planning forum for the whole village/community, (iii) to select the tools, techniques and events of easy learning by a rediscovery of tribal history and cognitive practices, the present environment, the socio-political milieu and the perspectives of development and change, (iv) to prepare a set of teaching aids in conformity with the local resources and educational content and attitudes, (v) to mobilise the tribal children to consolidate community/group activities in socio-economic transactions, and (vi) to instil a spirit of scientific enquiry as opposed to tribal attitudes, rituals, customs and traditions.

Methodology: The project was an experiment in development education, attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. In these areas, the government schools exist only on paper and tribal children do not have any access to educational facilities due to various reasons. Literacy rates remain abnormally low and years of effort do not seem to have brought many changes.

Major Findings: (1) Co-curricular activities had a lot of impact in ensuring community participation and student attendance. (2) Teachers from the village where the centre is located were found to be more effective than non-tribal outsiders. (3) Skills like song, dance, mime and acting were found to be important assets to help the teacher not only to convey the message, but also to improve the self-expression and creative abilities of the students. (4) Community involvement was found to be essential, otherwise the qualitative performance of the schools could not be sustained. (5) Strictness and rigidity of timings, schedules and behaviour controls were often detrimental to the performance of the tribal children. (6) Attendance of girls was very difficult to sustain due to various social taboos. (7) But in cases where the girls did study for a reasonable period of time, their performance was as good as or better than that of the boys. (8) The articulation of girls was suppressed due to traditional sanctions. (9) Teacher performance needed to be supported through regular and frequent information inputs and training. (10) Supervision was detrimental if the supervisor did not make a conscious effort to communicate with the children and give demonstration lessons. [NS 1038]

Das, D.G. 1991. **A study of the education and vocational aspiration level of tribal and non-tribal youths of the south Gujarat region : A cultural study.** Ph.D., Psy. South Gujarat Univ.

Problem: The study aims to find out and

compare the level of aspiration of tribal and non-tribal youths of the South Gujarat region.

Objectives: (i) To find out whether there is any significant difference in the educational and vocational aspirations of the youth with respect to the variables of caste, sex, locality and socio-economic status, (ii) to study the difference in educational and vocational aspirations of Scheduled Tribes and non-Scheduled Tribes students, and (iii) to compare the educational and vocational aspirations of urban and rural students.

Methodology: For the purpose of this study, 500 Scheduled Tribes students (250 boys and 250 girls) and 500 non-Scheduled Tribes students (250 boys and 250 girls) in the age-group 16-20 years, studying in higher secondary classes in the South Gujarat region, were selected and assessed on the Socio-economic Status Scale (by Kuppuswamy and Desai). The sample was also assessed on the Educational Aspiration Scale and the Vocational Aspiration Scale developed by the investigator. The marks obtained in Standards VIII, IX and X (SSC) were taken as achievement. For analysing and interpreting the results, the variables were grouped as independent variables (consisting of caste, sex and locality) and dependent variables (consisting of educational and vocational aspiration levels). The aspiration level was further divided into 'realistic' and 'idealistic' consisting of short-range and long-range levels. To compare the level of aspiration and other values, 't' value and analysis of variance were calculated.

Major Findings: (1) There was a significant difference between the Educational Aspiration Scale (EAS) and the Vocational Aspiration Scale (VAS) of non-Scheduled Tribes and Scheduled Tribes students at .01 level. (2) The difference between the means on Educational Aspiration Scale and Vocational Aspiration Scale for girls was also found to be significant. (3) There was a significant difference between urban and rural students in terms of Educational Aspiration Scale and Vocational Aspiration Scale at .01 level. (4)

The non-Scheduled Tribes boys differed significantly at .01 level from Scheduled Tribes boys on the Educational Aspiration Scale and the Vocational Aspiration Scale. (5) The non-Scheduled Tribes girls differed significantly from the Scheduled Tribes girls on the Educational Aspiration Scale and the Vocational Aspiration Scale at .05 level. Non-Scheduled Tribes students were very high with respect to Educational Aspiration level and Vocational Aspiration level as compared to Scheduled Tribes students. The male students had a higher aspiration level (EAS and VAS) than the female students. There was no significant difference of socio-economic status with respect to locality on Educational and Vocational Aspiration levels. [US 1847]

Das, S. 1992. **Level I-Level II abilities of socially disadvantaged children: Effects of home environment, caste and age.** Ph.D., Psy. Utkal Univ.

Problem: This is a study of the problems of Level I-Level II abilities of socially disadvantaged children.

Objective: To look into the differential ability patterns of advantaged and disadvantaged children, particularly with respect to Level I and Level II abilities of Jensen's model.

Methodology: The sample of the study consisted of Brahmin and Harijan primary school children belonging to restricted and enriched home environments, taken from two age levels: 6 to 7 years (Class II) and 8 to 9 years (Class IV). Three tests measuring Level I abilities, viz. Digit-Span (forward), Free Recall, and Serial Recall, were used along with four tests measuring Level II abilities which included Raven's Coloured Progressive Matrices, Figure Copying, Digit-Span (backward), and Clustering. Mean, SD, three-way analysis of variance and the Scheffe test were used for statistical analysis of the data.

Major Findings: (1) For all the Level I tasks, the mean scores revealed that at both the age levels, the performance of the advantaged

children was better than that of the disadvantaged children, although it was at a low level. (2) In the case of Level II tasks, socially advantaged children performed significantly better than their socially disadvantaged counterparts. (3) The results showed a cumulative deficit on the part of the socially disadvantaged children in all the tests of Level II abilities. (4) The caste effect in the Indian cultural context was found to be more significant than the home environment. [KCP 0488]

Deshpande, L.V. 1992. **Study of difficulties faced by backward class students in getting educational concessions.** Independent study. Pune: State Council of Educational Research and Training.

Problem: It attempts to assess difficulties faced by backward class students in getting educational concessions in Pune.

Objective: To find out the administrative and individual difficulties faced by backward class students of Pune in getting educational concessions.

Methodology: The sample comprised 500 backward class college students of Pune. A questionnaire prepared by the researcher served as a tool. Percentages were used to treat the data.

Major Findings: (1) Eighty-six per cent of the students were ignorant about the educational concessions meant for them. (2) Eighty per cent of the students faced difficulties in getting fee concessions because of the non-availability of caste certificates, irregular attendance due to part-time employment, etc. (3) As regards the rembursement of fees, 80% of the students found it very difficult and 52% of the students got it very late. (4) Forty per cent of the students were deprived of the facility of fee concession because they secured less than 60% marks. (5) All of them expressed that hostel facilities were adequate. (6) According to 86% of the students, seats reserved for backward class students were not

filled as per the rules. (7) Eighty-eight per cent of the students were not aware of the different types of educational and professional courses available. (8) According to 62% of the students, they were treated badly by the college authorities (9) Girl students did not get encouragement from the family members. (10) Ninety-six per cent of the students were not satisfied with the execution of educational concessions. [HP 0368]

Ekka, E.M. 1990. **Development of tribal education in Orissa after Independence.** Ph.D., Edu. Utkal Univ.

Problem: The present research aims at studying the development of tribal education in Orissa during the post-Independence period.

Objectives: (i) To study the percentage of the tribal population (comprising different tribes) provided with primary education facilities in their habitations or within a distance of 1 km from the homes of the children, (ii) to find out the tribe-wise enrolment of pupils at various school stages, (iii) to investigate the progress in literacy and education of the Scheduled Tribes since Independence, (iv) to compare the educational development of the Scheduled Tribes with that of the general population with respect to rate of progress and the areas in which there is a gap, and (v) to examine the effectiveness in the implementation of different welfare schemes and their respective contributions to the educational development of the Scheduled Tribes.

Methodology: On the basis of the stratified sampling method, a sample of four tribal-dominated districts of Orissa, having the highest percentage of tribal population, was selected. All the sub-divisions highly populated (50%) with the major tribes of the sample districts were selected for the study. Interview guides, questionnaire schedules, personal observation, official records, survey reports, district education profiles, census reports, etc. were used to collect the data. The results were interpreted in terms of percentages only.

Major Findings: (1) The problems of educational development in the tribal areas were very complex. The tribes, in general, had not been able to enjoy fully the benefits derived from the economic schemes because of their educational backwardness and their very low levels of literacy. Their literacy level was as low as 13.5%. (2) Retention of tribal children at the primary stage during 1980-81 was only 12.44%, and it was 15.89% at the middle school. (3) The drop-out of tribal children was however alarmingly high at both the stages—73.48% at the primary stage and 84.11% at the middle school stage. (4) The growth of literacy among all tribes had been extremely poor, being 13.95% among all the communities (1981 Census). (5) The percentage of bigger habitations in the tribal-inhabited areas was extremely negligible. (6) The tribals were not mentally deficient; they were capable of picking up complex knowledge, but their pace of assimilation was lower as their cognitive level was relatively lower due to historical reasons. The growth of formal education was hindered due to sex laxity and exposure to sex at an early age. [KCP 0402]

Elangovan, P. 1989. **Problems faced by SC/ST students in pursuing their education in Pusumpon Thevar Thirumagan District.** M.Phil., Edu. Alagappa Univ.

Problem: The present study is an attempt to identify the problem of Scheduled Castes/Scheduled Tribes students in the higher education institutions of Pusumpon Thevar Thirumagan (PMT) District.

Objectives: (i) To identify the problems faced by the Scheduled Castes/Scheduled Tribes students in their higher education, (ii) to identify the mean difficulty index of the problems as perceived by the students, (iii) to identify the association between their age, courses, communities, parental income, parental occupation and parental educational qualification, respectively, and their problems in

higher education, (iv) to ascertain students' opinion on occupational aspiration and objectives of higher education, and (v) to suggest ways of minimising their problems in higher education.

Methodology: From the pre-survey, 28 problems that were frequently encountered by the Scheduled Castes/Scheduled Tribes students were finally identified. A questionnaire was prepared and divided into three parts. In the first part, demographic particulars like students' educational status, age, community, parental education, occupation, income, their aims in higher education and their future plans and goals were elicited. In the second part, a check-list was prepared which contained 28 problems for the students to check from. In the third part, the students were asked to categorise these difficulties according to their choice. Scheduled Castes/Scheduled Tribes students were randomly selected from within the institutions of higher education in PMT District, and they were contacted individually to collect the data. The mean difficulty index of each item in the questionnaire was found. The difficulty levels of the items were arranged and the problems were ranked in order of difficulty and compared. Chi-square analysis was used to identify the association between the students' demographic data and their problems in higher education.

Major Findings: (1) Factors related to teachers, parents, community, students, government concessions and economic status as well as other factors came in the way of their academic career. (2) The Scheduled Castes/Scheduled Tribes students opined that most of the teachers were not sympathetic and did not care to counsel them and their parents who had poor socio-economic status. (2) Traditional bindings, communal clashes in hostels and colleges, lack of cooperation among the Scheduled Castes/Scheduled Tribes students and difficulties in getting the scholarship form signed by the government officials were some of the constraints that affected their studies in the institutions of higher education. [SM 1762]

Gaur, Ashwani Kumar. 1989. **The study of special facilities (incentives) and educational development of tribal students and the attitude of society towards them.** Independent study. Udaipur: Kanwar Pada Senior Higher Secondary School. (ERIC Funded)

Problem: This is a study of the educational upliftment of the Scheduled Tribes section of the population and a status survey of the special facilities given by the government for the educational upliftment of the tribal population. The study also investigates the attitude of teachers and guardians towards this endeavour with a view to offer suggestions.

Objectives: (i) To find out the present status of the special facilities being given by the government to the tribal population of Udaipur District for their educational upliftment, (ii) to assess the attitude of teachers and guardians towards educational upliftment of the tribal section of the population, and (iii) to offer suggestions for the educational upliftment of the tribal section of the population.

Methodology: Using the classified random sampling procedure, the study was confined to those Panchayat Samitis of Udaipur District which had a predominantly Scheduled Tribe population. For eliciting information on an attitude scale, 210 teachers and 210 guardians were selected. A self-made attitude scale and interview schedule, records and an observation schedule for ascertaining status were used to collect the data. Percentage, median and coefficient of correlation were used for the statistical analysis of the data.

Major Findings: (1) The State government provided facilities like stipend, hostel and ashram for educational development. (2) Compared to Scheduled Castes, the number of Scheduled Tribes boys/girls was smaller. (3) In the opinion of both the teachers and the parents: (a) greater distance between the school and village adversely affected the educational development; (b) in residential schools more teaching materials, co-

curricular activities, games and entertainment facilities should be provided; (c) the government should earnestly try to improve the financial position of the tribal families; (d) tribal students should be made fully aware of the governmental schemes and facilities to help them. (4) All the teachers agreed that if vacations were declared during the harvesting season, absenteeism would be reduced among students. (5) Most teachers opined that these students should be given training in self-employment. (6) Most teachers wanted adequate medical facilities for ailing students in these schools. (7) The views of teachers belonging to different Panchayat Samitis were similar. They differed only marginally on the scores obtained. [CGVM 1150]

Gaur, C.B. 1990. **Educational opportunities offered and actually availed by the Scheduled Tribes in the light of culture patterns of the sub-communities of Scheduled Tribes in Rajasthan.** Ph.D., Edu. Banasthali Vidyapith.

Problem: The study aims at exploring the educational opportunities offered and availed, and problems faced by Scheduled Tribes students in the State of Rajasthan from 1984 to 1987.

Objectives: (i) To study the difference between educational opportunities offered to and availed by the Scheduled Tribes students, (ii) to study variations, if any, in the educational opportunities offered to and availed by boys and girls, the lower section and the higher section, and the various sub-communities of Scheduled Tribes students, and (iii) to find out the impact of the culture patterns of different sub-communities in the educational opportunities availed.

Methodology: The Banswara, Dungarpur, Udaipur and Sawai Madhopur districts were selected through the purposive sampling method as these districts had relatively larger Scheduled Tribes population than the other districts of Rajasthan. One hundred boys and girls of Classes VI to XI of each district were selected randomly. Thus, the sample size was 400

Scheduled Tribes students. They belonged to Mina, Bhil, Garasia, Damor, Baharia and Bhil Mina tribes. Questionnaire, attitude scale and records were used to collect the data. Chi-square, percentage and graph were used for interpreting the data collected.

Major Findings: (1) The outstanding features of the culture of Mina, Bhil, Garasia, Damor, Baharia and Bhil Mina were: (a) tribal origin, (b) primitive way of life and habitation in remote and less-easily assessable areas, (c) general backwardness in all aspects. Other specific characteristics of the sub-tribal communities were also recorded. (2) The educational opportunities offered to the Scheduled Tribes students included free tuition, scholarship, free hostel scheme, Ashram schools, book-bank facility, special scholarship. (3) The educational opportunities were as follows: (a) the percentage of Scheduled Tribes population in the whole State was 12.21%, but in Banswara, which had the highest Scheduled Tribes density, it was 72.63% within the district, as per the 1981 Census, and the class-wise percentage of Scheduled Tribes students revealed that the percentage which ought to have been 12.21% in every class was only 8% to 6% from Classes VI to XI during the years 1984 to 1987; (b) sex-wise analysis of the enrolment of Scheduled Tribes students revealed that the enrolment percentage of boys was between 9.63 to 7.51% in Classes VI through XI, and in the case of girls it was from 2.58% to 1.14% with median values 8.57% and 1.73%, respectively, in 1984; however, the fluctuations were high; the enrolment of boys and girls both remained below the standard percentage and the enrolment percentage of all students; (c) the relationship between sub-communities and enrolment in different districts recorded in the 1981 Census showed that the literacy percentage of the male population of the tribal communities was in the following order: Mina Bhil, Garasia, Saharia, Damor and Bhil Mina; about girls it was inferred that the Mina girls drop out in larger numbers after marriage than their Bhil sisters

because the early-marriage percentage of the Minas was greater than that of the Bhils; (d) the year-wise enrolment of boys and girls increased from 8.26 % (1984) to 8.71% (1987) in Class VI, 7.94% (1984) to 8.09% (1987) in Class VII, 7.33% (1984) to 8.17% (1987) in Class VIII, 7.03% (1984) to 7.75% (1987) in Class IX, 7.21% (1984) to 7.16% (1987) in Class X, and decreased from 6.49% (1984) to 5.90% (1987) at the Class XI level. (4) The trend of enrolment (year-wise, class-wise, sex-wise and district-wise) revealed that the enrolment had been registering a considerable increase every year, while the number of students decreased with advancement of class. (5) The boys were availing about two-thirds of the schooling facilities provided by the government while the girls were availing only one-third. The overwhelming majority of Scheduled Tribes male students were availing the facility of half feeship. The Mina sub-community of Sawai Madhopur District had emerged as the top-most beneficiary of this facility followed by Bhils. Boys and girls of Udaipur District were ranked fourth in the four districts in availing the facilities provided by the government. (6) The problems felt by the Scheduled Tribes students revealed that school-distance from residence/village affected the enrolment in hill areas and the girls were the most affected lot on this account. Fifty per cent of those surveyed revealed this fact. (7) Sixty-five per cent of the surveyed population felt that there was hardly any relationship between the school curriculum and their traditional occupation and culture. (8) The parents had a positive attitude towards the government policy of protective discrimination for Scheduled Tribes students; they were in favour of continuance of various schemes, more specifically the scholarship and reservation policy for admission. [RPS 0731]

Gaur, J.S.; Thukral, C.M.; Jain, V.K. et al. 1988. **Psychological basis of educational and vocational development of Scheduled Castes students.** Independent study. *National Council of Educational Research and Training.*

Problem: This is a study of the educational and vocational planning behaviour of Scheduled Castes pupils as a function of several psychological variables and sociological factors. The study was also taken up in the context of bringing in the cardinal principle of equity in education required in the process of democratisation of the educational process.

Objective: To find out the effect of intelligence, self-concept, values and occupational aspirations in relation to the career maturity of Scheduled Castes high school boys having rural or urban background and also to study the Scheduled Castes and non-Scheduled Castes high school boys in terms of cross and longitudinal comparisons.

Methodology: A representative sample of 310 Scheduled Castes and 165 non-Scheduled Castes high school boys was selected through the purposive random sampling method from 33 high/higher secondary schools located in the four districts of Haryana, viz. Faridabad, Gurgaon, Karnal and Hissar. Five tools were used in this study. Self-concept Inventory by R.K. Saraswat, Occupational Aspiration Scale (Hindi) by J.S. Grewal, Values Tests (Hindi) by R.K. Ohja, mixed type of Group Test of Intelligence (Hindi) by P.N. Malhotra, and Crite's Career Maturity Inventory—An Indian Adaptation (Hindi) by Nirmala Gupta. Statistical analysis was done through univariate and multivariate techniques.

Major Findings: (1) NSC high school boys were found to be higher than Scheduled Castes boys in their self-concept as well as intelligence. These differences were more glaring in the rural groups. However, such differences dampened in the urban areas. Urban non-Scheduled Castes as well as Scheduled Castes high school boys were higher on career maturity as compared to their rural counterparts. (2) Differences in the predictor variables of career maturity for non-Scheduled Castes and Scheduled Castes high school boys were also calculated. It was interesting to note that it was only the economic value which

contributed to the differences between the rural and urban Scheduled Castes high school boys vis-a-vis their career maturity. [DESCG 1006

Gaur, J.S.; Thukral, C.M.; Jain, V.K. and Sharma, Sunita. 1989. **Values and career maturity of Scheduled Castes and non-Scheduled Castes high school boys.** *Indian Educational Review*, Vol. 24(2): 115-19.

Problem: The study investigates into the value and career maturity of Scheduled Castes and non-scheduled Castes high school boys.

Objective: To study Scheduled Castes and non-Scheduled Castes boys from Haryana in terms of their values and career maturity and compare these groups on these two variables.

Methodology: Four districts, Faridabad (industrially developed), Gurgaon (semi-urban development), Karnal and Hissar (agriculturally developed), were selected from the State of Haryana, using the purposive sampling method. Non-scheduled Castes and Scheduled Castes covered by 33 schools was also identified for the purpose of this study. Values Test (Hindi) by R.K. Ojha, and Crites Career Maturity Inventory—An Indian Adaptation (Hindi) by Nirmala Gupta were used to collect data. The 't' test was used to test significant difference between the groups on each variable of values test and career maturity inventory separately. Mahalanohi's D2 statistical method was also used to test significant difference between the groups on the values test taking all the variables simultaneously. The same analysis was also done for career maturity inventory.

Major Findings: (1) There was no significant difference between the Scheduled and non-Scheduled Castes high school boys on each of the six dimensions of values — theoretical, economic, aesthetic, social, political, religious, and on each of the six dimensions of Career Maturity Scale. (2) Scheduled Castes and non-Scheduled Castes groups did not differ significantly on values test while considering all

the dimensions of the test simultaneously. (3) Non difference between the groups was found on the career maturity scale. [SPr 1434].

Gaur, Yashoda. 1989. **A differential study of personality syndromes of Scheduled Castes and other castes girls (graduation)**. Ph.D., Edu. Agra Univ.

Problem: The purpose of the study was to compare the Scheduled Castes and other caste girls regarding their personality needs, self-concept, cognitive levels and academic levels.

Objectives: (i) To study the personality needs of Scheduled Castes and backward classes girl students along with those of the general group of students, (ii) to study the self-concept of the Scheduled Castes and backward classes girl students along with those of general group of students, (iii) to study the cognitive characteristics (intelligence) of Scheduled Castes and backward classes girl students along with those of the non-Scheduled Castes girl students, (iv) to study the level of academic achievement of Scheduled Castes and backward classes girl students along with that of the general group of students, and (v) to make a comparative study of the Scheduled Castes and non-Scheduled Castes students on all the foregoing variables.

Methodology: Scheduled and backward classes girls and 272 Non-Scheduled Castes girls studying in graduate and postgraduate classes of different colleges in Agra and Meerut were selected through random sampling. The Meenakshi Personality Needs Inventory, the Self-Concept Inventory prepared by R.P. Bhatnagar, Raven's Progressive Matrices Test and Cumulative Academic Record were used to assess/test personality, self-concept, intelligence and academic achievement, respectively. Mean, SD, and 't' test (two-tailed) were used to analyse the data.

