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Research in the Education of the Disadvantaged

A TREND REPORT

SACHCHIDANANDA

In all countries there are disadvantaged individuals and groups. These so deprived sections of the community have to struggle hard for survival and development. Government is expected to take special care of citizens in this category. This involves both protective and promotive measures affecting different facets of their life.

Education has been acclaimed as the prime mover of development. It opens the door to modernization. The educational process, however, does not benefit the disadvantaged groups evenly, resulting in differential development. The educational input takes various forms such as opening of schools, enrolment drives, measures for the retention of students in schools, provision of tuition without payment of fees and of scholarships and stipends for the upkeep of scholars, supply of textbooks and other teaching/learning material, opening of residential schools with or without a vocational base, appointment of teachers from the students' own community, orientation of outside teachers in the culture of the disadvantaged groups, provision of Braille and other appliances for blind and deaf and dumb children and adoption of special teaching strategies for the mentally retarded. These inputs are expected to facilitate the educational process and attract disadvantaged children to school or college. It also affects the formation of their personality and moulds their attitudes to issues current in society.

Each society has a traditional system of education. These traditional mechanisms may not be centrally institutionalized and may have to be sought in various social institutions. These systems are likely to be affected by the introduction of a new educational system. The various educational inputs, their function and their impact have to be assessed so that flaws uncovered may be corrected promptly and then negative consequences nipped in the bud. Such analysis has to be undertaken at various levels, right from the elementary stage through the secondary and university stages and in special professional institutions. Recently, adult, non-formal and continuing education have been introduced with a view to serving the interests of these disadvantaged groups. The impact of these educational innovations has to be studied.

Although education is primarily the responsibility of the state, in India a number of voluntary organizations are also contributing their mite. The foremost among them are the Christian missionary orgnizations. In many parts of India, their role in the educational field has been crucial as it preceded government effort in this field. The Arya Samaj movement, Ram Krishna Mission and Theosophical Society have taken pains to establish institutions both for the general public and for the disadvantaged. In many parts of Western India we find large voluntary organizations running educational institutions at various levels. Their contributions in this field also need to be critically surveyed.

As mentioned above disadvantaged is an omnibus category. It includes the scheduled castes and the scheduled tribes who account for 22 per cent of our population. It also includes the socio-economically deprived backward castes, slum dwellers, neglected minority groups and economically backward individuals. The

physically handicapped, the blind, deaf, dumb and the mentally retarded also fall in this category. Efforts for the education of the various constituents of this category have been made for more than a century now, both by the state and voluntary agencies. However, it is only since independence that the efforts have been pursued vigorously. Article 46 of the Indian Constitution provides for the promotion of the educational interests of tribal and scheduled caste people and for their protection against social injustice and exploitation. Education provides a shield against such injustice and exploitation. Since enormous amounts of money have been spent to speed up the educational progress of the weaker sections, it was deemed necessary to evaluate the performance of various educational schemes in operation in the country. The importance of the subject was appreciated by scholars, academics and administrators and the annual Tribal Welfare Conference held from 1953 onwards has a section devoted to tribal education. This focuses the interest of scholars on the various problems affecting the education of the scheduled castes and tribes. Anthropologists and sociologists and, later, students of education and psychology were attracted to this area of study and produced papers, dissertations and books. Some of these studies have been noticed in the first three Surveys of Research in Education (Buch, 1974, 1979, 1986). In the present survey, however, some outstanding works in the field in the period before 1983 will also be discussed so that the efforts in the eighties can be seen in a better perspective.

MAJOR AREAS AND SUB-AREAS

Four major areas may be demarcated by the various constituents of this category, namely, (a) the scheduled tribes, (b) the scheduled castes, (c) other backward communities and economically backward individuals, (d) the physically handicapped and the mentally retarded. In each of these areas we have a number of sub-areas flowing from the foci of the various contributions. In the field of the scheduled tribes in which we find the largest number of contributions, the sub-areas would be as follows:

(i) the school in the tribal community including classroom environment;
(ii) educational institutions such as ashram schools and other schools;
(iii) intelligence, personality and the congnitive abilities of tribal students, social and scientific attitudes of tribal students and their adjustment;
(iv) dropout, wastage and stagnation;
(v) educational needs of tribals—achievement motivation, self-perception, aspirations and academic achievements;
(vi) family structure, parental behaviour and conservation;
(vii) effect of deprivation and cognitive and non-cognitive abilities of tribal students;
(viii) education, social change and modernization.

Among the scheduled castes, the following sub-areas have been highlighted:

(i) barriers to education;
(ii) non-enrolment, non-attendance, wastage and stagnation;
(iii) scheduled caste students and their problems;
(iv) scholarships and their utilization;
(v) education and social status;
(vi) personality patterns of scheduled caste students, problems of values and level of frustration;
(vii) life tendencies, meaning of success and self-concept among scheduled castes;
(viii) attitudes of college teachers towards scheduled caste students.

Among the other disadvantaged sections mention may be made of the following sub-areas:

(i) education of minorities;
(ii) behavioural and personality concommitants of socio-economic deprivation;
(iii) life-style of slum dwellers in relation to education;
(iv) intellectual and non-intellectual factors in the academic achievement of disadvantaged students of professional colleges;
(v) changing social awareness of social realities;
(vi) reading abilities of backward castes in the context of their intelligence, anxiety, need for achievement and other demographic variables;
(vii) utilization of facilities for backward students;
(viii) parental life styles, intellectual achievement responsibilities, adjustment and congnitive performance of under-privileged children;
(ix) effect of print size and print colour on reading efficiency of disadvantaged language development.

In some of the contributions we get a comparative glimpse of the situation among the scheduled caste,

scheduled tribe or among the scheduled caste and caste Hindus or among the backward and the higher castes. The comparative perspective gives us a better view of existing social reality.

TRIBAL STUDIES

The first contribution to the study of the educational problems of scheduled tribes in India was made as early as 1944 by Professor Furer-Haimendorf (*Indian Journal of Social Work*, **5**, 2, September, 1944). The author has described the outlines of educational schemes he had drawn up for the Gonds of Adilabad district in the then Nizam's Dominion of Hyderabad. The scheme had been drawn up against the background of the culture and environment of the Raj Gonds who are the dominant tribe in that region. The author discusses problems of language, script and teachers. The scheme paid rich dividends for the tribals of that area and even now forms the basis of educational planning for tribals there. This was the first time it was pointed out that an educational programme for tribals has to be in consonance with their habitat, economy and culture.

The dawn of independence and the establishment of Tribal Research Institutes in states having a sizeable tribal population boosted research efforts in the field of tribal welfare, of which education was an important component. Eminent anthropologists like Chattopadhyay, M.N. Basu and Biswas made valuable suggestions regarding tribal education. Chattopadhyay (*Man in India*, **33**, 1) analysed the characteristics of the educational system among the tribal people. He laid special emphasis on linking agriculture with education in the school curriculum at the elementary stage. He has also described the model content of textbooks and dealt with the problem of medium of instruction, script, methods of teaching, types of schools, training of teachers, etc. Biswas, as chairman of the Anthropology Section of the 3rd Tribal Welfare Conference, pleaded for a proper educational programme and a trained cadre to operate the scheme. Their cultural background made it necessary for tribal people to have a special pattern of education. He wanted special emphasis to be given to practical training in agriculture, fishing, etc. He also