Major Findings: (1) The Scheduled Castes and backward castes postgraduate girl students were more enduring, more nurturant and

more achievement-oriented. Next in order of magnitude came n-autonomy, n-affiliation and n-succourance. They were less exhibitionistic and dominant. The same trend was observed in case of Scheduled Castes and backward classes graduate students. However, they emerged to be affiliative also. (2) The non-Scheduled Castes postgraduate girl students were found to be more nurturant, more dominant, more achievement-oriented, more autonomy-oriented and more aggressive. They were much less exhibitionistic and succourant. The same trend was observed in the case of non-Scheduled Castes graduate girl students. But they were found to be more balanced and homogeneous. (3) The Scheduled Castes postgraduate girl students were more confident and were good achievers on the two dimensions of self-concept. They possessed a better integrated personality as they perceived themselves as less inferior, less withdrawing in nature and less emotionally instable. The graduate Scheduled Castes and backward classes girls also presented the same picture. (4) The non-Scheduled Castes postgraduate girl students and Scheduled Castes and backward classes postgraduate girl students' order of self-concept was almost the same as that of the Scheduled Castes and non Scheduled Castes postgraduate girl students. (5) The Scheduled Castes and backward classes postgraduate and graduate girl students were lower in intelligence than the non-Scheduled Castes girl students. (6) In n-achievement, n-autonomy and n-affiliation, the Scheduled Castes and backward classes graduate and postgraduate girls were average and similar to the general population, while in n-exhibition, n-succourance, need-nurturance and n-endurance, they were very different from them. They were very exhibitivite, more submissive and less enduring. The Scheduled Castes and backward classes students were found to be less intelligent. (7) The Scheduled Castes and backward classes graduate girl students' need to feel inferior was stronger than that of the non-Scheduled Castes girl students. They were less aggressive, less dominant and less succourant

than their counterparts. (8) The postgraduate girl students of the Scheduled Castes and the backward classes had a greater desire to achieve and made sustained efforts for it. They were found to be lower in feelings of inferiority, less aggressive, dominant and less in autonomy in comparison to non-Scheduled Castes girl students. (9) The Scheduled Castes and backward classes graduate girl students perceived themselves as more confident but had feelings of inadequacy and inferiority; they were also found to be emotionally instable. (10) The Scheduled Castes and backward classes postgraduate girl students differed significantly from their non-Scheduled Castes counterparts in all the dimensions of self-concept except in achievement and aspiration. (11) The Scheduled Castes and backward classes postgraduate as well as graduate girl students were found to be inferior in intelligence in comparison to the non-Scheduled Castes postgraduate and graduate girl students. (12) The Scheduled Castes and non-Scheduled Castes girl students of postgraduate and graduate classes were assessed as poorer achievers than their counterparts. [(SS 0776]

Gautam, Rajni. 1990. **A study of creativity, values, educational achievement and attitude towards education among Scheduled Castes and other castes students.** Ph.D., Edu. Agra Univ.

Problem: The present study is a comparative study of some selected traits of Scheduled Castes and other castes students.

Objectives: (i) To study the differences in creativity among Scheduled Castes and other castes students, (ii) to study the differences in values among Scheduled Castes and other castes students, (iii) to study the differences in the achievement among Scheduled Castes and other castes students, (iv) to study the differences in teaching attitude among Scheduled Castes and other castes students, (v) to study the sex-difference in creativity, values, educational achievement and teaching attitude, and (vi) to

study the effect of subject selection on creativity, values, educational achievement and teaching attitude.

Methodology: Two hundred and seventy Savaran, 270 Scheduled Castes and 270 backward classes candidates were selected through random sampling. The data was collected with the help of Verbal Test of Creative Thinking by Baqer Mehdi, Personal Value Questionnaire by Sherry and Verma, and Teaching Attitude Inventory by R.M. Saraswat. Various measures, viz. 't' test and correlation, were used as statistical techniques for processing the data.

Major Findings: (1) No significant difference was found in creativity on the basis of caste, sex and subject selection. (2) A significant difference was found in personal values among the students of different castes and sex. (3) A significant difference was found in teaching attitude among the different castes. (4) Different castes, sex and subject groups differed significantly in their achievement scores. (5) A significant difference was found in creativity, values, teaching attitude and achievement among the different groups formed on the basis of sex and subject. (6) Castes, sex and subject selection played no role in promoting or demoting creativity, while caste and sex influenced values. [SS 0761]

Ghormode, K.V. 1990. **A comparative study of rural and tribal section students of Vidarbha with reference to their general mental ability and interest patterns.** Ph.D., Edu. Nagpur Univ.

Problem: The present study is an attempt to throw some light on the general mental ability and interest patterns of urban, rural and tribal groups of students. The study endeavours to determine the difference in the intelligence of urban, rural and tribal students.

Objectives: (i) To study the development of tribal education in Vidarbha, (ii) to study the mental abilities of students with urban, rural and tribal backgrounds, (iii) to study the interest patterns of the boys and girls with urban, rural

and tribal backgrounds, (iv) to make a comparative study of the mental abilities, interest patterns and socio-economic status of boys and girls with urban, rural and tribal backgrounds, and (v) to suggest ways and means to improve mental ability and interest.

Methodology: Three different samples of 150 boys and 150 girls each with urban, rural and tribal backgrounds from the Vidarbha region of Maharashtra, especially the tribal districts of Chandrapur and Gadchiroli, were drawn for the purpose of this study. Jalota's General Mental Ability Test, Chatterji's Non-language Preference Record Form 962, Kulshrestha's Socio-economic Status Scale, Form A (urban) and Form B (rural and tribal), and Extra-curricular Interest Questionnaire were used to collect the data for the study. The various groups were compared in terms of the variables in the study, viz. mental ability, interest patterns, socio-economic status and extra-curricular activities. Different combinations for every district were compared, such as urban boys versus urban girls, rural boys versus rural girls, tribal boys versus tribal girls, etc. and Duncan's Multiple Range Test was used to analyse the data.

Major Findings: The researcher analysed the data of nine districts of Vidarbha under the following heads: (a) General Mental Ability, (b) Interest pattern, (c) Socio-economic status, and (d) Extra-curricular activities. Likewise, various findings are given on a number of variables and sub-variables. The researcher also drew various conclusions on (a) general mental ability; interest in (i) fine arts, (ii) literary field, (iii) scientific field, (iv) medical field, (v) agricultural field, (vi) technical field, (vii) craft, (viii) outdoor activities, (ix) sports and (x) household matters; (c) socio-economic status; (d) extra-curricular activity. [GPK 1626]

Goyal, J.C. and Chopra, R.K. 1989. **Relationship of self-concept, attitude and adjustment with achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled**

Tribes student-teachers. Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: This study is a comparison of self-concept, attitude, adjustment and achievement between male and female Scheduled Castes/Scheduled Tribes student-teachers. The study also attempts to find out whether there is a relationship between these psychological variables and the achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers.

Objectives: (i) To study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student teachers with regard to self-concept, attitude, adjustment and achievement, (ii) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes male and female student-teachers with regard to various areas of self-concept, attitude, adjustment and achievement, (iii) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers of two age-groups, i.e. 25 years and below and above 25 years, (iv) to study the relationship of self-concept, attitude and adjustment with the achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes male and female student-teachers, and (v) to study the predictive efficiency of self-concept, attitude and adjustment with regard to the achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers.

Methodology: A sample of 324 Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers from various teacher training colleges in Madhya Pradesh was selected for the study. The two groups of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers were further classified according to sex and age. M.R. Rastogi's Self-

concept Scale, J.C. Goyal and R.K. Chopra's Teacher Attitude Inventory, Srivastava and Tiwari's Adjustment Inventory and achievement marks in theory and practice teaching were the tools/criterion used for the collection of data. Mean, SD, 't' test, product-moment correlation and regression equations were used for interpreting the data.

Major Findings: (1) There was no significant difference in the total self-concept and total adjustment of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers. However, these two groups differed significantly on total achievement. (2) Non-Scheduled Castes/Scheduled Tribes student-teachers exhibited higher self-concept, had better social adjustment and higher achievement in theory and practice teaching than their Scheduled Castes/Scheduled Tribes counterparts. (3) Female non-Scheduled Castes/Scheduled Tribes student-teachers showed a significantly higher total self-concept and better achievement than their Scheduled Castes/Scheduled Tribes counterparts. (4) Male Scheduled Castes/Scheduled Tribes student-teachers had a significantly higher total self-concept, total adjustment and total achievement than their female Scheduled Castes/Scheduled Tribes counterparts. (5) Scheduled Castes/Scheduled Tribes student-teachers up to 25 years of age were found to be having a higher total self-concept and achievement than those in the age-group of 25 years and above. However, the groups did not differ on adjustment. (6) No significant relationship was found between self-concept, adjustment and attitude with the achievement of female Scheduled Castes/Scheduled Tribes student-teachers. (7) Home adjustment, educational adjustment, social adjustment, emotional adjustment and self-concept about abilities could be used to predict the achievement of Scheduled Castes/Scheduled Tribes student-teachers to a significant level. (8) Worthiness, emotional maturity and emotional adjustment seemed to predict the achievement of non-Scheduled Castes/Scheduled Tribes student-

teachers to a significant level. (9) Achievement of all student-teachers could be predicted through their home adjustment, worthiness and educational adjustment. [MSG 1165]

Gupta, B.S., 1988. **Comparative study of educational achievement of Scheduled Castes and Scheduled Tribes students of Class X of Uttar Pradesh.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: In this study, an attempt has been made to find out whether Scheduled Castes students perform as well as non-Scheduled Castes students in the field of education.

Objectives: (i) To study the educational achievement of Scheduled Castes and non-Scheduled Castes students of Class X in Uttar Pradesh, (ii) to study the subject-wise achievement of Scheduled Castes and non-Scheduled Castes students of Class X in Uttar Pradesh, and (iii) to compare the educational achievement of SC/ST students.

Methodology: Ten intermediate colleges from as many districts/tehsils of Uttar Pradesh having the highest enrolment of Scheduled Castes students were selected for the purpose of this study. The data was collected with the help of an information blank for schools/colleges prepared by the researcher. Percentages were calculated for comparing the three groups with each other.

Major Findings: (1) The literacy rate of Scheduled Castes in seven out of the ten sample districts was found to be lower than the average Scheduled Castes literacy rate for Uttar Pradesh. In six of the ten sample districts, the pass percentage was also lower than the Scheduled Castes average pass percentage. (2) In each sample district, the female pass percentage was higher than the male pass percentage in the case of Scheduled Castes candidates. (3) Against an overall pass percentage of 74.71 for females in the ten sample schools, Scheduled Castes females had a pass percentage of 76.47, which was found

to be better than that of other female candidates, other than Scheduled Castes, Scheduled Tribes and other backward communities, who had a pass percentage of 73.28. (4) Division-wise as well as group-wise, non-Scheduled Castes students had performed better than Scheduled Castes students. (5) In the ten sample districts, females had secured better divisions than the males. [MSG 1158]

Jain, Kalpana, 1988. **A study of the personality and the professional aspirations of tribal and non-tribal adolescent students.** Ph.D., Psy. Mohanlal Sukhadia Univ.

Problem: The present study aims at studying tribal and non-tribal adolescent students on 14 personality factors and the effect of these on their aspiration level.

Objectives: (i) To find out the 14 personality factors (A to R4) and their effect on the aspiration of students, (ii) to study the professional aspiration of students, and (iii) to compare the professional aspirational (vocational) preference of rural and urban students.

Methodology: The present study was confined to the tribal belt of Udaipur District of Rajasthan State. The rural sample was drawn from all the five tehsils but the urban sample was drawn only from Girwa tehsil since it is the only tehsil in Udaipur District that has an urban population. The design of the study was the ex post facto factorial design (5x3x2x2) with three conditions of castes (Scheduled Tribes, Scheduled Castes and upper castes), three stages of adolescence (pre, mid and late), two types of habitations (urban and rural) and two sexes (male and female) with 25 respondents in each of the 36 cells (groups). A total of 900 respondents were classified into 36 groups. The Hindi version of Higher Secondary Personality Questionnaire (HSPQ) (Kapoor, Srivastava and Srivastava) was used to study the personality factors, and the Professional Aspiration Record prepared by the researcher was used to measure the professional

aspirations of the students. Four-way analysis of variance was used to find out the significance of difference among the mean values. Percentages of preferences were calculated for students of all the ten categories. To find out the effect of personality traits on professional aspirations, one-way analysis of variance was done for each of the personality traits.

Major Findings: (1) It was observed in the present investigation that Scheduled Tribes and Scheduled Castes adolescents were comparatively less intelligent, emotionally unstable, expedient and tensed than upper caste adolescents. (2) Rural students were found to be dominating, enthusiastic, happy-go-lucky, tough-minded, circumspect and individualistic. They expressed their interest more in the arts, medical, police and defense professions than the urban adolescents. It may be due to the high level of discipline in schools and the mechanical life of urban areas. (3) Girls' preferences were limited to medicine, teaching and the arts. (4) The personality study of girls indicated that they were outgoing, shy, conscientious, tender-hearted and more controlled than boys; whereas both the sexes were equal in intelligence and emotional nature. It was observed that Scheduled Castes girls were better in intellectual capacity than Scheduled Castes boys. In daily life, these girls did not go for higher education. (5) Students' preference for various professions increased as their age increased. [RSSu 0853]

Jain, R. 1992. **Minority rights in education in Bombay: An exploration.** Independent study. Bombay: Tata Institute of Social Sciences. [Funded by Tale Institute of Social Sciences]

Problem: This study addresses the problem of understanding the nature and implementation of the educational rights extended to the minorities in the Indian Constitution.

Objective: The main objective of the study was to understand the nature of the rights extended to the minorities in the Indian education

system and the implementation of these provisions in Bombay. The specific objectives were to study: (i) the nature of the minority rights in education as provided in the Constitution and as interpreted by the Indian courts, (ii) the role of the State government in the implementation of these rights, and (iii) the extent to which these rights are availed by the minorities in Bombay.

Methodology: The present study explored the problem of minority rights in the city of Bombay. Observations by the researcher with the help of an interview schedule, structural close and open-ended questionnaires, and information collected through secondary sources provided the database for the study. Frequency Distribution and Cross-tabulation were used for drawing conclusions.

Major Findings: (1) The State controls the Indian education system. The demands raised at the public level were accommodated at a superficial level. (2) The Minority Education Institutions (MEI) could initiate communal feelings as they were vulnerable to communal pressures. Hence, they should be carefully administered. (3) By mobilising community-based resources and by putting these resources to umpteen usages, the MEIs contributed to a large extent towards the achievement of the national goal of total literacy in India. [RJ 0216]

Jain, Vidyut. 1988. **A study of the interests and values of school students belonging to Scheduled Castes and backward classes.** Ph.D., Edu. Agra Univ.

Problem: The present study attempts to find out the interests and values of school students coming from the Scheduled Castes and the backward classes of the society.

Objectives: (i) To study the interest patterns (educational and vocational) and value patterns of the Scheduled Castes boys and girls, (ii) to study the interest patterns and value patterns of boys and girls from backward classes, (iii) to study the interest patterns and value patterns of high

caste boys and girls, (iv) to conduct a comparative analysis of the interest patterns and value patterns of boys and girls of high castes, Scheduled Castes and backward classes, (v) to conduct a comparative analysis of interest patterns and value patterns of rural and urban students belonging to high castes, Scheduled Castes and backward classes, and (vi) to suggest ways and means to improve the conditions of Scheduled Castes and backward classes and lead to their betterment.

Methodology: One hundred and eighty male and 180 female students of 16-22 years studying in rural and urban schools in Agra district were selected for the present study. Vocational Interest Record, Educational Interest Record by S.P. Kulshrestha and Personal Value Questionnaire by Sherry and Verma were used to collect the data.

Major Findings: (1) A somewhat low correlation was found between the educational interests of rural and urban students. In the case of students of different castes, very little positive correlation was found. A low negative correlation was found between the educational interests of male and female subjects. (2) Regarding vocational interest, subjects of different castes showed very little positive relationship. Sex difference did not exist regarding vocational interest, and a somewhat high positive relationship existed in the vocational preferences of rural and urban subjects. (3) There was a significant positive correlation for the values upheld by the Scheduled Castes and backward classes and by the backward classes and higher castes groups, but for higher castes and Scheduled Castes group the difference was statistically not significant. (4) Sex as a variable affected the value scores of the male and female subjects. (5) The value preferences shown by the subjects of rural and urban groups showed low significant difference. [SS 0811]

Joseph, Shaju V. 1989. **Education and politics among the depressed-class Christians of**

central Kerala. M.Phil., Edu. Pune: Univ. of Poona.

Problem: This is a study of the role of education in the struggles of depressed-class Christians in the context of their position among the Christians of Kerala, the wider caste-dominated society of Kerala, the early colonial impact, the late imperial period, the national movement and Independent India.

Objectives: (i) To study the reasons for conversion of depressed-class Hindus to Christianity and the role of education as a motivating force, (ii) to study the status difference between new converts and the earlier converts (Syrian Christians) inside the Church, (iii) to study the educational facilities given to them inside and outside the Church, and (iv) to study the role of education in the struggles of depressed-class Christians and to evaluate the movements of the depressed-class Christians.

Methodology: Three depressed-class Christian movements—the Tennindia Suvishesha Sangha (TISS), the Prathyaksha Raksha Daiva Sabha (PRDS) (both of them dissent movements which later became different sects) and the Separate Administration Movement (SAM)—were studied in depth. Data collection was done after consulting available records and reports and on the basis of interview schedules used with leaders who participated in the movements, pastors and Church workers. The information thus collected was analysed for specific periods, i.e. 1854-1806, 1907-1944, 1945-1960, 1961-1966 and 1967-1987.

Major Findings: (1) The study of these movements showed that even among Christians, caste was a very strong factor. The depressed-class Christians who joined Christianity to release themselves from the bondage of caste and tradition could not absorb the ideals of equality fully. The sub-caste feeling which became so strong that it could topple a movement aimed at their own autonomy, proved this case. (2) The role played by education in changing these values

was very little. Both Syrian Christians and the depressed-class Christians, even after their higher education, continued to accept casteism. Only those who were highly politicised and highly conscious of the liberation of the whole of humanity could rise above caste feelings. This was true in the case of both Syrian Christians and the depressed-class Christians. It showed that the question of caste and casteism had also got a political dimension. The answer to the question lies in the wider society. Only with a change in the social structure, essentially a political process, could this problem be solved. [ASB 0031]

Kakkar, S.B. 1990. **The personality characteristics and educational problems of Scheduled Castes students: A pilot study.** Independent study. *Punjab Univ.* [ICSSR Funded]

Problem: This study focuses on an assessment of the personality characteristics and educational problems of Scheduled Castes counterparts (plus 2 level) as compared to their non-Scheduled Castes students in educational institutions in the State of Punjab.

Objectives: (i) To determine the differences between Scheduled Castes and other students in personality and in educational problems, (ii) to determine whether the personality differences, if any, are attributable to educational problems or socio-economic status or both, (iii) to study whether personality or socio-economic status affects educational problems in the case of each population group, and (iv) to determine whether personality differences or differences in educational problems are attributable to the 'Scheduled Castes' factor.

Methodology: A sample of 300 students (SC-105, non-SC-195) was selected from educational institutions both in rural and urban areas in the State of Punjab, on the basis of stratified random sampling. Nine tests/tools, viz. Bernreuter Personality Inventory, California Test

of Personality, Minnesota Personality Scale, Bernreuter Adjustment Inventory, California Psychological Inventory, Gordon Personal Inventory, Gordon Personal Profile. Problem Check-list and Kakkar's SESs were used in the study. Several statistical techniques such as analysis of variance, mean difference, variability, correlation coefficients, differences between correlations, intercorrelations, multiple correlations and partial regression coefficients were used to analyse the data.

Major Findings: (1) Scheduled Castes students were found to be possessing all the personality characteristics that were a prerequisite to progress in life. (2) They were found to be higher than their non-Scheduled Castes counterparts in vigour and ascendancy; equal to others in cautiousness, personality relations, and responsibility, and lower than others in original thinking, emotional stability and sociability. (3) Scheduled Castes students were not found to be inherently inferior to others in their potentialities but given suitable opportunities and financial assistance they could do well. (4) With regard to the relationship between personality characteristics and educational problems, Scheduled Castes students may be similar to non-Scheduled Castes students with respect to most personality characteristics. (5) With regard to the relationship between personality characteristics and socio-economic status, they were similar to non-Scheduled Castes students in vigour and higher cautiousness. (6) No significant relationship was found between educational problems and socio-economic status in the case of Scheduled Castes students while it existed in the case of others. (7) Vigour and responsibility affected the personality characteristics of Scheduled Castes students. (8) Educational problems and socio-economic status together affected the personality traits of Scheduled Caste students. (9) Scheduled Castes students were not found to be as inadequate in their personality characteristics as they were often considered to be. The inadequacies were small and surmountable. [NR 1233]

Kamble, P.R. 1992. **A critical study of the effect of facilities given by the government to the backward classes pupils in primary schools in Devgad taluka, Maharashtra.** M.Phil., Edu. Pune: Univ. of Poona.

Problem: The study aims at finding out the impact of the facilities given by the government to backward classes primary pupils on their achievement and on their drop-out rate.

Objectives: (i) To explore the facilities given by the government to backward classes pupils of the primary schools of Davgad Taluka, (ii) to study the effect of the facilities given by the government on the educational development of the backward classes pupils of the primary schools, (iii) to study the effect of the facilities given by the government on the percentage of passing of backward classes pupils of the primary schools in the said area, and (iv) to study the effect of the facilities given by the government for arresting wastage amongst backward classes pupils.

Methodology: The data was collected by the researcher from 25% of the primary schools of Devgad Taluka, from all the headmasters, and teachers with the help of a questionnaire, and a rating scale from records of the social panchayat samiti, and government circulars. The results were presented in terms of percentages.

Major Findings: (1) The facilities given included mainly textbooks, uniform, writing materials, and nutritious lunch. (2) Seventy per cent of the headmasters opined that more than 74% students took advantage of the facilities. The reasons for not taking advantage of the available facilities were found to be ignorance of parents, lack of guidance, lack of educational climate and environment, and attitude towards education. (3) Eighty-four per cent of the students who availed of the facilities were regular in attendance. (4) Seventy-two per cent of the headmasters opined that the government facilities were useful in arresting wastage in education but were not useful in increasing the pass percentage. (5) The suggestions made by the headmasters for

improvement in facilities were: the meals should be more nutritious; the uniforms should be supplied every year and the quality of the cloth should be good; textbooks should be supplied to everybody; assistance in the form of uniforms, textbooks, etc. should be given in the beginning of the year; awareness and importance of education should be created through orientation classes regarding the facilities among rural backward classes parents; midday meals should be given; travelling allowance should be given to enable students to go to examination centres for appearing for examinations. (6) On analysing the results of Standard IV examinations for the years 1988, 1989, 1990, the researcher found that 50.53% of the 1,132 students, who appeared in the examinations, passed in all the subjects. The pass percentage had increased. (7) The percentage of drop-outs during the years 1988, 1989, 1990 in Davgad Taluka was 11%, 12.5% and 8.5%. This was lower than the national rate for drop-outs. [KC 1374]

Kareem, Abdul P. 1991. **Educational backwardness : Developmental implications with special reference to Indian Muslims.** *Indian Educational Review*, Vol. 26 (1): 26-43.

Problem: The study deals with educational backwardness among Indian Muslims. The earlier studies in this area have been taken into account. The factors responsible for educational backwardness and their impact on and implications for the developmental strategy to be adopted for the Muslims have also been considered.

Objectives: (i) To find out the factors which account for educational backwardness, (ii) to find out the relationship, if any, between educational backwardness and social and economic status of the community, (iii) to analyse and trace the educational and socio-economic conditions of the Muslim community in India, and (iv) to review earlier studies on the educational backwardness of Muslims in India.

Methodology: Information was collected through a household survey conducted in five districts of Kerala State. A sample of 200 Muslims belonging to five districts was selected. Information about educational status, occupational status, income level of households, ownership of landholding, housing patterns, marital status and assistance received from the government was collected, analysed and conclusions drawn.

Major Findings: (1) General economic and educational backwardness was one of the factors for the educational backwardness of the Muslim community, both in the comparatively more advanced and the backward districts. (2) The little progress noticed in matters of income, occupation, landholding, housing construction, marital status, etc. was recorded in those districts which had a comparatively higher literacy level. [MPR 1905]

Kaul, Venita; Ramachandran, Chitra and Gupta, Mukesh. 1991. **Comparative study of child-rearing practices of mothers of high and low achievers in socio-economically disadvantaged groups.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

Problem: In the context of the national imperative of universalisation of elementary education, a major concern today is the unsatisfactory standards of achievement demonstrated by children from the low socio-economic strata despite continuation in primary schools. Home variables had been identified as one of the significant factors influencing school achievement. For any home intervention programme in this context, it is necessary to identify the specific variables influencing school achievement.

Objective: To identify significant variables that influence school achievement within the lower socio-economic strata by comparing the child-rearing practices of mothers of high and low

achievers. It is believed that the variables thus identified could form the base for a more meaningful and relevant parent education programme.

Methodology: The sample was selected from sections of mothers of children from Class V of three girls' and three boys' schools of the Municipal Corporation of Delhi in the resettlement colonies. The total sample included 26 mothers of high achievers and 26 mothers of low achievers, with 13 mothers of boys and 13 of girls in each group. High and low achievers were identified from the children's schools and were matched on intelligence and socio-economic status. The mothers of these 26 pairs thus identified constituted the sample. The data was collected with the help of Parental Child Interaction Schedule, Parental Behaviour Scale, Parental Aspirations Scale, Scale for Measuring Parent Attitude towards School, Scale for Measuring Parental Attitude towards Play, questionnaire for assessing facilities for play, inventory for assessing facilities for language development, personal data sheet, and Cattell's culture-free Intelligence Test. The data obtained from mothers' interviews was coded/scored for each variable separately and subjected to the 't' test of significance.

Major Findings: (1) Parent-child interaction emerged as the only significant variable. (2) While the differences were not significant, the means for the variables were consistently in favour of high achievers. (3) Since the parent-child interaction was the only variable that emerged clearly significant, it is concluded that the crux of the home input apparently lies in the home climate created by the parents, which, if democratic and interactive, favours school achievement. (4) Parental attitude toward school and facilities available to children for play also appeared to be potentially crucial variables, which, in a larger sample size, could have emerged significant. (5) In the context of school achievement, a crucial undercurrent running through the responses of the mothers of high

achievers was the perceived value of education by them, which, along with a democratic and interactive approach, possibly provided the motivational base to the children that helped to spur them on to higher levels of academic achievement. [Author 1334]

Kharakwal, Meena Kumari. 1988. **Development of formal operational thought in Tharu and non-Tharu boys.** Ph.D., Psy. Kumaun Univ.

Problem: The study aims at investigating the implication of Piaget's theory of formal and operational thought in Tharu tribal and non-tribal boys.

Objectives: (i) To find out whether age-level, culture and IQ cause difference in the development of formal operational thought (FOT), (ii) to find out whether age level and culture, age-level and IQ, and culture and IQ interact significantly in the development of FOT, and (iii) to find out whether age, culture and IQ interact significantly in the development of FOT.

Methodology: The sample included 240 subjects (120 Tharu and 120 non-Tharu) from institutions in Pithoragarh District; 30 subjects from each of the age-groups, 11-12, 13-14, 15-16 and 17-18 years, were selected. In these, there were 10 students each of below-average, average, and above-average IQ level. The tools used were Group Test of General Mental Ability by S. Jalota and Piaget-type Tasks Test by Sandhu. The study used the 4x2x3 factorial design. Analysis of Variance and 't' test were applied to analyse the data.

Major Findings: (1) The age was found to be significantly related with formal operational thought. (2) The mean FOT scores of non-Tharu subjects were significantly higher than mean formal operational thought scores of Tharu subjects. (3) The level of IQ was found to be affecting the development of formal operational thought. Subjects with below-average IQ were the lowest on formal operational thought and those of with above-average IQ were the highest on

formal operational thought. (4) The interaction of age and culture, age and IQ and culture and IQ were not significant with reference to formal operational thought. (5) The interaction of age, culture and IQ was not significant with regard to formal operational thought. (6) The Tharu and non-Tharu boys in the age-groups 11-12, 13-14 and 15-16 were not different on formal operational thought but the non-Tharu boys were high on formal operational thought than the Tharu boys in the age-group 17-18. (7) At the below-average IQ level, the non-Tharu boys were higher on formal operational thought than the Tharu boys. At the average IQ level, no difference was found in the formal operational thought between the Tharu and the non-Tharu boys. At the above-average IQ level, the non-Tharu boys were higher on formal operational thought than the Tharu boys. [AB 1827]

Kumar, Nagle Yashwant. 1990. **A study of differences in attitude towards non-violence, creativity and conformity of the Scheduled Tribes and high castes students.** Ph.D., Edu. Devi Ahilya Vishwavidyalaya.

Problem: The aim is to study differences in attitude towards non-violence, creativity and conformity of the students coming from the high castes and from the Scheduled Castes.

Objectives: (i) To construct and standardise a scale for measurement of attitude towards non-violence, (ii) to study sex and caste differences on verbal creativity, non-violence, and conformity in Scheduled Tribes and high castes students, (iii) to study the relationship between conformity, creativity and non-violence, and (iv) to study the attitudinal change towards non-violence among Scheduled Tribes and high castes students.

Methodology: There were different samples of respondents. For the purpose of test construction and standardisation, 425 students of Class X comprised the sample. A sample of 400 students of Class X was selected for the

correlational study and a sample of 100 students was selected for experimental treatment. The experimental treatment on communication, favouring non-violence, was given to the students. The treatment was given for 12 days. The tools used for data collection were Torrance Test of Creative Thinking in Hindi, Reaction to Authority Scale by N.V. Reddy (Hindi version), and Non-violent Attitude Scale developed by the investigator in Hindi. In order to analyse data, 't' test, two-way ANOVA and product-moment correlation were used.

Major Findings: (1) The high castes students were found to be superior to the Scheduled Tribes students on verbal creativity. (2) The male students were found to be superior to the female students on verbal creativity and figural creativity. (3) Interaction between caste and sex influenced verbal creativity and figural creativity. (4) The high castes students were found to be more non-violent than the Scheduled Tribes students. (5) The female students were found to be more non-violent than the male students. (6) The female students were found to be more conformist than the male students. (7) A negative relationship was established between creativity and non-violence, and creativity and conformity, whereas a positive relationship was established between conformity and non-violence. (8) The communication (treatment) provided to students did not affect a change towards non-violence in the attitude of students. [PKS 0657]

Kumar, Yogesh. 1989. **A comparative study of adjustment, attitude, interest and level of aspiration of the tribal and non-tribal students of the secondary level of the Lohit district in Arunachal Pradesh.** Ph.D., Edu. Dibrugarh Univ.

Problem: The study attempts to measure certain psychological traits of school children in Arunachal Pradesh, viz. their ability to adjust to the school situation, their attitude towards various things and concepts, their interest in different activities and the level of aspiration at

which the children set their goals for future achievement.

Objectives: (i) To compare tribal students with non-tribals belonging to Classes IX to XII on five variables, viz. adjustment, attitude towards school, educational interest, vocational interest and level of aspirations, (ii) to explore the causes of high and low scores in various tools by different groups of students included in the sample on various measures, and (iii) to study the relationship among the five variables.

Methodology: The study was limited to 150 tribal and 150 non-tribal students studying in Classes IX to XII of secondary and higher secondary schools in Lohit District in Arunachal Pradesh. The sample included both boys and girls. The data was collected with the help of the Adjustment Inventory by H.M. Singh, Rao's School Attitude Inventory, Educational Interest Record by V.P. Bansal and D.N. Srivastava and Level of Aspiration by Singh and Tiwari. Mean, standard deviation, 't' test, product-moment coefficient of correlations and rank order representation were used for interpretation of data.

Major Findings: (1) There existed no difference in adjustment between tribals and non-tribals. (2) Non-tribals showed a more favourable attitude towards school than the tribals. (3) Inter-tribe difference in attitude towards school was found to be insignificant. (4) Non-tribals showed greater educational interest in science, English and medical science than only one tribe, viz. the Kamare; while tribal students showed greater interest in agriculture, humanities and arts. (5) Sex difference was found to be significant in all the areas of vocational interest; tribal boys and non-tribal girls showed greater vocational interest. (6) The tribals and non-tribals differed in terms of their levels of aspiration, non-tribals showed higher level of aspiration. (7) Adjustment and attitude towards school were found to be associated positively and significantly both in the case of tribal as well as non-tribal students.

(8) Level of aspiration was not found to be related to attitude towards school, adjustment and educational interest either for tribal or non-tribal students. [PPG 0167]

Lakhera, S.K. 1986. **Educational problems of the Scheduled Tribes pupils studying in junior and secondary schools of district Chamoli.** Ph.D., Edu. Hemwati Nandan Bahuguna Garhwal Univ.

Problem: The present study attempts to identify the educational problems of pupils belonging to the Scheduled Tribes in Chamoli district.

Objectives: (i) To identify the structural variables which impede the extension of formal education among the Scheduled Tribes, (ii) to assess the educational facilities available to tribal pupils, (iii) to find out and compare the educational problems of tribal pupils studying in junior high schools and secondary schools, (iv) to know the extent to which the educational problems of male and female students were identical, and (v) to verify to what extent the tribal community was satisfied with the educational growth and achievement of their younger generation.

Methodology: The sample of the study was obtained by the multi-stage stratified random sampling technique. It consisted of 404 tribal students (195 middle level and 209 secondary level studying in different junior high schools and secondary schools in Chamoli, Garhwal District. The relevant data was collected with the help of Educational Problems Questionnaire (for students) and Educational Problems Schedules (for guardians/ eminent persons/teachers and administrators). All these tools were prepared by the researcher under the guidance of his supervisor. Mean, median, mode, standard deviation, 't' test, percentage, and other appropriate statistical techniques were used to analyse the data.

Major Findings: (1) On the dimensions—problem of adjustment with the medium of instruction, curriculum, teachers, time-table, school hours, examination, teaching and colleagues—no significant variation could be identified between tribal boys and girls of junior schools. (2) Girls revealed that they felt more difficulties in completing homework given by their teachers. (3) On the variable adjustment with teachers and teaching, girls were found significantly well adjusted as compared to boys. (4) Students of both sexes accepted that there were adequate number of teachers in their schools. (5) With respect to different classes, much variation was observed in the amount of scholarship; it was not adequate in the lower classes, i.e. Classes VI to VIII. (6) With the amount of scholarship, girls were found more satisfied than boys. (7) Regarding the attendance in schools, girls were found more punctual and sincere than boys. (8) Among tribal students, the inclination was more prominent towards the arts stream than towards the science and commerce streams. (9) As compared to girls, boys of secondary schools had expressed the need for hostel facility. The boys also revealed that the traditions, taboos and prejudices of their community acted as constraints in the advancement of their education. (10) Regarding difficulty in understanding class teaching or courses of studies, the junior high school students exhibited significantly more problems than their secondary school counterparts. (11) On analysing the views of tribal students regarding other subjects of their interest which were not being taught to them, knitting and weaving, and agriculture and sports were demanded by middle school students, whereas technical and vocational courses, knitting and weaving and commerce courses were demanded by secondary school students. (12) The majority of the guardians and eminent people were found fully satisfied with respect to the amount and the disbursement policy of scholarships. (13) About the examination results of the tribal students, 83% guardians were found to be fully

satisfied. But the majority of the teachers and eminent persons were not satisfied with the academic results of the tribal students. The causes of low achievement in the examination emphasised by teachers as well as eminent persons were: educational backwardness, unfavourable attitude of parents towards education and lack of motivation. [KBB 1839]

Lakkamma, 1990. **A comparative study of the problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls in relation to their traditionality/modernity.** M.Phil., Edu. Bangalore Univ.

Problem: The present work is a comparative study of the problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls in relation to their traditionality/modernity.

Objectives: (i) To compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls in relation to their different degrees of traditionality and modernity, (ii) to compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls studying in urban and rural high schools, (iii) to compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes girls studying in high schools of different standards, and (iv) to examine the interaction effect of caste on the one hand and urban-rural community, traditionality/modernity and standard on the intensity of different areas of problems of high school girls.

Methodology: A sample of 400 girls studying in high schools of Bangalore, including 317 from urban schools and 83 from rural schools, was selected. This also included 121 Scheduled Castes, 47 Scheduled Tribes and 232 non-Scheduled Castes girls. The Adolescent Girls' Problems Inventory and the Traditionality-Modernity Scale were administered to the sample.

The main as well as interaction effects of all these variables and castes on the intensity of problems in their ten dimensions and in toto were found by using two-way ANOVA.

Major Findings: (1) The non-Scheduled Castes girls had significantly more recreational problems than the Scheduled Castes girls, whereas Scheduled Castes girls had more recreational problems than the Scheduled Tribes girls. (2) Urban girls had greater intensity of problems than the rural girls in the areas of aspiration and life goals, moral, religious and spiritual matters, academic achievement, finance, money and other economic areas. (3) None of the main effects of standard was significant. (4) The group of girls with high traditionality had more problems compared to the girls with low or moderate traditionality and in turn, the moderate traditionality group had greater intensity of problems than the low group in the areas of personal inadequacies, social relationships, adjustment, aspiration and life goals, recreation, moral, religious and spiritual matters, academic achievement, cultural and traditional customs, and in toto. (5) The group of girls with high modernity had greater intensity of problems than the group of girls with moderate modernity, whereas the moderate modernity group had greater intensity of problems than the low modernity group in the areas of health, growth and development, personal inadequacies, social relationship adjustment, aspiration and life goals, reaction, moral, religious and spiritual matters, academic achievement, and in toto. (6) None of the interaction effects of caste, on the one hand, and other independent factors, viz. community, traditionality/modernity and standard, on the other hand, was found to be significant on the intensity of ten areas of problems and in toto. [MKh 0318]

Lata, Manju. 1992. **Academic achievements of the tribal and non-tribal pupils of Ranchi city, Bihar: A study in preference and performance in high school subjects.** Ph.D., Edu. Univ. of Allahabad.

Problem: The present study attempts to explore the relationship between the secondary school curriculum and the pupils.

Objectives: (i) To find out the subject-wise preference and performance of the senior secondary school students of two cultural groups, viz. tribal and non-tribal, and (ii) to study the factors influencing preference and performance.

Methodology: The survey-method was used to investigate the problem. Out of 24 senior schools in Ranchi City (Bihar State), 12 were selected randomly. Following the principles of stratified random sampling, 400 informants were selected. Of these, 200 were from the tribal group and 200 from the non-tribal group. Further, in each cultural group there were 100 boys and 100 girls, representing 12 schools. To assess the preference and performance in the various subjects taught in senior schools, a questionnaire consisting of structured and non-structured items was prepared. The mode of analysis was to compare the data calculated in percentages and make a statistical comparison of the sample-scores.

Major Findings: (1) Tribal students were found to differ from the non-tribal students with regard to their preference in some selected subjects and not in all the subjects taught. (2) The inter-culture variation in performance existed to varying degrees. (3) Intra-culture variations existed in the scholastic attainments of the senior secondary school pupils. (4) The operating factors behind the scholastic attainments included both cultural and school-environmental factors and were found to be mutually exclusive. [PCS 0946]

Lidhoo, M.L. and Khan, Mahmood Ahmed. 1990. **Bright under-achievers among the socially backward: Counselling and remedial measures.** *Indian Educational Review*, Vol. 25 (1): 20-30.

Problem: The attempt is to study the problems of bright under-achievers in two remote tehsils of district Anantnag and devise remedial measures in order to raise their scholastic performance.

Objectives: (i) To screen bright subjects with the help of a non-verbal intelligence test (Raven's Advanced Progressive Matrices), (ii) to study the non-cognitive factors interfering with the performance of bright under-achievers, and classify these under different areas, and (iii) to devise remedial measures, on the basis of individual counselling sessions for each individual subject, to be conducted in order to achieve a desirable scholastic performance for each subject.

Methodology: Children studying in Class IX, in the rural tehsils of Pahalgam and Bijbehara in District Anantnag were taken as the sample, on the basis of the annual examination marks in Classes VII and VIII and the IQ scores on Advanced Progressive Matrices. Raven's Advanced Progressive Matrices was used as a research tool. In order to analyse the data, mean, SD and 't' test were employed.

Major Findings: (1) There was a considerable improvement in the performance scores of the experimental group. The mean difference between the pre- and post-counselling performance scores was found to be statistically significant beyond .05 level. (2) The marked differences in the achievement scores of the control group could be attributed to no other factor except the manipulation of the independent variable (individual counselling). (3) Some non-cognitive factors were responsible for the under-achievement of the bright subjects. These were low need-achievement, sick home background and poor study habits. [Spr 1486]

Maheshwari, P.C. 1989. **A study of teaching attitude as related to intelligence, values and sex among the Scheduled Castes, backward classes and general category teacher trainees of Rohilkhand University.** Ph.D., Edu. Rohilkhand Univ.

Problem: This is a study of the effect of intelligence, value-pattern and sex on the teaching attitude of the Scheduled Caste,

backward classes and general category teacher-trainees.

Objectives: (i) To study the relationship between intelligence and teaching attitude of the Scheduled Castes, backward classes and general category of teacher-trainees, (ii) to find out the relationship between the value-pattern and teaching attitude of the teacher-trainees of the above categories, (iii) to study the effect of the sex of teacher-trainees of the above categories on their teaching attitude, and (iv) to study the differences in the teaching attitude of teacher-trainees of all the three categories.

Methodology: Four hundred and twenty-six teacher-trainees (233 from the general category, 95 from the backward classes, and 97 from the Scheduled Castes) were selected from 10 degree colleges of Rohilkhand University through random sampling. The Teacher Attitude Inventory by S.P. Ahluwalia, Group Test of Intelligence by R.K. Tandon and Value Test by R.K. Ojha were used to collect the data. The statistical techniques used included 't' test, correlation and multiple regression analysis.

Major Findings: (1) Teacher-trainees of the general category scored a significantly higher mean teaching attitude score than those of the backward classes and the Scheduled Castes. (2) The difference in the teaching attitude of male and female teacher-trainees was insignificant. (3) Intelligence was highly and positively correlated with teaching attitude and accounted for 27% variance in the attitude towards teaching. (4) The teaching attitude of the trainees was positively and significantly related with theoretical, economic, social and political values. (5) Correlation coefficients between teaching attitude and different values were calculated for different categories of teacher-trainees separately. In the case of the general category of teacher-trainees, a positive relationship was obtained with theoretical and economic values, while in case of backward classes teacher-trainees, a significant positive relationship was

found with theoretical, economic, social and political values; for Scheduled Castes trainees, the values of the relationship were positive and significant with theoretical ($r = 0.38$), social and political values. (6) The variance, accounted for by intelligence and six value-patterns, in the teaching attitude of different groups of trainees was 25% for general males, 29% for general females, 49% for backward classes males, 44% for backward classes females, 33% for Scheduled Castes males and 40% for Scheduled Castes females. (7) The attitude of teacher-trainees of the general category towards teaching was more positive as compared to the attitudes of the backward and the Scheduled Castes categories. (8) Sex did not influence the attitude towards teaching of teacher-trainees belonging to the general category, the Scheduled Castes and the backward classes. (9) Intelligence showed a positive effect on the teaching attitude of the trainees. (10) Trainees having higher theoretical, economic, social and political values had a positive attitude toward teaching. (11) Out of all the variables (under study), intelligence was identified as the best predictor of teaching attitude. [BS 0952]

Majaw, Sister Julia Narayan. 1991. **A comparative study of the levels of education and drop-outs related to certain socio-psychological factors among tribals of Meghalaya.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: This study attempts to ascertain the levels of education and other related factors including the difference between the drop-outs and the non-drop-outs among the tribals of Meghalaya.

Objectives: (i) To make an assessment of the levels of education amongst the tribals of Meghalaya in terms of the enrolment in primary classes in different schools in the five districts of Meghalaya, (ii) to ascertain the differences, if any, in the age and IQ levels as well as in their ambitions, and (iii) to ascertain the phenomenon of drop-out amongst them in terms of rural/urban, sex, tribal/non-tribal dimensions as well

as to find out any difference between drop-outs and non-drop-outs in terms of their level of intelligence and aspiration.

Methodology: A comparative paradigm was used to test each of the 29 null hypotheses and the sample was drawn in a systematic way. First, all the schools in the five districts of Meghalaya were selected. From each of the 31 schools, one-fourth of all the children studying in Class V were identified along with the drop-outs who had been enrolled in Class I of the school but whose names did not appear in Classes IV, V and VI of the same school. Four major documents (two published by the Government of India, one by the Government of Meghalaya and one by the NCERT) were analysed to ascertain the levels of education in Meghalaya; Raven's Standard Progressive Matrices (SPM) was used to ascertain the IQ of children; Bhagia's Adjustment Inventory was used to ascertain certain personality aspects, and a questionnaire was devised to ascertain the ambitions and aspirations of the students as well as the facilities and other characteristic features of the schools in Meghalaya.

Major Findings: (1) The enrolment figures of the three levels of education varied, the highest being at the primary level, followed by the middle and the high school levels. More boys than girls had been enrolled in both rural and urban schools though the number of girls enrolled at higher levels kept increasing in the rural areas. (2) Types of school, physical features, academic and other facilities varied from school to school depending on several factors including geographical and economical. (3) More than 90% of the children preferred the medical, or engineering or teaching professions, and relatively more urban than rural children, more boys than girls, more tribals than non-tribals found the environment at school conducive to realising their ambitions. [SCG 1021]

Malhotra, O.P. 1990. **Impact of education on the Nicobarese tribal life and adjustment.** D.Litt., Edu. *Utkal Univ.*

Problem: The attempt is to study the impact of modern education on the tribals of Car Nicobar Islands and their adjustment to their new life and thought, with emphasis on education and family, social life education and cultural life education and economic life education, political life and education and religious life.

Objectives: (i) To assess and analyse the impact of education on the family, social, cultural, economic, religious and political life of the Car Nicobarese tribals. (ii) to pin-point the healthy and unhealthy influences of education on the Car Nicobarese so that the tribals, particularly their leaders, should take notice of it and try to root out the ill-effects of education and retain the desirable ones, and (iii) to make the present study a guiding source for the various voluntary as well as welfare activities of various tribal communities, particularly the Car Nicobarese.

Methodology: The sample for the present study was drawn from 15 villages of Car Nicobar Islands. The sample included different types of tribals as well as tribal teachers and non-tribal teachers. A questionnaire, an interview schedule, an observation schedule and Likert's Attitude Scale were used for collection of data. Some case studies were also conducted.

Major Findings: (1) The tribals of Car Nicobar Islands had a strong tradition of the joint family system. Among the families surveyed, 81.34% were found to be joint families. However, the number of nuclear families was constantly increasing due to the impact of education. The progress of education was higher in the nuclear families as compared to the joint families. (2) The spread of education had influenced the age for marriage of the Car Nicobarese youths. The priority had shifted from marriage to education. (3) Education had been responsible for bringing about a change in the traditional occupations of many of the Car Nicobarese tribals. (4) Formal education had been responsible for bringing about a change in the cultural life of the Car Nicobarese. (5) Education had brought about a

change among the Car Nicobarese. They have developed a liking for modern games, sports and musical instruments and were losing interest in their traditional games, sports, etc. (6) Education had enabled the tribals to modify their practices which were unnecessary, costly and time-consuming. The Car Nicobarese language (dialect) had been immensely influenced by the spread of education. (7) Education had played a crucial role in developing the economy of the tribals. (8) The impact of education on the religious beliefs of the Car Nicobarese was also noticed. (9) The tribals of Car Nicobar had now become more politically conscious. [KCP 0384]

Manharlal, Rajyaguru Balkrishna. 1992, **A study of the frustration-tolerance among the Scheduled Castes and Scheduled Tribes students with reference to some personal, educational and family-related variables.** Ph.D., Edu. Saurashtra Univ.

Problem: The present study is an analysis of the frustration-tolerance of Scheduled Castes and Scheduled Tribes students with reference to some selected variables.

Objectives: (i) To study the main and interactive effects of social status and the ten moderator variables of the study on the Group Conformity Rating scores of the students, (ii) to study the effects of social status and the ten moderator variables of the study on the scores of four super-ego patterns of the students, (iii) to study the effects of social status and the ten moderator variables of the study on the trends of frustration among the students, and (iv) to prepare the norms for different types of responses of Scheduled Castes/Scheduled Tribes students and other students for the two age-levels.

Methodology: The students belonging to Scheduled Castes and Scheduled Tribes and studying at higher secondary and college level in the Junagadh District of Gujarat State, were considered as the population. Two hundred and

fifty students were selected for the sample from higher secondary schools and colleges in Junagadh City. If such students were not available in some institutions, the same number of other students was selected. The selection of the Scheduled Castes/Scheduled Tribes students was done by purposive sampling technique while the selection of the other students was done by using the random sampling technique. Two tests and one information blank were used for the collection of data. The Sentence Compilation Test by K.G. Desai was used for assessing frustration-tolerance. Madhukar Patel's Intelligence Test was used for measuring intelligence. A personal information blank prepared by the researcher was used for getting details about personal, education and family-related information from the students. The analysis of data was divided into three parts. The first part was studying the main and interactive effect of the independent Group Conformity Rating score. Twenty hypotheses were tested by two-way ANOVA. The second part was getting the answers for 14 questions of SE pattern from the Scheduled Castes/Scheduled Tribes students and other students with reference to 10 moderator variables. The 't' test was the statistical method used. The third part was getting the answers for 22 questions regarding trends of directions of aggression and reaction types from the Scheduled Castes/Scheduled Tribes students and other students with reference to 10 moderator variables. Percentage was used for analysis.

Major Findings: (1) The boys were found to be more conformative with their groups as compared to girls. The Scheduled Castes/Scheduled Tribes students with parental education above SSC were found to be more conformative with their groups in comparison to their counterparts. (2) The average scores of SE pattern-I of the students with illiterate parents and students with one or two siblings were higher than those of their counterparts. (3) The average scores of SE pattern-2 of (i) students with high intelligence, (ii) boys, (ii) students above 21 years of age, (iv) students who had graduated, (v) students having

second or third birth order, (vi) college students and (vii) Scheduled Castes/Scheduled Tribes students of the science stream were higher than those of their counterparts. This means that the students of these groups had a higher tendency to blame others. (4) The average score of SE pattern-3 of (i) students with low intelligence, (ii) students at average intelligence level, (iii) Scheduled Castes/Scheduled Tribes boys, (iv) girls, (v) students having three or four of siblings, (vi) the Scheduled Castes/Scheduled Tribes students having the fourth or above birth-order, (vii) students of 15-28 years age, (viii) Scheduled Castes/Scheduled Tribes students of the middle-income group, (x) students of higher secondary, and (x) Scheduled Castes/Scheduled Tribes Arts students were higher than those of their counterparts. This means that the students of these groups had a higher tendency for self-criticism and blamed their own selves. (5) The average scores of SE pattern-4 of (i) the other boys, (ii) the Scheduled Castes/Scheduled Tribes girls, (iii) other students whose fathers were illiterate, (iv) Scheduled Castes/Scheduled Tribes students having one or two siblings, (v) the students having the fourth or above birth-order, (vi) low-income group, (vii) higher secondary students, (viii) Arts stream students and (ix) Commerce stream students, were higher than those of their counterparts. This means that they had defensive tendency by either excluding someone else or by excluding oneself. (6) The trends of directions of aggression and reaction types indicated that more than 47% of the students had trend 'none' at different levels of social status and ten moderator variables. This means that the majority of students did not change their directions of aggression and reaction during attempting all items of the test. (7) A larger number of Scheduled Castes/Scheduled Tribes students—those with low IQ, girls, those in the age-level 18-21 years, those with illiterate fathers, and those with one or more siblings—had a negative trend of extrapunitive (E) direction of aggression. This means that the extrapunitive of these groups of Scheduled

Castes/Scheduled Tribes students was predominant in the second half (21-40), while the (E) direction of aggression of these groups of other students was predominant in the part (1-20). Moreover, in the Scheduled Castes/Scheduled Tribes students of these groups, extrapunitiveness increased as they faced more frustrating situations. The extrapunitiveness of other students of these groups decreased as they faced more frustrating situations. (8) A larger number of Scheduled Castes/Scheduled Tribes students—those with social status, girls, those above 18 years of age, those with low achievement level, those with father's education at SSC level, those at college level, those in the commerce stream, and those in the science stream—showed a positive trend of ego-defence (E-D), while a larger number of other students in these groups had the negative trend of E-D type of reaction. This means that the reaction type E-D of these groups, i.e. Scheduled Castes/Scheduled Tribes students, is predominant in the first half (1-20), while the reaction type E-D of other students of these groups was predominant in other half (21-40). In the Scheduled Castes/Scheduled Tribes students of these groups, the reaction type E-D increased as they faced more frustrating situations. The reaction type E-D of the other students of these groups decreased as they faced more frustrating situations. [DAU 0002]

Mandal, Pritish Kumar. 1991. **A study of the impact of some psycho-social determinants on the educational achievement of tribal students of West Bengal**, Ph.D., Edu. Univ. of Kalyani.

Problem: The tribal people of India are passing through severe strains in their struggle for existence. Education is one field in that struggle and tribal students are not doing satisfactorily in that area. In this study, the researcher has tried to determine the academic motivation of tribal students.

Objective: To develop a standardised scale for measuring the academic motivation of tribal

students and to determine the extent of academic motivation of students belonging to high and low-income groups of the tribal people.

Methodology: The sample consisted of 570 tribal students of both the sexes distributed over 12 schools in three districts in West Bengal. A standardised academic motivation questionnaire (Likert-type) was used for data collection and regression analysis was used for interpreting the results.

Major Findings: Twenty-one hypotheses were formulated for the purpose of the study. Out of these, five hypotheses were rejected. Various groups (class-wise and sex-wise) were compared in terms of academic motivation. The study did not provide any theoretical interpretation, rather, it gave a general picture of the academic motivation of tribal children and the problems related to it. [PDR 0621]

Mehta, Perin H.; Bhatnagar, Asha and Jain, V.K. 1989. **A study of the educational-vocational planning, academic achievement and selected psychological and home background variables of tribal high school students in and around Shillong (Meghalaya)**. Independent study. National Council of Educational Research and Training.

Problem: The study investigates the psychological, academic achievement and educational-vocational planning characteristics of the tribal high school students of Meghalaya.

Objectives: (i) To acquire information about selected home-background variables, psychological characteristics, problems and needs, academic achievement and educational and vocational planning of the tribal high school students of Meghalaya, and (ii) to study the role of selected psychological and environmental variables in the educational and vocational development of high school students to validate certain aspects of theories of vocational development which were propounded in the USA in a very different socio-economic and cultural context.

Methodology: A total of 330 students of Class IX studying in 10 schools in and around Shillong constituted the sample. The main consideration in selecting the judgement sample of 10 schools was that the schools should have tribal as well as non-tribal students, and the tribal students should belong to different tribes, should be spread over different socio-economic strata, should come from urban as well as rural areas. This research was a field study of an exploratory nature. The comparative approach was adopted in this study in which different groups of tribal and non-tribal students were compared on various independent variables. The study covers tribal and non-tribal boys and girls, and rural and urban students. The data was collected with the help of a Student Information Blank, Vocational Planning Questionnaire, Centre's Job Values Card, Attitude Inventory, Personal Events Scale, Raven's Standard Progressive Matrices, Interest Inventory by R.P. Singh and Student Problems Check-list. The chi-square test, ANOVA, and partial contingency coefficient were used for statistical analysis.

Major Findings: (1) The investigation showed that the tribal boys and girls of Class IX in Meghalaya were older and lower on SES than their non-tribal counterparts studying in the same schools. The two groups, however, were not very different from each other in respect of various characteristics. The general socio-cultural milieu seemed to influence everyone in the State irrespective of ethnic affiliation. However, in some of the dimensions like intelligence level, academic achievement and study habits, the tribals were slightly inferior to the non-tribals, while on others, particularly those pertaining to vocational planning, the tribals had an edge over the non-tribals. (2) Tribal girls were more independent of their parents in their job values. This may be due to a tribal practice according to which women play a more significant role in the world of work. Nevertheless, like in the rest of the world, in Meghalaya also, girls and boys were given differential treatment, with more facilities and attention being given to the boys by the parents.

The interest patterns of boys and girls also confirmed that the socialisation process was different for the children of the two sexes. Girls showed poorer academic achievement and more problems in many areas as compared to the boys. Guidance and counselling services were required for the girls to solve their problems. Sex differences were, however, not found on vocational planning, which became more realistic with age among the tribal boys and girls and their family played a significant role in their vocational development. (3) Tribal first-generation learners and non-first-generation learners also showed certain similar characteristics but were different on others. However, it was found that the environmental influences played an important role in the cognitive and affective development of the children. (4) Contrary to popular belief, the study revealed that tribal rural students had an edge over their urban counterparts in various respects. They manifested a higher level of educational aspiration, academic achievement and better vocational planning than the urban students. [Authors 1836]

Mishra, H.C. 1989. **Cognitive development: Metalinguistic skills and educational achievement of unilingual and bilingual tribal children.** Ph.D., Psy. Utkal Univ.

Problem: The study investigates the impact of bilingual experience on the cognitive skills, metalinguistic competence, coding processes and educational achievement of children in a tribal setting in Orissa.

Objectives: (i) To examine whether or not linguistic status (unilingualism vs bilingualism) influences the rate and course of cognitive development in tribal children, (ii) to find out the influence of bilingualism on the development of coding processes, (iii) to examine the nature of differences which may exist between unilingual and bilingual tribal children with respect to their awareness about the structure and functions of language, (iv) to find out whether or not there exist significant differences between unilingual

and bilingual tribal children with respect to their achievement in school subjects, (v) to find out the interactive effect of linguistic status and grade on the development of cognitive skills and metalinguistic awareness, and (vi) to study the pattern of relationships among various cognitive development, metalinguistic and school achievement measures as a function of the linguistic status and grade level of the subjects.

Methodology: The sample for this study was selected on the basis of the performance characteristics of 360 children of the Kond tribe in the district of Phulbani, who were examined following a 2 (linguistics status: unilinguals vs bilinguals) x 3 (Classes II, IV and VI) factorial design with 60 subjects drawn for each cell from a relatively homogeneous socio-demographic background. The data was collected with the help of Raven's Coloured Progressive Matrices and Conservation Test by Goldschmidt and Bentler. The results were analysed using mean, SD, analysis of variance, 't' test and intercorrelation.

Major Findings: (1) There was a bilingual superiority with respect to abstract and verbal logical reasoning, concrete operational thinking and general memory proficiency and strategies. (2) The bilinguals clearly differentiated themselves from the unilinguals in the use of two information processing strategies, namely, simultaneous and successive, with differences in simultaneous processing appearing relatively earlier in the developmental period. (3) Bilingualism was also found to promote children's metalinguistic competence including their analysed knowledge of and control over language. (4) With increasing age and exposure to the two language system, the bilingual, unilingual difference in cognitive and metalinguistic skills tended to be wider in favour of the former. (5) The bilinguals were significantly better than unilinguals in their school achievement. (6) The bilinguals' cognitive structure was relatively more differentiated compared to the unilinguals', and they were employing more effective coding strategies for metalinguistic performance. [KCP 0393]

Mishra, P.K. 1990. **Status of Harijans in tribal and caste contexts: A comparative study.** Ph.D., Anthro. Utkal Univ.

Problem: The study makes a comparative evaluation of the status of Harijans (Pana and Ganda) in two sub-central regions of Orissa.

Objectives: (i) To study the extent in which the Harijans were suffering from social, economic, political, and religious handicaps during the pre-Independence period, (ii) to study the goals and models, if any, pursued by the Harijans to enhance their status during the pre-Independence period, (iii) to study the present position of Harijans in the village communities both in public and private spheres of life, (iv) to study the nature of discrimination prevalent against the Harijans and among the Harijans after Independence, (v) to study their general level of awareness and their achievement in the socio-political sphere of life, (vi) to study the benefits that accrued to them since Independence through constitutional safeguards and development inputs, and (vii) to find out the actual social status of Harijans in contemporary society, that is, in the two sub-regions of Orissa, one representing predominantly a caste context and the other a largely tribal context.

Methodology: The sample for the study was drawn from two villages. Both the villages were multi-ethnic in composition, the difference being that tribal communities inhabited one village and not the other. The data was collected with the help of a household census schedule, village schedule, focussed interview schedule and information variables, biographies, memories of a few important leaders and Census handbooks, reports, research papers and official records.

Major Findings: (1) Both Pana and Ganda had a heterogeneous population. (2) The most distinguishing feature of the intra-group hierarchy was seen in the practice of all kinds of social and ritual discrimination that segregated one sub-group from another. The Harijans below the ranks of Pana and Ganda exhibited such

intra-group practices. (3) Among the asavarnas or Harijans, occupation and socio-economic factors had led to intra-caste graduations which persisted and prevented their social mobility. (4) The impact of political activities had been an important factor in bringing about a significant change in the status of Harijan activities. (5) In some cases no gap between savarna and asvarna members was maintained while eating in a public place, except when some rituals were being observed. (6) Education, power and public eminence had provided social equality and parity with caste Hindus. [KCP 0449]

Mishra, Subodha Chandra. 1991. **A study of the relationship between education and the social status of Scheduled Castes students of Cuttack district, Orissa.** M.Phil., Edu. Univ. of Poona.

Problem: This is an attempt to study the possible causes affecting the social status of Scheduled Castes graduates at the micro level in Orissa State.

Objectives: (i) To study the extent to which the social status of Scheduled Castes graduates had improved as a result of education, (ii) to compare the social status of Scheduled Castes graduates with non-Scheduled Castes graduates, (iii) to study the effect of the changed economic condition on the social status of Scheduled Castes graduates, (iv) to study the extent to which the attitude of Scheduled Castes graduates towards 'self' had changed as a result of education, and (v) to study the effect of family background on the social status of Scheduled Castes graduates.

Methodology: The sample consisted of 90 Scheduled Castes graduates and 45 non-Scheduled Castes graduates from four colleges of Cuttack District, living and working in Cuttack City. The Socio-economic Status Scale (urban) developed by S.P. Kulshrestha and a questionnaire developed by the researcher were used as tools for collecting data. Percentage and chi-square test were used for statistical interpretation of the results.

Major Findings: (1) A larger percentage of Scheduled Castes respondents were in the Arts stream and a smaller percentage in the Commerce and Science streams in comparison to non-Scheduled Castes respondents. (2) Scheduled Castes groups like Dhoba, Bhoi, Bauri and Kandara aspired more for higher education than the sub-caste Scheduled Castes like Pano, Haddi and Muchi. (3) The economic condition of Scheduled Castes graduates had improved to a considerable extent due to education but it was still weaker in comparison to non-Scheduled Castes graduates. (4) A large percentage of Scheduled Castes graduates were in government and bank jobs and a smaller percentage were government officers and company executives. (5) Scheduled Castes graduates married a little earlier than non-Scheduled Castes graduates, and belonged to joint families rather than nuclear families. (6) The family size of Scheduled Castes respondents was larger as compared to that of non-Scheduled Castes respondents. This larger size of the family affected the socio-economic condition of the Scheduled Castes respondents. (7) Both Scheduled Castes and non-Scheduled Castes respondents were equally exposed to mass media but the Scheduled Castes were less interested in music, reading novels and magazines. (8) Scheduled Castes respondents were less interested in medical care than non-Scheduled Castes respondents. (9) A larger percentage of Scheduled Castes respondents had an inferiority complex due to continued social discrimination. (10) The percentage of Scheduled Castes respondents participating in political activities was less than that of the non-Scheduled Castes group. (11) In the case of smoking, eating and drinking, the difference between Scheduled Castes and non-Scheduled Castes was not significant. (12) Due to limited aspiration, insecurity of jobs and poverty, the majority of the Scheduled Castes respondents did not feel encouraged to go in for higher education. (13) The majority of the non-Scheduled Castes respondents supported the caste system, while

the majority of the Scheduled Castes respondents supported continuity of the reservation policy. [ASB 0039]

Mittal, Sadhana. 1990. **A comparative study of the self-concept and personality factors of Scheduled Castes and non-Scheduled Castes students.** Ph.D., Edu. Agra Univ.

Problem: This study concentrates on a comparison of the self-concept and personality factors of Scheduled Castes and non-Scheduled Castes students.

Objectives: (i) To compare the self-concept of Scheduled Castes and non-Scheduled Castes students, (ii) to compare the personality factors of Scheduled Castes and non-Scheduled Castes students.

Methodology: Three hundred boys and 300 girls were selected for the purpose of the study. Of these 300 boys and 300 girls, 150 boys and 150 girls were Scheduled Castes children and 150 boys and 150 girls were non-Scheduled Castes children. A stratified quota sampling procedure was used. The Self-Concept Test by R.P. Bhargava and the Hindi version of Cattell's 16 PF test were used for collecting data. Mean, SD, SEDM and CR were used for statistical interpretation of the results.

Major Findings: (1) Scheduled Castes and non-Scheduled Castes students did not differ significantly on all the dimensions of self-concept except for the feeling of inadequacy. (2) Scheduled Castes and non-Scheduled Castes boys differed on two dimensions of self-concept, i.e. feeling of inadequacy and emotional stability. (3) Scheduled Castes and non-Scheduled Castes girls did not differ significantly on all the dimensions of their self-concept except for the tendency of withdrawal. (4) Scheduled Castes girls and boys did not differ significantly on achievement, aspiration and self-confidence, while for other dimensions the difference was statistically significant. (5) Non-Scheduled Castes girls and boys differed on emotional stability, one of the

dimensions of self-concept. (6) Scheduled Castes and Non-Scheduled Castes students differed significantly on personality factors, B, F, Q, Q3 and H, while for other factors the difference statistically not significant. (7) Scheduled Castes and non-Scheduled Castes boys differed significantly on personality factors, B, F, G, H, M, N and Q3. (8) Scheduled Castes and non-Scheduled Castes girls did not differ significantly on all the factors of personality. (9) Scheduled Castes girls and boys differed significantly on B, F, G, H, M, N, O, and Q3 factors of personality. (10) Non-Scheduled Castes girls and boys differed significantly on G, I, A, B, F, O, and Q3 factors of personality. [SS 0788]

Mohanty, S.L. 1989. **Intelligence, perceptual-motor, and achievement motivation training of tribal and non-tribal children.** Ph.D., Psy. Utkal Univ.

Problem: The study addresses itself to the problem of intelligence, perceptual-motor, and achievement motivation of non-tribal children.

Objectives: (i) To find out whether repeated testing with one intelligence test would help the children to pick up learning cues and problem-solving strategy which would be generalised and manifested in their performance on another intelligence test, (ii) to find out whether training given to tribal children using some game-like perceptual and conceptual tasks would improve their linguistic performance, and (iii) to find out whether training given to those children using some familiar, game-like level-of-aspiration task would generalise to their performance on an achievement-motivation task.

Methodology: The present study employed a 2x2x2 design having two cultures (tribal and non-tribal), two grades (III and V) and two groups (experimental and control) with 40 tribal (Kandh tribe) and 40 non-tribal children. The tools used included Raven's Coloured Progressive Matrices by Rath, Dash, Cattell's Culture Fair Intelligence Test, language test, Kustebuby test, reading

comprehension, story-writing test and graphic method of measuring achievement motivation by Aronson. Mean, SDs, 2x2x2 ANOVA, and correlation were used for statistical interpretation of the data.

Major Findings: (1) Tribal children were not found to be having lower intelligence scores. (2) Older children benefited more from the training. (3) In RCMP scores and substitution scores of CFIT, the younger children showed greater improvement. (4) In the listening test, the effects of training were prominently noticed. (5) In the reading test, the older tribal and non-tribal children showed similar progress. (6) In the story-writing test, the younger tribal and non-tribal experimental children performed the best. (7) In the achievement-motivation test, the non-tribal children showed greater improvement. (8) Short-term intelligence, language and motivational training did certainly indicate positive gains, but the tribal children's disadvantages or deprivations were so prolonged and the training was so short and inadequate that too much gain could not be expected. [KCP 0457]

Mondal, Rahim Sekh. 1992. **State of education among the Muslims of West Bengal: A study in aspects of their educational status, problems and prospects.** Independent study. Univ. of North Bengal. [ICSSR Funded]

Problem: The study ascertains the status of education of the Muslims of West Bengal and the several factors responsible for their backwardness.

Objectives: (i) To investigate the state of education among the Muslims of rural West Bengal on the basis of their attitude towards education, (ii) to identify various factors responsible for their educational backwardness by analysing the socio-economic cultural environments of the Muslim community, and (iii) to formulate a way through which emancipation of the Muslims from illiteracy and ignorance can be achieved.

Methodology: The sample of this field study consisted of six selected villages—Dighole-hati-Moinaguri, Sihole, Kestor (Northern Zone) Nagar, Bansjore and Toersing (Southern Zone) — of six districts of the State of West Bengal. Empirical facts were collected between January 1991 to April 1993 from a sample of 40 households that were selected from each village for intensive study, using the stratified random sampling technique, to represent every section of the village community with particular reference to socio-economic strata in the rural society. The primary data were collected through conventional anthropological tools and techniques, viz, census survey, interviews, case studies, collection of genealogy, group discussions, observations and by interviewing the selected informants with the help of structured interview schedules. Besides students, parents and teachers, some leaders and intellectuals of the Muslim community (religious as well as political) were also separately interviewed for the purpose of this study. The data were analysed quantitatively and qualitatively.

Major Findings: (1) The literacy status as well as the educational standard of the Muslims of six villages under study were found to be very poor. The average literacy rate in six villages was 32.27% only. The frequencies of men's and women's literacy were 40.87% and 22.89%, respectively. There were a total of 3,384 children in these villages who belonged to the school-going age. Among them, there were 948 (28.01%) continuing students, 1,082 (32%) drop-outs and 1,351 (39.09%) non-enrolled children. Among the continuing students, 46.92% were attending school regularly. 35.71% of students did not go to schools regularly due to their involvement in agriculture and other household work. (2) Nearly 64% of the guardians/parents aspired to educate their children up to the secondary standard, while 41% of the students wanted to go to college and university. (3) Illiteracy among children was very high in families where parents were literate/educated only up to the primary standard. The enrolment of the children was very low and drop-

out was very high in the case of children with illiterate or less educated parents. The illiteracy of the children was significantly reduced in the case of parents with education up to the secondary standard. No illiterate child was noticed among the parents who had education beyond the high school level. Enrolment of the children was significantly high and the instance of drop-out was quite low among educated parents. It was found that mothers' educational level had great influence on the children for pursuance of their studies. There were more illiterates among the agricultural labourers. A section among the cultivators had only primary education. Education beyond the secondary level was mostly confined to businessmen and white collar job-holders. Non-agricultural labourers had a better literacy rate than agricultural labourers and cultivators. (4) The enrolment pattern of the children in the schools was also greatly influenced by the parents' occupation. There was a high representation in enrolment of children of government servants. (5) The enrolment of children in the families of the low income group (up to Rs 6,000 per annum) was only 37.50% and in families of the higher income group (above Rs 25,000 per annum) it was 93.33%. (6) The major factor for educational backwardness of Muslims was the 'Muslim factor', the social milieu of the Muslims discouraged them from modern education. The other factors were situational, cultural, i.e. socio-political environment of the country, economic, social (*purdah*), the traditional value system and lifestyle of the Muslims. (7) The AMP model formulated for the growth of education in the Muslim community, based on awareness, motivation and participation, has been suggested for the emancipation of Muslims from illiteracy and ignorance. [NR 1246]

Moneyamma, V.G. 1991. **A study of the causes and correlates of wastage among Scheduled Castes pupils at the primary stage.** Ph.D., Edu. Univ. of Kerala.

Problem: The study assesses the extent of and

identifies the causes and correlates of wastage among Scheduled Castes and other community pupils at the primary stage.

Objectives: (i) To study the extent of wastage among Scheduled Castes pupils and other communities pupils, (ii) to identify the causes and correlates of wastage among Scheduled Castes pupils and other communities pupils, (iii) to compare the causes and correlates of wastage of Scheduled Castes pupils and other communities pupils, (iv) to compare various groups of pupils (including male and female) in terms of extent of wastage and causes and correlates of wastage, and (v) to draw up a programme for prevention of wastage based on suggestions from relevant groups.

Methodology: A sample of 986 primary school pupils, drawn on the basis of random sampling from 15 schools located in four revenue districts of Kerala, was selected for the study. Further, studies were carried out on 260 drop-outs, 260 parents of drop-outs, 200 repeaters and 400 primary school teachers. Data on enrolment and wastage through information blanks and semi-structured interviews with drop-outs, repeaters and parents of drop-outs, questionnaires were administered to teachers and a rating scale to the drop-outs. The data were statistically treated by calculation of percentage, mean, standard deviation, critical ratio, chi-square value, rank order coefficient of correlation and ANOVA.

Major Findings: (1) The enrolment percentages of Scheduled Castes pupils were significantly lower than those of other communities pupils for all the standards and for all the years studied (1975-76 to 1984-85). Some findings were available for boys, girls, urban and rural school pupils. (2) The drop-out and stagnation percentages of Scheduled Castes pupils were higher than those of other communities pupils for all the standards and for all the years (1975-76 to 1984-85). The same were the findings in case of boys, girls, urban and rural schools. The highest percentages were available for Standard

VII for both Scheduled Castes and other communities. (3) Within Scheduled Castes and other communities pupils, the stagnation figures were higher for boys than for girls and higher for those from rural schools. (4) The higher percentage of drop-out was found in the case of children from Standard V for Scheduled Castes and other communities. (5) The characteristics of drop-outs and repeaters were similar: middle position in family and having more than one sibling. (6) The causes and correlates of drop-outs and repeaters could be classified as (i) person related, (ii) family related, and (iii) school related. (7) Boys and girls within Scheduled Castes and other communities were found to be different in terms of causes cited for drop-out. (8) Financial problems had been identified as the major cause for drop-out by Scheduled Castes pupils, parents and teachers. The major remedial measures suggested were (a) to increase the financial concessions to Scheduled Castes students, (b) to make teaching more effective, and (c) to provide for vocational education. [VR 1680]

Murthy, Venkatesha C.G. and Panda, Subhash Chandra. 1987. **A study of intelligence, socio-economic status and birth-order among children belonging to Scheduled Castes, Scheduled Tribes and non-Scheduled Castes/non-Scheduled Tribes groups.** *Indian Journal of Behaviour*, Vol. 11 (2): 25-30.

Problem: The study attempts to find out the differences between different groups, i.e. Scheduled Castes, Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes in relation to their intelligence, socio-economic status and birth-order.

Objectives: (i) To find out whether Scheduled Castes (SC), Scheduled Tribes (ST) and non-Scheduled Castes/Scheduled Tribes (non-SC-ST) groups differ from each other with regard to intelligence, (ii) to find out whether SC-ST groups put together differ from non-SC-ST groups, (iii) to find out whether there is any relationship

between socio-economic status and intelligence, (iv) to study whether order of birth and intelligence are related, and (v) to study whether sex and intelligence are related.

Methodology: A total of 135 children comprising Scheduled Castes, Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes groups of 49, 44 and 42, respectively, ranging from 5.5 years to 11 years, served as the sample. The data were collected with the help of Raven's (Coloured) Progressive Matrices, Socio-economic Status Scale of B. Kuppaswamy (modified version by Manjula) and personal data sheet. Descriptive statistics, ANOVA, 't' test and chi-square were used for statistical interpretation of the data.

Major Findings: (1) It was found that the three groups differed significantly on intelligence. (2) The SC group was found to differ from the non-SC-ST group in favour of the non-SC-ST group on intelligence. (3) The ST group did not differ from the non-SC-ST group on intelligence. (4) The SC-ST group (together) differed from the non-SC-ST group significantly on intelligence, in favour of the non SC-ST group. (5) Socio-economic status and intelligence were found to be related irrespective of communal groups, viz. SC-ST and non-SC-ST. (6) Birth-order and intelligence were not related, irrespective of communal origin, i.e. Scheduled Castes/Scheduled Tribes or non-Scheduled Castes/Scheduled Tribes. (7) Sex and intelligence were related significantly irrespective of communal background, viz. SC-ST and non-SC-ST. [Authors 0398]

Nayak, B.P. 1990. **Achievement-motivation and level of aspiration of tribal and non-tribal children in the age-group of 7-11 years.** Ph.D., Edu. Utkal Univ.

Problem: The study addresses the problem of achievement-motivation and the level of aspiration of tribal and non-tribal children.

Objectives: (i) To make a comparative assessment of achievement-motivation (n-Ach) for

success (+), n-Ach for failure (-) and n-Ach for total (T) for tribal and non-tribal children, (ii) to make a comparative assessment of the goal discrepancy score (GDS), the attainment discrepancy score (ADS) and the number of times the goal reach score (NTRS) for tribal and non-tribal children, (iii) to make a comparative analysis of the n-Ach scores of children varying in educational level, (iv) to make a comparative analysis of the aspiration scores of children varying in educational level, (v) to make a comparative analysis of n-Ach in relation to the sex of the learners, (vi) to make a comparative analysis of aspiration level in relation to the sex of the learners, (vii) to make an assessment of the interactive influences of sex and educational level with regard to n-Ach and the level of aspiration, (viii) to make an assessment of the interactive influences of sex and tribal/non-tribal children with regard to n-Ach and the level of aspiration, (ix) to make an assessment of the interactive influences of educational level and tribal/non-tribal with regard to n-Ach and level of aspiration, and (x) to make an assessment of the interactive influences of sex, educational level and tribal/non-tribal with regard to n-Ach and the level of aspiration.

Methodology: The sample for this study was selected from Classes III to VII spread over various tribals schools, Ashram schools, Kanyashram and general schools of Koraput District in the State of Orissa. Altogether, 400 children were randomly selected from both the social groups for the present study; each group had 200 children who varied in sex and educational level. From each educational level, children were drawn randomly with equal number of boys and girls. The instruments used for data collection included Achievement Motivation Scale by Robinson and Level of Aspiration Test by Shah and Bhargav. The results were analysed using Mean, SD, 2×2 ANOVA, intercorrelations and 't' test.

Major Findings: (1) The effect of sex revealed that the mean GDS of boys was significantly higher than the mean GDS of girls. But the mean

ADS and NTRS of girls were significantly higher than those of the boys. Similarly, in the case of both the sexes, the total n-Ach scores were significantly related to n-Ach (+) and n-Ach (-), so there was a variation due to sex. (2) The tribal/non-tribal differences indicated that the mean n-Ach (+), n-Ach (-), n-Ach (T) and GDS scores of non-tribal children were significantly higher than the mean scores of tribal children. So there was a variation due to social group, i.e. tribal and non-tribal. (3) The educational level differences indicated that with increase in educational level, there was a significant increase in the n-Ach (+), n-Ach (T), ADS and NTRS. This meant that there was variation due to education. (4) The interacting effect of sex and tribal/non-tribal indicated that the mean n-Ach score of non-tribal boys was greater than that of non-tribal girls whereas in case of the tribal group, the n-Ach for total scores of boys and girls was almost similar. In the case of tribal and non-tribal groups, the mean GDS of boys was higher than that of girls. But in case of attainment discrepancy scores, the boys of the tribal group were superior to the girls whereas the girls of non-tribal groups were superior to the boys. In the case of NTRS, the boys of the non-tribal groups were superior to the girls but it was vice-versa in case of tribal groups. (5) The interacting effect of sex and educational level indicated that at each level of education, the mean CDS of boys was higher than that of girls but it was vice-versa in the case of NTRS. In the case of ADS, the boys were higher than girls at three educational levels, i.e. IV, V and VI, but in the case of III and VI, the mean ADS of girls was higher than that of the boys. (6) The interacting effect of tribal/non-tribal and educational level indicated that for each level of education the n-Ach (+) of non-tribal children was higher than that of the tribal children. (7) The interacting effect of sex, tribal/non-tribal and educational level indicated (i) tribal and non-tribal girls had a significantly better level of aspiration than tribal and non-tribal boys, especially at the higher level of schooling (Classes VI and VII). At the lower level of education, boys had a significantly more

realistic level of aspiration than girls under both the tribal and non-tribal categories; (ii) in general, both tribal and non-tribal children had low level of aspiration in comparison to the level of achievement, which indicated a kind of under-assessment of their strength. Tribal and non-tribal girls, particularly, underestimated their strength to a considerable degree, irrespective of their educational level. When one looked at the lower educational level, both tribal boys and girls had underestimated themselves whereas non-tribal boys and girls had a little bit of overestimation. Invariably, tribal girls underestimated themselves followed by non-tribal boys; (iii) the tribal girls had the highest NTR scores almost at each educational level as compared to tribal boys, non-tribal boys and non-tribal girls. When educational level was taken into account, the tribal and non-tribal girls had a superior performance as compared to tribal boys and non-tribal boys (Classes VI and VII) whereas the reverse was true in case of Class V. [KCP 0419]

Pal, Kalyani Rani. 1990. **A comparative study of the trends in the development of social-life adaptabilities of socio-economically deprived and non-deprived children's groups**, Ph.D., Psy. Univ. of Calcutta.

Problem: This is a comparative study of the trends in the development of social-life adaptabilities of two groups, viz. socio-economically deprived and non-deprived groups of children.

Objectives: Social-life adaptability has been assumed in the present investigation as the function of a growing child's chronological age, socialisation effect and facilities for development, which may be expressed as Social Life Adaptability = f(Chronological Age, Socialisation Effect, Facilities of Development). Accordingly, the objective of the present investigation was to investigate the effect of socio-economic deprivations on the development of social adaptabilities of a criterion group of children, residents of government destitute homes, in order

to identify their actual rehabilitation needs and provide helpful information to the authorities of the welfare homes to ensure need-based treatment in the homes concerned.

Methodology: The sample was selected from 10 recognised secondary schools of Calcutta City, two from each zone. Purposively, all the boy and girl students of Classes VII and VIII were selected (N=1,020). Out of the said sample pool, 420 Bengali children (6-12 years age) from different socio-economic strata were selected for the purpose of developing the social maturity scale and the remaining 600 well-matched Bengali children were used as the sample for developing the Norms of Social Maturity Scores for the above scale. From 10 state welfare homes for destitute children from different areas of West Bengal, children were selected with reference to the following group characteristics: (a) having both parents but the parents were without the means to rear the children (N=200); (b) having either of the parents but without the means to rear the children (N=200); children without mothers (92) and children without fathers (108); and (c) children without parents but with a guardian who could not afford to rear the children and had sent the children to the Welfare Homes (N=200). The Social Maturity Scale constructed by the author (in Bengali for this specific purpose) was used. The tests consisted of 60 items, keeping pace with characteristic age-norms from 6.5 years to 12.5 years, related to the development of self-help (habits and personal care), communication skill, socialised habits and occupation. The data collected by the Social Maturity Scale from the samples were treated by 't' test for verification of two hypotheses (the null hypothesis and the positive hypothesis).

Major Findings: The findings of the present investigation revealed that the Social Maturity Scores of the normative sample comprising school boys and girls (age range 6.5-12.6 years) from different socio-economic strata, followed the normal distribution, whereas the Social Maturity Score of the socio-economically deprived children

(state welfare home population) revealed the following characteristics: (1) Children with both parents alive but without any employment and with extreme financial hardship failed to develop the expected social habits' and social communication skills. (2) Children with either of the parents alive, and without any employment and under extreme conditions of poverty, failed to develop expected self-help, communication skill, socialised habits and occupation. (3) Children without both parents and reared by someone who was unable to afford to rear the child failed to develop self- help (habits and personal care), communication, socialised habits and occupation. It was found that social-adaptability skills were impaired under the influence of the socio-economic deprivations of the children (residents of state welfare homes for the destitute children). Due to defective socialisation and lack of adequate facilities for development in the 'poor environment' of the socio-economically deprived families, the social life adaptability skills could not enjoy desirable stimulations and, as a result, in spite of potentialities the welfare home children remained handicapped in certain aspects of their personal social development. [SB 0076]

Pal, S.K. and Misra, K.S. 1991. **A study of the cognitive processes, academic motivation, social behaviour patterns and moral judgement of adolescents from deprived ecologies.** Independent study. *Allahabad Univ.* (UGC Funded).

Problem: This is an attempt to study the effect of ecological deprivation on the cognitive process, social behaviour and academic motivation of adolescents.

Objectives: The study sought to find out (i) the effect of (a) sex, and (b) ecological deprivation on the cognitive processes, social behaviours, academic motivation and moral judgement, (ii) whether (a) deprivation, (b) ecological deprivation are related to variables included in the study, and (iii) the social

behaviour patterns of adolescents from different ecologies.

Methodology: The sample for the study consisted of 525 students (boys and girls) studying in Class VIII of 14 schools situated in Allahabad City. The measures used were Academic Motivation Inventory; Test of Creative Thinking; Verbal, Non-verbal Test of Intelligence; Test of Cognitive Processes and Deprivation Scale. Besides, Need Fulfilment Scale, Physiological Deprivation Scale and Moral Judgement Questionnaire were also constructed and used. Product-moment correlation and two-way analysis of variance were employed to analyse the data.

Major Findings: (1) (a) Girls excelled boys in academic motivation; (b) academic motivation did not distinguish students from deprived and semi-deprived ecologies; (c) the interaction effects of sex and ecological deprivation were found not to be significant. (2) (a) With respect to non-verbal intelligence, difference due to sex was not observed; (b) ecological deprivation affected all the 13 constituents of cognitive processes (students from deprived ecologies were found to be inferior to those from non-deprived and semi-deprived ones); (c) the interaction effects of sex and ecological deprivation were significant only for convergent prediction, similarity exploration and fluency aspect of creativity (boys as well as girls, non-deprived superior to deprived or semi-deprived); (d) girls from deprived ecologies exhibited more convergent prediction than boys from deprived ecologies. (3) (a) Girls excelled boys in their moral judgement; (b) ecological deprivation affected moral judgement; (c) sex did not differentiate between different levels of ecological deprivation; (d) social behaviour did not distinguish significantly between boys and girls; (e) ecological deprivation did not affect tolerance and concern for others; compared to students from semi-deprived ecologies, those from deprived ecologies exhibited more aggressive, socially passive, ingratiating, power asserting, dependence, complying and social

conversation behaviours. (4) Ecological deprivation was found to be negatively related to cognitive processes, academic motivation and moral judgement. (5) Ecological deprivation was found to be positively related to compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression and withdrawal. (6) Deprivation (for deprived ecology students) was negatively related to classification and figure-evaluation areas of the cognitive processes. (7) Deprivation was not related significantly to academic motivation among deprived boys but in the case of deprived girls it was negatively related. (8) Social passivity was found to be positively related to deprivation among boys as well as girls. For girls, deprivation bore a positive relationship with aggression and a negative one with compliance, social conversation and tolerance. (9) Moral judgement did not bear any significant relationship with deprivation among boys and girls from deprived ecologies. [PCS 0942]

Pradhan, N.C. 1991. **Metalinguistic competence of schooled and unschooled tribal children.** M. Phil., Psy. Utkal Univ.

Problem: The present study investigates the impact of schooling on the metalinguistic competence of children in a tribal setting in Orissa.

Objectives: (i) To examine the metalinguistic competence of schooled and unschooled children in a relatively homogeneous socio-demographic background, (ii) to examine the bi-factor theory of metalinguistic development in the context of schooling, and (iii) to examine the metalinguistic competence using a large battery of metalinguistic tests.

Methodology: The sample of the study consisted of 120 subjects, with 20 children from each segment of the population, viz. 7-year old schooled and unschooled children, 9-year old schooled and unschooled children, and 11-year old schooled and unschooled children. All the

subjects belonged to families of labourers with low socio-economic status. The sample consisted of both boys and girls. The tools/instruments used included Rhyme Recognition by Mohanty and Mohanty, Correction of Others' Speech by Pattanaik and Mohanty, Symbol Substitution by Osherson and Markman (Indian version by Pattanaik and Mohanty), Knowledge of Appropriateness of Utterance by Mohanty and Mohanty, Word Creation by Mohanty and Mohanty and Ambiguity Detection by Keil. Mean and ANOVA were used for statistical interpretation of the data.

Major Findings: (1) The age effects were highly significant with respect to all the four measures. (2) Schooling promoted control over language in a comparatively slower pace than it promoted analytic orientation to language. (3) The schooled-unschooled differences appeared at a relatively earlier age with respect to analysed knowledge of language that controls our language. (4) Simultaneous exposure to written and oral forms of expression helped the schooled children to develop an objective and analytic orientation to language. [KCP 1387]

Ramana, G.V. 1989. **Problems of education among the tribal communities of Andhra Pradesh: A case study of Ashram schools.** Ph.D., Anthro. Sri Venkateswara Univ.

Problem: The present study attempts to make an in-depth analysis of the functioning of Ashram schools and their impact on life in the tribal areas of Andhra Pradesh.

Objectives: (i) To study the infrastructure of the Ashram schools, (ii) to study the state of the teaching-learning process in the Ashram schools, (iii) to identify the problems of absenteeism, stagnation and wastage in the Ashram schools, and (iv) to study the impact of the Ashram schools on the local tribal communities.

Methodology: One hundred and eighty-seven students selected at random from six tribal schools, their parents and 31 teachers working

in the six schools constituted the sample of the study. A questionnaire, interview and observation schedules were the tools used to collect data.

Major Findings: (1) The infrastructure in the Ashram schools in terms of buildings, teaching aids, hostel facilities, etc. were found to be poor. (2) The teaching-learning process in these schools was not found to be satisfactory. (3) Absenteeism, stagnation and wastage were high in the Ashram schools. (4) Ashram schools had a perceptible impact on the local communities. They had many positive effects. However, some negative effects were also seen. [AVRR 1263]

Rautray, P.K. 1992. **Self-instructional training of Scheduled Castes children: A component analysis.** Ph.D., Psy. Utkal Univ.

Problem: The study focuses on the efficacy of self-instructional training of Scheduled Castes children.

Objectives: (i) To examine the differences in the performance of reflective and impulsive Scheduled Castes children on cognitive problem-solving, teaching ratings of classroom behaviour and reading behaviour, (ii) to examine the relative efficacy of verbal self-instructional training and the reward/response-cost contingencies when offered separately and in combination in remediation of the impulsive cognitive style in Scheduled Castes children, and (iii) to examine the ability of these techniques to maintain the treatment effects over time and to generalise across different tasks and settings.

Methodology: The sample for this study consisted of 300 subjects (195 boys and 105 girls) of Class IV and Scheduled Castes children attending 24 rural upper primary schools in the Pattamundai Educational District of Orissa. These Scheduled Castes children were from families of a lower socio-economic status. The parents of these children were mostly daily-wage labourers. The tools used for the study included Matching Familiar Figure Test by Cairns and

Cammock, Raven's Coloured Progressive Matrices by Rath, Dash and Dash, Children's Embedded Figures Test by Karp and Konstadt, Effortful-Effortless Processing by Julesz, Self-control Rating Scale by Kendall and Wilcox and Teacher Ratings of Motivation by Bernfeld. Mean, SDs, ANOVA, and 't' test were used for interpretation of the results.

Major Findings: (1) Reflective children outperformed their impulsive counterparts on cognitive measures such as Matching Familiar Figure Test, Children's Embedded Figures Test and Effortful Processing task. (2) The impulsive children committed more reading errors on oral reading and failed to give correct answers on reading comprehension tasks as compared to their reflective counterparts. (3) The Verbal Self Instruction (VSI) and Reinforcement techniques had independent effects without any interaction. Both VSI and Reinforcement techniques had been found to be independently effective in improving the performance in cognitive problem-solving tasks as well as reading tasks. VSI technique alone evidenced improved treatment effects in teacher ratings of self-control behaviour and motivation in the classroom situation. (4) After the four-week follow-up, both VSI and Reinforcement techniques were found to be effective in maintaining the treatment effects, mostly in reading tasks. (5) Verbal self-instruction and response-cost combined strategy were found to be most effective in terms of treatment efficacy, generalisation and maintenance. [KCP 0436]

Rawat, K.S. 1991. **A comparative study of general mental ability, occupational aspirations and interest-patterns of non-tribal and tribal (Bhotia tribe) secondary school students of Pithoragarh district in relation to their educational achievement.** Ph. D., Edu. Kumaun Univ.

Problem: The study investigates the mental ability, occupational aspirations and interest-patterns of non-tribal and tribal (Bhotia) students in relation to their educational achievement.

Objectives: (i) To compare the general mental ability, occupational aspirations and interest-patterns of non-tribal and tribal students, (ii) to study the effect of general mental ability, occupational aspirations and interest-patterns on educational achievement of non-tribal and tribal students, (iii) to study the interrelationship of general mental ability, occupational aspirations and interest-patterns of non-tribal and tribal students, (iv) to compare the general mental ability, occupational aspirations, interest-patterns and educational achievements of non-tribal male and female students, and (v) to compare the general mental ability, occupational aspirations, interest-patterns and educational achievements of tribal male and female students.

Methodology: The survey method was used to collect the data. The cluster sampling procedure was used to select the sample of 314 non-tribal (152 boys and 162 girls) and 305 tribal (150 boys and 155 girls) students from Pithoragrah District. The tools used for the study included GMA test by Jalota, Interest Record by R.P.Singh, Occupational Aspiration Scale by J.S. Grewal and a Personal Data Schedule developed by the investigator himself. Educational achievement was measured by marks obtained in the previous class. The chi-square test was used to analyse the data.

Major Findings: (1) There were no significant differences in general mental ability, occupational aspirations and educational achievements of tribal boys and girls, but tribal boys were higher in mechanical and commercial interests, and verbal, numerical and logical ability than tribal girls. (2) The tribal high-occupational aspirants were found to be lower in aesthetic interest and tribal low-occupational aspirants were higher in verbal and numerical ability. No significant difference appeared between tribal high- and low-occupational aspirants in logical ability, general mental ability, educational achievement and other interests. (3) The tribal high and low achievers were not significantly different in verbal, logical and numerical abilities, in general

mental ability, in occupational aspirations and interest, except in scientific interest. The tribal high-achievers were found to be lower in scientific interest. The non-tribal boys were significantly higher in verbal, numerical and logical abilities, general mental ability, interests (mechanical, commercial, scientific, social, clerical and outdoor) and occupational aspirations than the non-tribal girls. (5) Among non-tribal students, the high-occupational aspirants were higher in clerical interest and the low occupational aspirants were higher in educational achievements. (6) The high achievers were low in mechanical interest but the low achievers were high in mechanical interest. The low achievers showed high occupational aspirations. (7) The non-tribal students were significantly higher than tribal students in logical ability and mechanical interest. The tribal students were higher in scientific and outdoor interests. (8) Among high-occupational aspirants, the tribals were high in numerical ability, and scientific and outdoor interests, and the non-tribals were high on mechanical and clerical interests. Among low occupational aspirants, the tribals were higher in verbal ability and scientific and outdoor interests than non-tribals. (9) Among high achievers, the non-tribals were higher than the tribals, but not significantly higher, in verbal ability, numerical ability, general mental ability interests. Among low achievers, the tribals were higher than non-tribals in numerical ability and scientific interests, and the non-tribals were higher in mechanical interest. The tribal students were high in outdoor interests in both the groups, i.e. those of high or low achievers. [AB 0064]

Reddy, N.Y. 1991. **Psychological strategies for the emotional development of socially disadvantaged groups.** *Indian Educational Review*, Vol. 26 (4): 143-55.

Problem: In spite of various facilities in terms of free hostel, scholarships, etc. provided to Scheduled Castes and Scheduled Tribes students and in spite of as much as 93.4 crore rupees

spent per year by the Social Welfare Department, Government of Andhra Pradesh, on educational facilities, there had still been a low profile of Scheduled Castes and Scheduled Tribes students in their studies, more particularly in their performance in mathematics and science in the State of Andhra Pradesh. Two important reasons were explored but they were not found to be effective. In view of this, it was suggested that some strategies for raising their performance in their studies should be tried out.

Objective: To suggest some strategies for raising standards in the performance of Scheduled Castes and Scheduled Tribes students in their studies.

Methodology: Two studies were carried out in 1986 as part of an educational, vocational guidance and training project in the Department of Psychology at Osmania University, Hyderabad, in which some strategies for raising the standards of Scheduled Castes and Scheduled Tribes students in their studies were suggested.

Major Findings: (1) If some psychological strategies were tried out, these would be rather effective or helpful in raising standards in the performance of Scheduled Castes and Scheduled Tribes students in their studies. (2) Some psychological strategies need to be evolved along with development of social programmes to improve their achievement in their studies. [TNSB 1921]

Reddy, Prafulla K. 1989. **A comparative study of certain social facets of the personality of the Khasi children between the ages of 4 and 10 years in families of working and non-working mothers.** Ph.D., Edu. North-Eastern Hill Univ.

Problem: This study attempts to find out differences in certain aspects of the personality of school-going Khasi tribal children of working and non-working mothers.

Objectives: (i) To compare the social aspect of the personality of the children of Khasi working

mothers and the children of Khasi non-working mothers, (ii) to compare the responses of Khasi working mothers with those of Khasi non-working mothers in relation to their family and children, and (iii) to compare the social aspect of the personality of the children and the responses of working and non-working mothers in relation to their socio-economic status, the size of the family, the ordinal position of the children, the age of the mother and the child, and the family type as well as the sex of the child.

Methodology: All the pupils in the age-group 4-10 years enrolled in the recognised pre-primary and primary schools in Shillong with a majority of Khasi children formed the universe of this study. Through stratified sampling, a total of 216 children each from the groups of working and non-working mothers were drawn from the nursery Class through Class IV. The sample represented all the relevant population characteristics. The instruments used for the data collection included Children's Behaviour Checklist by L. H. Scott, two questionnaires (one each for working and non-working mothers), interview schedule (for in-depth study of a sub-sample) and Socio-economic Status Scale by B. Kuppaswamy. The data thus collected was analysed both qualitatively and quantitatively. Both descriptive and inferential statistical techniques were used to analyse the data.

Major Findings: (1) No significant differences were found between the Khasi children of working and non-working mothers on all the eight personality factors studied. (2) The comparison of children, when grouped according to the socio-economic status of the family, showed significant differences between working and non-working mothers' children on some of the personality factors. (3) The number of siblings in the family appeared to affect the personality development of children differently in working and non-working mothers' children. (4) The study of a sample of mothers on whom in-depth interviews were conducted showed that working mothers' families were better off financially and their

children were more independent and responsible. [PPG 0186]

Reddy, Sahadeva M. 1980. **A spatial analysis of the socio-economic structure of tribal communities in Maharashtra, 1971**, M.Phil., Pop. Edu. *Jawaharlal Nehru Univ.*

Problem: This is a study of the socio-economic structure of the tribals in Maharashtra. It also addresses itself to questions like how the social and demographic variables like urbanisation, literacy and population-size influence the participating rate, and pattern of economic participation in different industrial categories. It also gives an idea about the spatial pattern of the economic participation rate of the tribals.

Objectives: (i) To study the variations in the pattern of economic structure of tribal population based on their educational level, (ii) to analyse the influence of literacy on economic status of the tribal population, and (iii) to assess the comparative socio-economic levels of different tribal communities by their population size.

Methodology: Census data was used to draw relevant information about the study. Cartographic techniques like Chlorepleth, Pie Diagram, etc. were used for studying important characteristics like distribution, sex ratio, literacy, participation rate, etc. Rank Correlation-Coefficient, Analysis of Variance, and Standard Deviation were used to study the relationship variations in the economic activity of tribals.

Major Findings: (1) More than 95% of the Scheduled Tribes were found in rural areas. (2) The sex ratio was higher among tribals than among the non-Scheduled Tribes. (3) Literacy was very low, only 4.2% of the females were literate. Tribes with a large population showed even low percentage of literacy, i.e. less than 10%. (4) The less advanced districts showed a higher participation rate of tribals than others. (5) All the tribal communities had a high proportion of their workers in the primary sector, both in rural

and urban areas. (6) It was also found that the working pattern of the tribes varied between districts and tribes mainly due to the economic development of the districts. [PVD 0115]

Rehman, A.R.M. 1989. **The Mishing tribe of Assam: Some aspects of their primary and secondary education**. *Indian Educational Review*, Vol. 24 (3):110-15.

Problem: The present study attempts to assess some aspects of the Mishing tribe in relation to primary and secondary education.

Objectives: (i) To ascertain the enrolment position of children of 6-10 years age at the primary school level, (ii) to trace the reasons for students' drop-out between primary and secondary standards and also between secondary and college level, and (iii) to ascertain the relationship between appointment of teachers and the teacher-student ratio in some selected primary schools.

Methodology: A sample of 500 families was selected by the simple random sampling technique from nine villages of Upper Assam and the heads of each of the families were interviewed. A suitable questionnaire was used as the main tool for collecting information. The door-to-door visit technique was used to elicit the information. The results were interpreted in terms of percentages.

Major Findings: (1) Out of 1,191 children in the age-group 6-10 years in the selected villages, only 377 or 31.65% of boys and 244 or 20.49% of girls were in primary schools. (2) A high percentage of children from the selected villages were not in primary schools. As many as 590 or 47.86% (boys 244 or 18.81% and girls 346 or 29.05%) of children were not in primary schools. (3) The children from this tribe were not attending educational institutions, as expected, at different levels of schooling. Only 66.13% of the children were admitted to primary schools. With respect to middle schools education, only 18.75% of children were being sent to middle schools. As

far as high schools and higher secondary schools were concerned, only 10.76% and 3.83% of children were studying in those institutions, respectively. The percentage of children studying in colleges was found to be less than 1%, that is, only 0.53% of the sample. (4) A comparison of the figures from primary to college level showed that many students dropout between primary and secondary levels and between secondary and college levels. (5) Twenty-two per cent of the primary school teachers had not been appointed, showing a complete disregard for maintaining a desirable teacher-student ratio. [Spr 1444]

Sachchidananda and Sinha, Ramesh P. 1989. **Education and the disadvantaged: A study of Scheduled Castes and Scheduled Tribes.** Independent study. Patna: A.N. Sinha Institute of Social Studies.

Problem: This study aims at finding out the problems of education among the Scheduled Castes and Scheduled Tribes.

Objective: To find out how the educational facilities had been made use of and what kind of problems were faced by the children of Scheduled Castes and Scheduled Tribes in the process of education.

Methodology: A representative sample of districts, teachers and students was drawn for the purpose of the study. The data was collected with the help of a questionnaire.

Major Findings: (1) The majority of the school and college students from amongst the Scheduled Castes devoted more time to their studies than to domestic work. (2) College students devoted more time to their studies than the school students. (3) The bulk of the students did not participate in extra-curricular activities. (4) Most of them had high academic aspirations. (5) College students of this group participated more in political events than the school students. (6) Among Scheduled Tribes students also, college students studied for longer hours. The school students of this group needed coaching. (7) Both

the school and college students of this group took part in extra-curricular activities. (8) The majority of the students in both the communities offered Arts subjects. Though the majority of the school and college students belonging to Scheduled Tribes had not faced any appreciable problem in taking advantage of special programmes which had been introduced for them, the Scheduled Castes students had experienced such problems. (9) Most of the school and college teachers regarded their Scheduled Castes and Scheduled Tribes students as inferior to their counterparts in other communities. It was found to be a general experience of the teachers that many students of these communities were not serious about their studies and they enrolled simply to take advantage of the scholarship scheme. [ML 0250]

Sahoo, Ramchandra, 1989. **Educational problems of the Kondhs of Kashipur block of Orissa.** M.Phil., Edu. Univ. of Poona.

Problem: This is a study of the various educational problems of the Kondhs of Kashipur block who form the largest part of the tribal population in Orissa (17% of the total population) but have a very low literacy rate, i.e. 7.97%.

Objectives: (i) To study the educational problems of the Kondh children arising out of their socio-economic condition, (ii) to study the educational facilities provided by the government to the schools as well as to the Kondh students, (iii) to find out the impact of the medium of instruction and their own language on the educational attainment of the Kondhs, (iv) to find out the interest of Kondh parents in education in general and in the education of their children in particular, (v) to find out the attitude of the Kondhs towards girls' education, (vi) to study the effectiveness of the formal educational system in the Kondh area, and (vii) to study the suitability of the school timings and the vacation period.

Methodology: The universe comprised 271 villages inhabited by more than 50% of the Kondhs. Of them, only four villages having a

population of about 178 have been studied. Relevant data were collected from all the families of the sampled villages using questionnaires, supplemented with discussion, observation and secondary sources. The collected data were treated with percentages and proportions.

Major Findings: (1) The Kondhs were found to be extremely poor with the result that at the age of nine they withdrew their children from school for work. (2) The facilities available in the schools were very negligible and meagre. (3) Eighty-one per cent of the Kondh parents had a negative attitude towards Oriya as the medium of instruction. (4) 76.3% children reported their inability to understand Oriya. (5) 79.5% of the children demanded that the medium be their own dialect (Kui). (6) 74.6% of the families were found to be interested in sending their children to school but their economic status did not permit them to do so. (7) Kondh parents' attitude towards the education of girls was found to be negative. 68.4% families refused to send their girls to school. (8) Seventy-eight per cent families were found to be satisfied with the timings of the school. (9) Sixty-six per cent of the families felt that the vacation period was not convenient for them. (10) Eighty-one per cent of the families felt that the teachers did not have a favourable attitude towards their children because the children were Kondhs. (11) The extreme poverty of the Kondhs was a major hurdle in the education of their children. It was found that the Kondhs had, by and large, been neglected even in the elementary education programme. [ASB 0037]

(Santra, S.C. 1991. **Self-perception, parental aspiration, ability and school achievement of tribal (Santhal) elementary school children.** Ph.D., Edu. Utkal Univ.

Problem: The study focuses on the problem of self-perception, parental aspiration, ability and school achievement of tribal (Santhal) elementary school children.

Objectives: (i) To analyse the parental life and aspiration of the Santhals whose children were

studying at primary level, (ii) to assess and analyse the self-concept, intelligence, achievement motivation and school achievement of Santhal children, (iii) to analyse the relationship of parental life and aspiration with the self-concept, achievement orientation, achievement motivation, intelligence and school achievement of Santhal children studying at different educational levels, and (iv) to examine the inter-relationships among the various characteristics of Santhal children.

Methodology: The sample of the present study was drawn (randomly) from Santhal children studying in Classes I to V of elementary schools in the Mayurbhanj District of Orissa. The parents of these children were interviewed regarding home environment and aspiration. The total number of children interviewed and tested was 300, 60 from each class. The tools used included Parental Aspiration Inventory, Self-concept Scale, Raven's Coloured Progressive Matrices, Ray-Lynn Achievement Orientation Scale, Robinson n-Ach Scale and school achievement. Mean, SD, analysis of variance (single factor), 't' ratio, and correlation coefficient were used to test these hypotheses.

Major Findings: (1) The parents of Santhal children studying in the higher classes of primary schools exhibited more aspiration, health and nutrition; their family and home environment scores were higher in comparison to those parents whose children were studying in Class I. (2) The Santhal children in the lower classes differed significantly from children in the higher classes in respect of self-concept, achievement orientation and intelligence. (3) The factors of parental life and aspiration were not closely related with the psychological attributes of their children, i.e. self-concept, achievement orientation, n-Ach(+), n-Ach(-), n-Ach(T), intelligence and school achievement. (4) The self-concept of Santhal children studying at different educational levels was significantly and positively correlated with their achievement orientation. [KCP 0405]

Shah, Beena. 1989. **Educational problems of tribal students.** Independent study. *Rohilkhand Univ.* (ICSSR Funded).

Problem: The study focuses upon the educational problems of tribal students. It also attempts to know about the educational aspirations and achievement motivation of tribal students.

Objectives: To study (i) the facilities in Chamoli District for tribal and non-tribal students at senior basic and higher secondary levels, (ii) the medium of instruction for tribal children, (iii) whether the teachers of tribal areas were suitably qualified and aware of their way of life, (iv) whether the tribal students properly utilised the financial assistance given to them, (v) the causes and extent of drop-out/stagnation among tribal, non-tribal students at senior basic and secondary levels in Chamoli District, (vi) whether the present curriculum is suitable to fulfil the needs of tribal people, (vii) how far social barriers, taboos and prejudices prevalent in tribal societies act as retarding agencies for any educational programme, (viii) the educational aspirations and need for achievement of tribal students, and (ix) what steps should be taken to promote tribal education in Chamoli District.

Methodology: Twenty-two tribal students and 116 general students of Classes VI to XII were selected by multi-stage random sampling from Chamoli District. Besides this, 100 guardians, 50 eminent people of tribal community and 60 teachers/administrators were also chosen randomly. The tools used included Educational Problems Questionnaire by Shah, Achievement Motivation Scale by Shah, Educational Aspiration Scale by Sharma and Gupta, and schedules on educational problems of tribal students for guardians, eminent people and teachers/administrators. The 't' test was used to obtain percentages.

Major Findings: (1) Scheduled Tribes students of secondary level showed significantly higher

adjustment problems with the curriculum than their non-Scheduled Tribes counterparts. (2) The senior basic level tribal students of the general school reported more problems of adjustment with their teachers as compared to their tribal counterparts of tribal society and non-Scheduled Tribes counterparts of general school. The findings were also consistent for secondary level tribals. (3) The rate of wastage and stagnation was found to be significantly higher among Scheduled Tribes students than among their non-Scheduled Tribes counterparts. (4) All the tribal students of tribal schools and general schools had accepted that they experienced more adjustment problems with their colleagues than their non-Scheduled Tribes counterparts. (5) The majority of the non-Scheduled Tribes students were from more educated families than their Scheduled Tribes colleagues. (6) More of the non-Scheduled Tribes students than the Scheduled Tribes students had reported that their parents/guardians took interest in their studies. (7) Scheduled Tribes students of senior basic level and secondary level studying in general schools had experienced a bigger barrier due to longer distances between home and school than their counterparts studying in tribal schools. (8) At the senior basic level, more of the Scheduled Tribes students of general schools had accepted that they availed of the tuition facility at home as compared to their tribal school counterparts. (9) On the variable of adequate library and reading room facility, the senior basic level tribal students of tribal schools had more adequate facilities as compared to their general school counterparts. (10) The senior basic level tribal students of general schools had shown more intensive need of the midday meal facility than their counterparts of the tribal school group. (11) All the Scheduled Tribes students were enjoying the scholarship facility but they spent it in fulfilling their family requirements. (12) Tribal students of tribal schools were found to be more aspirant educationally as compared to their general school counterparts. (13) The need for vocational

achievement was found to be higher among the non-Scheduled Tribes boys studying at senior basic level than among their Scheduled Tribes colleagues. (14) Achievement motivation was higher among non-Scheduled Tribes students of senior level than among their Scheduled Tribes counterparts. (15) To improve the level of academic achievement of tribal students, eminent people suggested interventions like the distribution of books, uniforms, etc. encouragement for participation in co-curricular activities and the facility of extra coaching classes for these students. (16) The majority of guardians, eminent people and teachers were not in favour of separate tribal schools. (17) Eighty-two per cent of the teachers and 88% of the eminent people suggested that in place of scholarships, books, other study-related materials and school uniforms should be provided to the tribal students. (18) The attitude of guardians towards the higher education of their daughters was most unfavourable whereas it was highly favourable for their sons. The eminent people suggested that social and adult education programmes could be quite helpful in changing the attitude. (19) Eminent persons and teachers had the unanimous opinion that the medium of instruction for tribal students must be Hindi. (20) At the senior basic level, the teaching of tribal handicrafts and technical courses (for boys) and home science (for girls) were recommended by eminent tribal people. (21) Eminent people and teachers did not believe that the midday meal facility, extra-coaching and increase in the scholarship amount would act as incentives for schooling among students. (22) Tribal guardians showed a strong inclination towards the introduction of their traditional occupation, i.e. knitting and weaving, agriculture, handicrafts, etc. in the school curriculum. [BS 0950]

Sharma, G.K. 1991. **A study of the adjustment problems faced by Scheduled Castes and Scheduled Tribes students.** Independent study. Udaipur: State Institute of Educational Research and Training.

Problem: The present study concentrates on finding out the adjustment problems faced by the students of Scheduled Castes and Scheduled Tribes who were residing in urban hostels and getting scholarships.

Objectives: (i) To find out the problems of adjustment and to give suggestions for adjustment of Scheduled Castes and Scheduled Tribes students who had received scholarships and were residing in urban hostels, (ii) to find out the study habits of these students after they had received financial assistance (scholarship), (iii) to study the standard of living and family relations of the students belonging to Scheduled Castes and Scheduled Tribes, (iv) to find out how these students spent their pocket expenses, and (v) to find out their interest in curricular and co-curricular activities.

Methodology: In all, 100 male and 100 female students of Scheduled Castes and Scheduled Tribes residing in the hostels of Udaipur City constituted the sample. Questionnaire and the Personal Adjustment Inventory prepared by Sinha and Singh were used for collecting the data.

Major Findings: On the basis of this study it was found that most of the boys belonging to Scheduled Castes and Scheduled Tribes felt no problem in various fields like academics, family, economic, social, emotional and co-curricular activities and economic adjustment. Some of the other important findings of the study were as follows: (1) (A) Emotional Field — (i) Ninety-five per cent of the students always thought about themselves; (ii) Seventy-two per cent of the students were afraid of punishment; (iii) Seventy-four per cent of the students were always worried about their family; (B) Economic field — (i) Sixty per cent of the students were found to be worried because they had less money than their friends, (ii) Seventy-five per cent of the students could not purchase books of their liking due to shortage of money, (iii) Fifty-nine per cent of the students did not have enough dresses, (iv) Fifty-four per cent of the students did not have necessary books for study, (v) the parents of 94% girls sought

financial assistance from them, (vi) Seventy-nine per cent of the students wished to earn at the earliest. (2) Boys and girls faced a few problems in the academic field, e.g. 80% of the boys felt English was a difficult subject while 75% of boys and girls perceived English and mathematics as difficult subjects. (3) As regards pocket expenses, the boys used it for cinema and other entertainments but the girls used it for fulfilling their basic needs. (4) Generally, 80% of the students found their home environment to be better than that of the hostel, which is natural. (5) Seventy-seven per cent of the students had faith in the hostel and in the school traditions. (6) Seventy-five per cent of the students had good relations with urban students. (7) Eighty-five per cent of the students participated actively in co-curricular activities. [JCV 0884]

Sharma, O.P. 1990. **A comparative study of pupil-teachers belonging to different sub-castes among Scheduled Castes with reference to their achievement motivation, aspirations, attitudes towards teaching and performance in training.** Ph.D., Edu. Univ. of Jodhpur.

Problem: The study attempts to find out whether pupil-teachers belonging to various sub-castes among the Scheduled Castes differ.

Objectives: (i) To find out the achievement-motivation of pupil-teachers belonging to different sub-castes among the Scheduled Castes studying in secondary teachers training colleges, (ii) to study the attitude towards the teaching profession of pupil-teachers belonging to different sub-castes among the Scheduled Castes studying in secondary teachers training colleges, (iii) to find out the aspirations of pupil-teachers belonging to different sub-castes among the Scheduled Castes studying in secondary teachers training colleges, (iv) to study the performance in training of pupil teachers belonging to different sub-castes among Scheduled Castes, studying in secondary teachers training colleges, (v) to compare the achievement-motivation of pupil-teachers belonging to different sub-castes

among the Scheduled Castes, (vi) to compare the aspirations of pupil-teachers belonging to different sub-castes among the Scheduled Castes, (vii) to compare the attitude of pupil-teachers belonging to different sub-castes among the Scheduled Castes towards the teaching profession, and (viii) to compare the performance in training of pupil-teachers belonging to different sub-castes among the Scheduled Castes.

Methodology: The sample consisted of 600 Scheduled Castes pupil-teachers studying in seven teachers training colleges where special units were running. The normative survey method was employed to study the present research problem. The tools included Sentence Completion Test by B.N. Mukherjee, Teacher Attitude Inventory by S.P. Ahluwalia, and an aspiration questionnaire developed by the researcher for studying aspirations.

Major Findings: (1) The pupil-teachers belonging to Scheduled Castes from Meghwal (SC4) had the highest achievement-motivation and those belonging to Scheduled Castes from Dhobi (SC9) had the lowest achievement-motivation among the nine sub-castes. (2) Within the Scheduled Castes, the various sub-castes differed significantly with regard to their achievement-motivation level. (3) Khatiks (SC7), Regar (SC1), Balai (SC2), Chamar (SC3) and Koli (SC8) had a more favourable teachers' attitude. (4) Dhobi (SC9), Bairwa (SC5), Meghwal (SC4) and Jatav (SC6) had a less favourable teachers' attitude. (5) The most favourable teachers' attitudes were found among the Regar and the least favourable teachers' attitude was indicated by the Jatavs. The sub-groups differed significantly with regard to the teachers' attitude. Some of the groups differed significantly not only in the teachers' attitude as a whole but also in their attitude towards teaching. (6) The Koli had the highest mean score in theory as well as the practice of teaching as compared with the mean scores of the pupil-teachers of other sub-castes. (7) Both in theory and practice, the performance of pupil-teachers of all the sub-castes was about

average. (8) The various sub-castes did not differ significantly in their performance in theory as well as the practice of teaching. (9) Most of the pupil-teachers belonging to the Scheduled Castes aspired to remain in the teaching profession and aspired to be engaged in social service. The overall picture of the aspirations reflected that they were more or less directed towards the social welfare of the society or the upliftment of their castes. [ABP 1547]

Sharma, Pushpalata. 1989. **A differential study of scientific aptitudes of tribal and non-tribal pupils in Chhattisgarh.** Ph.D. Edu., Ravishankar Univ.

Problem: The investigator attempts to find out whether there exists any relationship between composite scientific aptitude and its seven components; whether the social group contributes more significantly to composite scientific aptitude and its seven components in comparison to sex and educational status, and whether the tribal and non-tribal pupils are in possession of similar scientific aptitudes or different ones.

Objectives: (i) To study the relationship between various components of scientific aptitude (as identified by Sinha and Sinha) in their comprehensive scientific aptitude test, (ii) to estimate the relative effect of social group, sex and educational status on comprehensive scientific aptitude as well as on each of its seven components, (iii) to diagnose and identify the various kinds of scientific aptitudes of the tribal pupils, particularly of the Oraon tribe, and (iv) to compare and contrast the scientific aptitudes of the tribal pupils (Oraon) with their counterpart non-tribal pupils of both the sexes at the school as well as the college level.

Methodology: Employing the random quota sampling technique, 20 tribal higher secondary schools, 20 non-tribal higher secondary schools and four science colleges were selected from amongst the educational institutions located in the North-east region of Chhattisgarh within the

jurisdiction of Guru Ghasidas University, Bilaspur. From these institutions, 200 urban pupils (130 boys and 70 girls) and 200 rural (130 boys and 70 girls) pupils at secondary school level and 50 girls and 150 boys at college level belonging to Oraon tribe (N = 600) were selected randomly with a limit (not more than 35 pupils from any school) then, employing an 'individual to individual matched' technique for age, sex and educational status as criterion, an equal number of non-tribal pupils (N=600) from the same territorial setting was also selected. Thus, the proportion of tribal and non-tribal pupils was 1:1 with respect to size and territorial variation at secondary level whereas it was 1:3 for girls and boys at the college level. For measuring the scientific aptitudes, Comprehensive Scientific Aptitude Test by Sinha and Sinha was employed which included seven components yielding eight scores, namely, experimental bent, detection of inconsistencies or illogical conclusions, ability to deduce conclusions from data, accuracy of interpretation, ability to reason and solve problems, caution and thoroughness, accuracy of observation, and composite scientific aptitude score. The statistical techniques used were Person product-moment coefficient of correlation, Factor analysis: mean, SD and 't' value.

Major Findings: (1) The scores on Comprehensive Scientific Aptitude Test showed a highly significant relationship with six of the seven components, namely, Experimental Bent, Detection of Inconsistencies or Illogical Conclusion, Ability to Deduce Conclusions from the Data, Ability to Reason and Solve Problem, Caution and Thoroughness, and Accuracy of Observation. Accuracy of Interpretation did not show any significant relationship with Comprehensive Scientific Aptitude Test. (2) A moderate level of inter-componental relationship was estimated between Experimental Bent vs Ability to Deduce Conclusions from the data, Detection of Inconsistencies or Illogical Conclusion vs Accuracy of Observation, whereas a high relationship was found between Ability to

Deduce Conclusions from the Data vs. Accuracy of Observation. (3) The Comprehensive Scientific Aptitude Test showed extraction of four factors to the extent of 38.70% for a4 (Lateral Thinking), 22.85 for a1 (Scientific Perception), 22.80% for a3 (Sensitivity), and 15.68% for a2 (Generalisation) as the total variance. This finding proved that the Comprehensive Scientific Aptitude Test was not a unifactor test but a multifactor test containing four major factors, i.e. lateral thinking, scientific perception, sensitivity and generalisation. The validation study of the Comprehensive Scientific Aptitude Test was completely rejected. (4) All the three main sources of variance, namely, social groups, sex and educational status, showed significant main effects on all the eight dimensions of Comprehensive Scientific Aptitude Test. However, the nature and kind of the most significant main effects were (i) Experimental Bent; Educational Status; (ii) Detection of Inconsistencies or Illogical Conclusion; Educational Status; (iii) Ability to Deduce Conclusions from the data: Social Group, (iv) Accuracy of Interpretation: Educational Status; (v) Ability to Reason and Solve Problem: Social Group; (vi) Caution and Thoroughness: Educational Status; (vii) Accuracy of Observation: Educational Status; (viii) Composite Scientific Aptitude: Social Group. Seven dependent variables were significantly affected by Educational Status, and three by Social Group. (5) (i) The tribal pupils were found to be significantly inferior to the non-tribals on the Comprehensive Scientific Aptitude Test; (ii) The tribal pupils had significantly excelled the non-tribals on Accuracy of Observation at both the levels of educational status, however, at Class X of the higher secondary school, the non-tribal pupils had significantly excelled the tribals on (a) Detection of Inconsistencies of Illogical Conclusion, (b) Ability to Deduce Conclusions from the Data, (c) Accuracy of Interpretation, (d) Ability to Reason and Solve Problem. Further, at the college level, the non-tribals had scored significantly higher than the tribals on (a) Experimental Bent, (b) Accuracy of

Interpretation, (c) Caution and Thoroughness. (6) Thus, a highly significant relationship was established between the scores on the Comprehensive Scientific Aptitude Test and six of its eight components, namely, Experimental Bent, Detection of Inconsistencies or Illogical Conclusion, Ability to Deduce Conclusions from the Data, Ability to Reason and Solve Problem, Caution and Thoroughness and Accuracy of Observation. (7) The inter-componental relationships between Experimental Bent vs Ability to Deduce Conclusions from the Data, Detection of Inconsistencies or Illogical Conclusion vs Accuracy of Observation and Ability to Deduce Conclusions from the Data and Accuracy of Observation have been estimated to be moderately significant. (8) The Comprehensive Scientific Aptitude Test was composed of four factors, namely (a) lateral thinking, (b) scientific perception, (c) sensitivity, and (d) generalisation presented in order of their factor loading, (9) The tribal pupils were found to be significantly inferior to the non-tribals on the Comprehensive Scientific Aptitude Test, but were significantly superior to them on Accuracy of Observation at both levels of educational status, however, the latter had excelled significantly the former on (a) Detection of Inconsistencies or Illogical Conclusion, and (B) Ability to Deduce Conclusions from the Data, at the higher secondary school level, and on (a) Experimental Bent, (b) Accuracy of Interpretation, and (c) Caution and Thoroughness, at the college level. (10) There existed no significant sex difference between boys and girls of either social group on the Comprehensive Scientific Aptitude Test, however, the girls significantly excelled the boys in either social groups on Caution and Thoroughness and Accuracy of Observation, whereas the latter surpassed significantly the former on Ability to Deduce Conclusions from the Data. (11) The non-tribal boys had significantly excelled the tribal boys in (a) Ability to Deduce Conclusions from the Data, (b) Ability to Reason and Solve Problem, and (c) Composite Scientific Aptitude, whereas the non-tribal girls showed significantly higher

scores than the tribal girls in (i) Ability to Deduce Conclusions from the Data, and (ii) composite Scientific Aptitude Score (higher secondary school). [VPS 0864]

Singh, Kunwar Harpal. 1989. **A study of the personality characteristics and the psycho-social problems of Scheduled Castes students in Rajasthan.** Ph.D., Edu. Univ. of Rajasthan.

Problem: This is a study of the personality characteristics and the psycho-social problems of Scheduled Castes students in Rajasthan.

Objectives: (i) To find out the typicalities in the personality of the Scheduled Castes students of Rajasthan and how they differ from other students, (ii) to investigate the motivational dynamics of these students, (iii) to find out how they perceive their social environment and how they are perceived by other members of the society, and (iv) to understand those factors of psycho-social economic status which are obstacles in their way to occupy the due place in society.

Methodology: The sample of the study consisted of 45 Scheduled Castes students and 500 non-Scheduled Castes students. NCERT-TAT Pictures Dependency Scale, Pre-adolescent Adjustment Test and General Anxiety/Attitude Scale were used for data collection 't' test was used for statistical treatment of the data.

Major Findings: (1) Scheduled Castes students were found to be less intelligent than non-Scheduled Castes students. (2) Scheduled Castes students were found to be inferior to other students in their verbal intelligence. (3) Scheduled Castes students showed more general anxiety as compared to non-Scheduled Castes students. (4) Scheduled Castes students were less outgoing as compared to non-Scheduled Castes students. (5) Scheduled Castes students were inferior in terms of their ego strength as compared to their non-Scheduled Castes counterparts. (6) Scheduled Castes and non-Scheduled Castes

students were not different in excitability. (7) Scheduled Castes students were found to be less sober as compared to their non-Scheduled Castes counterparts. (8) Scheduled Castes students were better in home adjustment than other students. (9) Scheduled Castes students showed less self-control as compared to their non-Scheduled Castes counterparts. (10) Attitudes of Scheduled Castes students towards non-Scheduled Castes students were normal. (11) Non-Scheduled Castes students showed a favourable attitude regarding improvement in Scheduled Castes students. [JKS 0709]

Singh, S. 1990. **Creative thinking in relation to level of aspiration, field dependence/independence and study habits among Scheduled Castes and Scheduled Tribes students.** Ph.D., Edu. Rohilkhand Univ.

Problem: This study compared the low and high creative students from Scheduled Castes and non-Scheduled Castes in terms of their level of aspiration, field dependence/independence and study habits.

Objectives: (i) To compare high and low verbal creatives among Scheduled Castes and non-Scheduled Castes students in relation to their level of aspirations, field dependence/independence and study habits, (ii) to compare high and low picture creatives among Scheduled Castes and non-Scheduled Castes students in relation to the above variables, and (iii) to study the effect of locality, faculty, level of achievement and sex of students in relation to their creativity.

Methodology: One hundred and sixty-five Scheduled Castes and 447 non-Scheduled Castes students from Classes XI and XII studying in 15 secondary schools in the Rohilkhand region were selected by the multi-stage random sampling technique. Verbal and Non-verbal Tests of Creative Thinking by Torrance Test of Level of Aspiration by Shah and Bhargava, Group Embedded Figures Test by Oltman, Raskin and Witkin and Study Habit Inventory by Raina and

Kumar were used in the present study. The statistical techniques used included 't' test, 'F' test, correlation matrix and analysis of variance.

Major Findings: (1) There was no significant relationship between creativity and level of aspiration of Scheduled Castes as well as non-Scheduled Castes students. (2) Among Scheduled Castes students, high picture creatives were more field-independent than the low picture creatives. (3) Among the non-Scheduled Castes students, high verbal creatives were significantly more field-independent than their low verbal creative counterparts. (4) The difference between the study habits of high creative and low creative Scheduled Castes students was insignificant. (5) High and low picture creatives of non-Scheduled Castes group differed significantly and positively in terms of study habits. (6) On verbal creativity, the Scheduled Castes urban and science students excelled significantly as compared to their rural-group and arts-group counterparts. (7) Among non-Scheduled Castes students, the urban group and high achievers showed significantly higher verbal-creativity than their rural group and low-achiever counterparts. (8) Among Scheduled Castes students, urban students were found to be significantly better with respect to picture creativity than the rural students. (9) Among the non-Scheduled Castes students under the urban category, female and science groups were significantly better in picture creativity than their counterparts of rural, male and arts groups, respectively. (10) The creativity of any student did not influence his level of aspiration. (11) In the case of Scheduled Castes students, picture creativity had positively influenced the field-independence, whereas in the case of non-Scheduled Castes students, it was verbal creativity. (12) The creativity of Scheduled Castes students did not affect their orientation towards the syllabus whereas non-Scheduled Castes students' picture creativity was found directly proportional to the syllabus-free orientation. (13) In the case of Scheduled Castes students, locality and faculty of the students had

affected their level of creativity. (14) In the case of non-Scheduled Castes students, along with locality and faculty, the sex and the achievement level of the students had also affected their level of creativity. [BS 0959]

Sinha, Durganand and Jha, Tantreshwar. 1990. **Invariance of mass and number among tribal and non-tribal children: Influence of age, sex, culture and habitation.** *Indian Educational Review*, Vol. 25 (I): 56-70.

Problem: The present study is designed to analyse the role of age, sex, cultural difference and rural-urban background in the acquisition of conservation of mass and number.

Objectives: (i) To study the frequency of conservation responses related to both mass and number as related to age, (ii) to compare boys and girls for their attainment levels of conservation, (iii) to compare tribal and non-tribal children on conservation responses, and (iv) to compare the tribal and non-tribal children hailing from urban and rural areas on their conservation responses.

Methodology: The sample was drawn from tribal and non-tribals groups, each providing 120 children who were divided equally into two sexes, three age-levels, and two habitations. For the conservation of mass, clay balls (250 gm) were used, and for number conservation 14 2.54 cm x 2.54 cm wooden cubes were utilised. Manipulating the test material, 10 questions were asked. Percentages, mean and Newman-Keuls were used for statistical interpretation of the data.

Major Findings: (1) There was no sex or cultural difference in the performance of conservation task for mass and number, age and rural/urban origin had significant influences. (2) The performance of the children, whether tribal or non-tribal, whether rural or urban, on the given tasks was well below that of Western children and even Indian children. (3) There was a distinct developmental trend, indicating the

operation of maturational factors; environmental circumstances in the form of urban/rural experiential differences were also operating as significant influences. These two factors appeared to be complementary in the process of the growth of conservation concept. The children significantly differed due to their residential location. (4) Children seemed to lag somewhat in attainment of the number concept as compared to that of mass. (5) There was a general support for sequential development of these concepts; the age-ranges outlined by Piaget could not be strictly adhered to. [Spr 1489]

Srivastava, Anju. 1992. **The Rorschach as a tool in investigating individual differences socio-psychological aspects of deprived adolescents.** Ph.D., Psy. Agra Univ.

Problem: The purpose of this study was to investigate deprived adolescents through the Rorschach test.

Objectives: (i) To examine the feasibility of the Rorschach test to measure socio-psychological aspects of deprived adolescents, (ii) to determine the psychological baseline to the deprived adolescents on the basis of which the psychological variation of deprivation can be assessed, (iii) to find out the deprivational differences in various personality traits, (iv) to examine the sex-difference in various personality traits in extreme groups of deprivation, and (v) to find out individual variability in model personality in each of the deprivation groups.

Methodology: Eighty deprived and 80 non-deprived boys and girls from different intermediate schools in Agra City were selected through the random sampling procedure. The data was collected with the help of Prolonged Deprivation Scale by Misra and Tripathi, Rorschach Test and Non-directive Interview Schedule. Mean, SD and critical ratio were used for interpreting the data.

Major Findings: (1) Low-deprived adolescents were found to be capable of controlling their

emotions while highly deprived adolescents had weak emotional control. (2) Highly deprived adolescents deviated from the basic structure of the personality. (3) Low-deprived girls and boys were found to be superior on most of the Rorschach Criteria and in relation to personality traits. (4) Boys showed better performance in comparison to girls in 15 personality traits in extreme groups of deprivation. [SS 1360]

Srivastava, L.R.N. 1990. **An evaluative study of the pre-matric scholarship scheme for Scheduled Castes and Scheduled Tribes students.** Independent study. National Council of Educational Research and Training.

Problem: This study addresses itself to the problem of evaluation of the pre-matric scholarship scheme for Scheduled Castes and Scheduled Tribes students.

Objectives: (i) To review the functioning of the pre-matric scholarship scheme for Scheduled Castes and Scheduled Tribes students, (ii) to examine the beneficiaries under the scheme, (iii) to study the rules and regulations governing the pre-matric scholarship scheme, (iv) to find out regularly the extent of causes of delay and bottlenecks in the award of the pre-matric scholarships scheme, and (v) to suggest corrective measures to strengthen the scheme and to improve the operational machinery for the scheme.

Methodology: The study was conducted in three phases. The States and Union Territories were divided into three clusters—Cluster-I consisted of those states and Union Territories which had more than 20% tribal population; Cluster-II consisted of those which had more than the national percentage (15.75 in the case of Scheduled Castes and 7.76 in the case of Scheduled Tribes) but less than 20% tribal population; Cluster-III consisted of those states and Union Territories which had less than the national percentage of the tribal population. Primary data were collected from the beneficiaries, their parents and the school

headmasters from the sample districts. Secondary data were collected from the Directorate of Public Instruction/Directorate of School Education or the Social Welfare Offices or the District Education Offices of the sample districts. Separate schedules were administered on the headmasters, beneficiaries and parents. Interview guides for students and District Welfare Officers were also used and field notes were maintained.

Major Findings: (1) Various states differed in items of different findings. (2) It was found that the scholarships were not disbursed in time and the students used them for purposes other than educational. (3) The amount of the scholarship was not adequate to meet the needs of the students. (4) There was scope for improvement in the machinery used for the disbursement of the scholarship. [DNFESCST 0798]

Srivastava, Neelima. 1992. **Effect of sex, self-consciousness and variants of feedback on performance improvement on three tasks of Scheduled Castes adolescents.** Ph.D., Psy. Univ. of Lucknow.

Problem: This is a study of the effect of sex, self-consciousness and variants of feedback on improvement in the performance of Scheduled Castes adolescents.

Objective: The study was conducted to find out the effect of sex, self-consciousness and two variants of feedback, i.e. source and type of feedback. Source of feedback included self-determined and socially-determined feedbacks. The types of feedback included positive, negative and neutral feedbacks. For the dependent variable of performance improvement, three tasks, viz. coding, language and numerical, were used. The controlled variables in the study were caste (only Scheduled Castes adolescents), education (Classes IX and X), age (13-15 years) and income (family income up to Rs 1,000 p.m.).

Methodology: The study initially had a sample of 660 adolescents (324 males and 336 females)

identified as per the Manual of Election Law, 1982. Out of these, 192 students were selected according to their types of self-consciousness, i.e. private and public self-consciousness, and equally distributed for sex (48 students in each group). They were then randomly assigned to self-determined and socially-determined feedback conditions equally (24 students in each). The students of each group were then placed randomly into three types of feedback. The tools used included Fenigstein Self Consciousness Scale, Language Task and Numerical Task (all the three prepared by the researcher) and Coding Task from Weschler Intelligence Scale for Children. The Self-Consciousness Scale was administered in small groups of students, ranging from 10-20 students. The mean score was taken as the cutting point for identifying the high and low private and public self-conscious students. The three tasks were administered individually to all 196 students twice (i.e. before and after the feedback). The data was analysed by using analysis of variance and Tukey's multiple comparison test.

Major Findings: (1) On the coding task, only two triple interaction effects, i.e. sex, self-consciousness and feedback variant I, and self-consciousness x feedback variant I and Feedback variant II, were found to be statistically significant. (2) On the language task, feedback variant II yielded a significant main effect. The triple interactive effects of sex, source of feedback and type of feedback and of sex, self-consciousness and type of feedback were found to be significant. (3) On the numerical task, two independent effects of self-consciousness and of type of feedback were found to be statistically significant. Three double interactions of sex and self-consciousness, sex and type of feedback and source of feedback and type of feedback emerged as significant. Besides, the triple interaction effects of sex, self-consciousness and type of feedback and of sex, source of feedback and type of feedback were also found to be significant. (4) The study suggested the salient role of feedback and self-consciousness in bringing

about improvement in the performance of Scheduled Castes children. These variables tend to operate more significantly with the increasing complexity of the tasks in the order of coding, language and numerical tasks. The findings showed a difference in the success rate on these three tasks. [RJS 0678]

Srivastava, S. 1990. **A study of value-patterning and self-esteem of deprived and non-deprived boys and girls.** Ph.D., Edu. Agra Univ.

Problem: The researcher intends to compare deprived and non-deprived boys and girls in terms of their value-patterns and self-esteem.

Objectives: (i) To study the value-patterns (10 areas) of deprived and non-deprived subjects, (ii) to study the value-patterns of boys and girls, (iii) to study the interactional effect of deprivation and sex on values, (iv) to study the self-esteem of deprived and non-deprived subjects; (v) to study the self-esteem of boys and girls, (vi) to study the interactional effects of deprivation and sex on self-esteem, (vii) to study the value-patterns (10 areas) of high and low self-esteem subjects, and (viii) to study the interactional effects of self-esteem and sex on values.

Methodology: Two hundred deprived and 200 non-deprived students of both sexes were randomly selected from Agra City. The tools used for the study included Prolonged Deprivation Scale by Misra and Tripathi, Self-esteem Inventory by Prasad and Thakur and Personal Value Questionnaire by Verma and Sherry. Mean, median, mode and analysis of variance were used for interpreting the results.

Major Findings: (1) The deprived and non-deprived groups differed in value-patterns. (2) Boys and girls differed in values. (3) The analysis of two independent variables, viz. sex and deprivation, interacted to effect the dependent variable, i.e. value. (4) Deprivation was found to be a strong determinant of self-esteem. The non-deprived subjects had higher self-esteem. (5) Sex and deprivation did not interact

to affect self-esteem. The non-deprived subjects were higher in self esteem. (6) The higher self-esteem group preferred FPV, SV and KV the most, and EV, Hed-V and RV the least, while the low-self-esteem group preferred FPV, KV and preferred AcV and PV the least. (7) Sex and self-esteem, while interacting among themselves, did not affect values. [SS 0750]

Talesara, Hemlata. 1988. **Tribals and education: A quest for integration in the regional mainstream.** Independent study. Udaipur: G.S. Teachers College. [ERIC Funded]

Problem: This study discusses the integration of the tribals into the national mainstream. It analyses the role of modern education in bringing about the incorporation of the tribals into the wider society. The thrust of the study is to identify the areas at the regional level which seek the integration of the tribal groups of the State of Rajasthan. It suggests an alternative paradigm of education for tribals.

Objectives: (i) To enquire into the relationship of modern education with the tribal structural reality, (ii) to assess the ethnic structure of the tribal society in the present context of social change, (iii) to find out the structural changes in the tribal society from the impact of education, (iv) to identify the structural gaps which arrest the maintenance of the tribal identity and its integration, and (v) to suggest some alternative measures to fulfil the structural needs of the tribals.

Methodology: The stratified and purposive sampling techniques were adopted. The units identified for analysis were tribal students of different classes ranging from Classes VI to X, tribal and non-tribal leaders, social workers, educationists, teachers and parents. In all, 500 units (300 students and 200 non-students) were taken as a sample group on the basis of the stratified purposive technique in addition to case studies and observations. Four types of educational institutions having predominance of

tribal students and belonging to the Tribal Sub-Plan Area of the State of Rajasthan had been identified on the basis of the purposive sampling technique. Two kinds of structured schedules were prepared: one for tribal students and the other for tribal and non-tribal leaders, social workers, hostel wardens, teachers and parents. The case study tool had been adopted from Ediwar H. Spicer. Interviews and observation of institutions were also conducted.

Major Findings: (1) It was found that the present system of education was related to some of the needs of the tribal society to the extent that when the tribals were left with little land to cultivate, education was a popular avenue for providing employment to the new generation of the tribals. On the other hand, attainment of education among the tribals resulted in social differentiation. (2) Education for the tribals today has differential impact on the diverse tribal groups. The Minas had derived larger benefits from the educational development programmes. (3) The Christian schools tended to foster ties of integration as these had no caste bias. This created secular values. In this respect, the Ashram schools which kept tribal boys isolated developed segregational structures among the students. The government-run schools in normal situations created conditions for attaining the national model of society. (4) The tribal students' orientation to integration adopted various approaches. It appeared that their learnings towards the caste model of integration were lesser than towards the national model. They did not agree to the social restrictions imposed by the high caste Hindus on the Scheduled Castes. (5) The impact of the national model of integration was noticed in the achievement of the students. (6) Some of the basic characteristics of tribal society corresponded well to the modern education syllabus, i.e. the tribal students showed keen interest in geography and environment out of all the school courses. (7) Education had prepared the tribal groups better to accept off-the-farm occupations; they also involved themselves in the regional political

movements. As a result of education, tribal students in various degrees competed with the non-tribals. Some of the reformative aspects which characterised their new social structure were: abandoning bride-price, prohibition of drinking liquor and non-vegetarian meals and opposition to girls dancing with boys in fairs. (8) There was a need to develop an alternative model for tribal education which should, on the one hand, help the tribals to preserve their ethnicity and, simultaneously, on the other hand, hasten their integration into the regional society. The new model of education should have special courses oriented to technology rather than agriculture; the co-curricular package of activities in the schools should provide opportunities to the tribals to come face to face with non-tribal boys. The methodology of education for the tribals should undergo wide structural transformation. The technology of distance education, including the network of mass media, should be utilised for the purpose. The alternative has to provide some special packages of course content which could suit the temperament of the tribals. [Author 1144]

Thanvi, Daulat Raj. 1992. **Changes in the weaker section: A study of the changing social, economic, cultural and political situation of the weaker sections in Indian society due to the welfare programmes by the government.** Independent study. *Indian Council of Social Science Research*. [ICSSR Funded]

Problem: This study is an attempt to ascertain and consider the views of the students of the weaker sections regarding the changes which took place in their lives due to government welfare programmes.

Objectives: To understand (i) the opinion of young students of the weaker sections, (ii) the extent of changes that have taken place in their social status, (iii) the actions that have been taken in this direction, and to what extent social equality and justice have been successfully implemented and nature of the social mobility.

(iv) the students' inclination towards government service and their views regarding who benefited more from the reservation policy, (v) the education attained by them and the facilities still required to achieve more and also to find out their expectations from the government, (vi) their concept of economic development programmes and the facilities and arrangements they required from the government and also what they wanted to do through their own efforts, and (vii) their views regarding political participation and their faith in the democratic behaviour.

Methodology: Two hundred and seventy-one students from the government senior higher secondary schools of Jodhpur and 224 students from Jalore District constituted the sample of the study. The views of the students were collected through a questionnaire constructed by the researcher for this purpose. The questionnaire was coded, classified and tabulated. The data were analysed using the statistical techniques of percentage and frequency.

Major Findings: (1) The social status and mobility of the youth of the weaker sections were still in the transition period. Fifty-nine per cent students felt that they were victims of social discrimination in spite of welfare programmes, constitutional security and several educational efforts after Independence. (2) 57.74% respondents were of the opinion that there was unequal distribution of government loans/grants. Forty-six per cent felt that only well established persons were being benefited through government plans and loans. Only 34% of the respondents could understand that the weaker sections had benefited from the economic programmes of the government. (3) Their inclination towards government service was found to be increasing. Forty-one per cent of the respondents felt that it was a secure source of income and a status symbol. Few felt that reservation was essential in government services without which there would be no economic development of this class. Twenty-four per cent respondents gave a clear-cut warning that the reservation policy in

government service would encourage inferiority complex in this section. (4) Sixteen per cent respondents opined that success can be achieved only through diligence and their own efforts. (5) They were increasingly thinking of political participation through democratic means. (6) Welfare programmes could change the social, economic, cultural and political condition of 33% youth of the weaker sections in the Indian society. Though this achievement was not satisfactory, it could encourage society to change for the better. [NR 1245]

Tripathy, Prabin Kumar. 1991. **Cognitive functioning, affective adjustment and academic achievement: A study of the tribal children in Orissa.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: The study attempts to find out whether tribal children attending special Ashram schools and integrated U.P. schools in Orissa differ significantly from each other in their cognitive functioning, affective adjustment and academic achievement, and also from non-tribal children in integrated U.P. schools.

Objectives: (i) To study the independent and integrated efforts of group type, class and sex on the cognitive functioning, affective adjustment, and academic achievement of tribal and non-tribal children, (ii) to study the interrelationships among the cognitive functioning variables and academic achievement, affective adjustment of the tribal children in tribal schools, the tribal children in integrated schools and the non-tribal children in integrated schools, (iii) to evolve detailed family profiles representative of the tribal children in tribal schools, the tribal children in integrated schools and the non-tribal children in integrated schools with a view to compare their developmental condition and study their interrelationships between the family setting, on the one hand, and the cognitive functioning variables, the affective adjustment variables and the academic achievement of children on the other, and (iv) to predict the academic achieve-

ment of children in different classes in tribal schools, of tribal children in integrated schools and of non-tribal children in integrated schools, and to develop some representative case studies in the three groups.

Methodology: The sample for the pilot study consisted of primary school children of Classes II, III and IV studying in integrated and tribal schools in the Mayurbhanj District of Orissa. The tests administered were: Piagetian Conservation Tasks (modified version); Sinha's Story-Pictorial Embedded Figure Test; the Indian adaptation of Rosenzweig P-F Test (Children's Form); Sharma's Sociometric Test (Oriya version); and Academic Achievement Records. Analysis was done using student's mean, 't' test and Mann-Whitney (U) tests.

Major Findings: (1) The tribal children in integrated schools showed more field-independent cognitive style than the tribal children in tribal schools, and the non-tribal children in integrated schools performed better in cognitive style test as compared to tribal children in tribal schools. (2) The three groups did not differ significantly on academic achievement scores which were associated with measures of cognitive functioning such as cognitive style, conservation of volume and composite cognitive development in all the groups. (3) Family setting variables such as occupation of the father, income of the family, education of the parents, studying time and housing facilities were positively related to conservation and cognitive style as well as to the academic achievement of children in all the groups. [SCG 0162]

Tripathy, Suresh Kumar. 1990. **A study of the academic performance of tribal and non-tribal high school students in relation to their self-concept, level of aspiration and academic motivation.** Ph.D., Edu. Kurukshetra Univ.

Problem: The present study attempts to assess the academic performance of tribal and non-tribal children and study its relationship with their self-

concept, level of aspiration and academic motivation.

Objectives: (i) To measure the level of academic performance, self-concept and level of aspiration of non-tribal high school students, (ii) to study the relationship of academic performance with self-concept, and level of aspiration and academic motivation among tribal and non-tribal high school students, (iii) to compare the relationship between academic performance and other variables in tribal and non-tribal groups, and (iv) to study the differentials between tribal and non-tribal high school students on the academic performance, self-concept, level of aspiration and academic motivation.

Methodology: For a cross-comparison of the tribal and non-tribal high school students, the incidental-cum-purposive technique was used to select a sample of 800 school students from Class IX in the Sambalpur District of Orissa. The number of tribal and non-tribal students in the sample was equal. The tools used for data collection were Self-Concept Scale by P. Deo (Oriya version), Level of Aspiration Test by Shah and Bhargava and Academic Motivation Inventory by Mock and Doyle. Coefficient of correlation and critical ratio were used to analyse the data.

Major Findings: (1) Academic performance was found to be significantly but negatively correlated with self-concept and level of aspiration. However, no such relationship was found between academic performance and academic motivation except on one of its 15 dimensions, e.g. 'desire for self-improvement'. (2) Academic performance was found to be significantly and positively related to the self-concept, level of aspiration and academic motivation of tribal high achievers. (3) Academic performance was found to be significantly and negatively related with self-concept, significantly but positively related with the level of aspiration and significantly and positively related with three components (persisting motive, achieving motive and competing motive) of the

academic performance of the tribal low achievers. (4) Academic performance was found to be significantly and positively related with the self-concept, level of aspiration and academic motivation of non-tribal students. However, it was found significantly and negatively correlated with self-concept and academic motivation but positively related with the level of aspiration of non-tribal high achievers. Non-tribal low achievers had a significant and positive relation between their academic performance and each one of the variables, viz. self-concept, level of aspiration and academic motivation. (5) Tribal students had lower academic performance, lower self-concept and lower level of aspiration than non-tribal students. However, both the groups had similar academic motivation. (6) The tribal high achievers had lower academic performance, lower self-concept and lower level of aspiration than the non-tribal high achievers, but both the groups had similar academic motivation. (7) The low-achiever tribal students had a lower academic performance, lower self-concept, lower level of aspiration and lower academic motivation in comparison to low-achiever non-tribal students. [CLK 0343]

Venkatramana, M. 1988. **Vocational needs and occupational choices of socially disadvantaged and socially non-disadvantaged pupils.** Ph.D., Psy. Sri Venkateswara Univ.

Problem: This is an empirical investigation and a comparative study of the vocational needs and occupational choices of the socially disadvantaged and the socially non-disadvantaged for proper utilisation of manpower resources.

Objectives: (i) To find out the difference in the vocational needs of socially disadvantaged and socially non-disadvantaged students, (ii) to find out the difference in the occupational choices of socially disadvantaged and socially non-disadvantaged students, (iii) to find out the difference in the vocational needs and occupational choices of boys and girls, rural and

urban students, high and low mental ability students, (iv) to find out the relationship between the influence of occupational choices and the actual occupational choices of the pupils, (v) to find out the relationship between the educational status of the parents and the pupils' occupational choices, and (vi) to find out the relationship between the occupational status of the parents and the pupils' occupational choices.

Methodology: The design employed in the present investigation was a 2x2x2 design with two localities (urban and rural), two sexes (boys and girls) and the socially disadvantaged/socially non-disadvantaged pupils. The subjects for the investigation were selected by employing the random sampling procedure. The tools used for the study were Raven's Standard Progressive Matrices and the personal data sheet. Mean, standard deviation and 't' test were used to interpret the results. 2x2x2 analysis of variance was carried out to test the significance of the difference between the vocational need scores of both boys and girls belonging to socially disadvantaged and non-disadvantaged groups, and hailing from rural and urban areas. On the basis of the vocational preferences of the subjects, they were classified into seven occupational-choice groups. The categories were medical, engineering, administrative, teaching, legal, clerical, and semi-skilled. The significance of the difference between their vocational-need scores was computed by means of the 't' test. Chi-square was computed to test the relationship of the variables. Cattell's RP was used to draw the profiles of sex, locality and mental ability groups.

Major Findings: (1) Pupils hailing from the socially disadvantaged families and socially non-disadvantaged families did not differ significantly in their vocational needs. (2) There was a significant resemblance between the boys and girls with regard to their vocational need profiles. (3) Irrespective of the sex, the vocational-need—'service'—was assigned the highest value by both urban and rural subjects. With regard to the vocational-need profiles, there was significant

resemblance between urban and rural subjects. (4) The high mental ability group differed significantly from the low mental ability group in 11 out of 17 vocational needs. (5) Socially disadvantaged pupils differed significantly from the socially non-disadvantaged pupils in their occupational choices. (6) Boys differed significantly from the girls with regard to their occupational choices. (7) The occupational choices of the pupils were significantly related to the locality. (8) The high mental ability group differed significantly from the low mental ability group in their occupational choices. (9) There was a significant relationship between the occupational status of the fathers and occupational choices of the pupils. (10) There was a significant relationship between the occupational status of the mothers and the occupational choices of the pupils. (11) The educational status of the mothers and the occupational choices of the pupils were significantly related to each other. (12) There was a significant relationship between the educational status of the fathers and the occupational choices of the pupils. [PVD 0109]

Venugopal, S. 1989. **A study of certain factors influencing the participation of Scheduled Castes and Scheduled Tribes learners in the adult education programme.** M. Phil., Adult Edu. Sri Venkateswara Univ.

Problem: The study is undertaken to identify the factors facilitating the participation of Scheduled Castes and Scheduled Tribes learners in adult education programmes.

Objectives: (i) To estimate the intensity of factors facilitating the participation of Scheduled Castes and Scheduled Tribes learners in adult education programmes at the adult education centres in general, and (ii) to examine whether there were significant differences in the level of intensity attached to various facilitating factors by learners classified into age, sex and caste groups.

Methodology: A sample of 240 adult learners, equally distributed between the two castes (ST/SC), between male and female and between young (between 15-29 years) and old (30+ years), was selected by the stratified random sampling procedure. The data was collected with the help of an interview schedule. Means, percentages and analysis of variance were used to analyse the data.

Major Findings: (1) The mean score on social factors for men was 28.90, while for women it was 30.10. The difference between the two was not significant. (2) The mean score on social factors for Scheduled Castes was 30.16. The mean of Scheduled Tribes was 28.84. The difference between the two was not significant. (3) There was no significant difference between means for the young and the old groups. The results obtained on the different factors (psychological, economic, etc.) were presented in the same fashion. (4) The difference between the mean scores of Scheduled Castes and Scheduled Tribes was significant in the case of psychological, economic, instructional, teaching-learning materials and miscellaneous factors. (5) There was no significant difference between men and women or between younger and older groups on any of the factors. (6) The items receiving the highest priority from Scheduled Castes/Scheduled Tribes learners as influencing their participation in adult education programmes were listed. [AVRR 1260]

Vyas, Uma. 1992. **A comparative study of the academic achievement of Scheduled Castes and non-Scheduled Castes students in relation to self-concept and locus of control.** Ph.D., Edu. Agra Univ.

Problem: The purpose of this research was to compare the academic achievement of the students of Scheduled Castes and of non-Scheduled Castes and to see the effect of self-concept and locus of control on their academic achievement.

Objectives: (i) To compare the academic achievement, self-concept and locus of control scores of Scheduled Castes and non-Scheduled Castes students, (ii) to compare the academic achievement scores of Scheduled Castes and non-Scheduled Castes students in relation to self-concept, and (iii) to compare the academic achievement scores of Scheduled Castes and non-Scheduled Castes students in relation to locus of control.

Methodology: Four hundred cases of Scheduled Castes and non-Scheduled Castes (200 each) were selected from Classes XI and XII from the institutions situated in Agra City through the random sampling procedure. The tools used included Self-Concept Inventory by R.P. Bhatnagar and LOC Test by Roma Pal. High school marks were also used as an indicator of academic achievement. Mean, SD and 't' test were used for interpreting the results.

Major Findings: (1) Scheduled Castes and non-Scheduled Castes students differed significantly in their scores on academic achievement. (2) Scheduled Castes and non-Scheduled Castes students did not differ in terms of self-concept and locus of control. (3) Scheduled Castes and non-Scheduled Castes students of the high self-concept group differed significantly with regard to their academic achievement scores, with the exception of those having high achievement and aspiration. (4) Scheduled Castes and non-Scheduled Castes students of high locus of control did not differ significantly in terms of their academic achievement scores. (5) Scheduled Castes and non-Scheduled Castes students of average self-concept in all the five dimensions differed significantly regarding their academic achievement scores. (6) Scheduled Castes and non-Scheduled Castes students of average locus of control differed significantly with regard to their academic achievement scores. (7) Scheduled Castes and non-Scheduled Castes students having low scores on self-concept differed significantly with regard to their academic achievement scores. (8) Scheduled Castes and

non-Scheduled Castes students of low locus of control differed significantly in their academic achievement scores. (9) High, average and low groups of Scheduled Castes students, formed on the basis of self concept and locus of control, did not differ among themselves regarding their academic achievement scores. (10) High, average and low groups of non-Scheduled Castes students, formed on the basis of self-concept, differed among themselves in terms of their academic achievement score, but no difference was found in non-Scheduled Castes students having average and high self-concept. (11) High, average and low groups of non-Scheduled Castes students, formed on the basis of locus of control, differed significantly in terms of their scores of locus of control except for the low and average locus of control groups of non-Scheduled Castes students. [SS 1346]

Warudkar, D.S. 1988. **Identification of barriers in the participation of Scheduled Castes, Scheduled Tribes and women in the National Adult Education Programme.** M.Phil., Edu. Univ. of Poona.

Problem: The present study enquires into the factors which prevent Scheduled Castes, Scheduled Tribes and women from taking part in the Adult Education Programme. It is also a study of the barriers which hinder their participation in the National Adult Education Programme.

Objectives: (i) To determine the influence of factors that affect the participation of Scheduled Castes, the Scheduled Tribes and women in the National Adult Education Programme, (ii) to identify the factors which could facilitate active participation of Scheduled Castes, Scheduled Tribes and women in the National Adult Education Programme.

Methodology: The sample of the study consisted of 30 Adult Education Centres from nine colleges in seven tehsils in Dhule District in 1985-86. The tools used for the study included

interview schedules and questionnaires by Hebsus, Aikara and Hendriques of CHK TISS. Percentages and chi-square tests were used for interpreting the results.

Major Findings: (1) 59.30% of the respondents (out of 165 male and female learners) said that due to fatigue and hard work they had dropped out. 74.30%, i.e. 58 out of 98 males said that due to fatigue and hard work they had dropped out. 45.98%, i.e. 40 out of 87 females gave the same cause for dropping out. (2) 71.51%, i.e. 118 out of 165 respondents mentioned household problems and responsibilities to be the cause of dropping out. (3) Household problems or responsibilities were found to be the major cause

while problems related to the centre, fatigue, hard work, difficulty in language and social tensions were other reasons given by the respondents for dropping out. (4) The centres were conducted at night from 8 to 9.30 p.m. which was inconvenient for women. The majority of the centres functioned in private houses where there were no proper arrangements. (5) Only in a few centres were books for adult learners used. (6) The instructors did not get their remuneration regularly. Social conflict and social tensions were observed in the locality when women and Scheduled Castes people attended classes. (7) Scheduled Castes and Scheduled Tribes learners could not understand the Marathi language because their language for conversation was 'Ahirani'. [ASB 0036]

Also See

- Ansari, A.A. 1988. **Educational philosophy as found in Islamic culture.** Ph.D., Edu. *Univ. of Bombay.* [GJK 0224] (See in Chapter 2.)
- Awasthi, Surya Kiran. 1992. **An analytic study of equality in educational opportunities and its use by minority Muslim students in Bhopal.** Ph.D., Edu. *Barkatullah Vishwavidyalaya.* [JSP 0561] (See in Chapter 3.)
- Bhusari, C.V. 1988. **Intelligence of Scheduled Castes and Scheduled Tribes students and its correlation with their scholastic achievement in Vidarbha.** Ph.D., Edu. *Nagpur Univ.* [GPK 1622] (See in Chapter 38.)
- Bisht, Abha Rani. 1990. **Vocational stress in relation to socio-economic status and belongingness to weaker sections of society.** Independent study, *Kumaun Univ.* (ERIC Funded). [VKR 1183] (See in Chapter 3)
- Dewan, Dick Bahadur. 1988. **Education in the hill region of Darjeeling, West Bengal: Its development and the present status.** Ph.D., Edu. *Visva-Bharati.* [AS 1647] (See in Chapter 4.)
- Duggal, Janak. 1992. **Access of Scheduled Castes girls to elementary education in rural Haryana: A micro study.** Ph.D., Edu. *Jamia Millia Islamia.* [USN 1956] (See in Chapter 31.)
- Kabra, Lalita. 1991. **A comparative study of Scheduled Castes and non-Scheduled Castes female students: Their educational backwardness and goals with reference to personality patterns and environmental adjustment.** Ph.D., Edu. *Mohanlal Sukhadia Univ.* [RSSu 0855] (See in Chapter 31.)
- Mishra, G.S. 1991. **Cognitive information processing in tribal and non-tribal children.** Ph.D., Psy. *Utkal Univ.* [KCP 0394] (See in Chapter 24.)

- Navare, Savita. 1991. **The role of education in socialisation of Scheduled Castes women teachers.** Ph.D., Edu. *Univ. of Poona*. [ASB 0041] (See in Chapter 31.)
- Ramamani. 1990. **Home language, school language and educational performance: An empirical study of Scheduled Castes children of different social classes.** Ph.D., Edu. *Univ. of Mysore*. [BNS 0965] (See in Chapter 1.)
- Ramesh Mohan, C. 1992. **A cross-cultural study of education of the Stoney natives of Candada and the tribals of Rajpipla, (Gujarat) India.** Ph.D., Edu. *Jamia Millia Islamia*. [SPR 0612] (See in Chapter 34.)
- Sati, B.D. 1991. **Comparative study of needs, values, aspirations and adjustments in relation to academic achievements of Scheduled Castes and other students of secondary schools of Kumaun.** Ph.D., Edu. *Kumaun Univ.* [AB 1566] (See in Chapter 38.)
- Sharma, Arun Kumar. 1989. **Effects of Linear and Branching Instruction Strategies on the performance in social studies of tribal high school students of Himachal Pradesh in relation to academic motivation and test anxiety.** Ph.D., Edu. *Himachal Pradesh Univ.* [LK 0241] (See in Chapter 23.)
- Singh, Ibotombi H. 1991. **A study of vocational preferences of high creative and low creative high school tribal pupils in Kohima and Mokokchung Districts, Nagaland.** Ph.D., Edu. *North-Eastern Hill Univ.* [PPG 0184] (See in Chapter 11.)
- Singh, Radha Charan. 1992. **A comparative study of scientific creativity, problem solving and risk-taking between the tribal and urban students.** Ph.D., Edu. *Barkatullah Vishwavidyalaya*. [JSP 1304] (See in Chapter 11.)
- Sirohi, M.S. 1991. **Field assessment study of guidance inputs in minorities schools.** Independent study. *National Council of Educational Research and Training*. [DFSEC 1003] (See in Chapter 12.)
- Sodhi, Raman. 1989. **A comparative study of emotional problems in minority group and caste Hindu children and their level of achievement motivation and scholastic achievements.** Ph.D., Psy. *Jamia Millia Islamia*. [SPR 0603] (See in Chapter 38.)
- Sodhi, T.S. and Multani, Nishan Singh. 1990. **Rural and urban middle-aged Scheduled Caste parents: Their attitude towards the population problem.** *Indian Educational Review*, Vol. 25(1): 114-16. [SPR 1491] (See in Chapter 32.)
- Waghmare, J.K. 1989. **A study of educational, sociological and problems of the Banjara community students in Yavatmal District.** M.Phil., Edu. *Nagpur Univ.* [GPK 1708] (See in Chapter 3.)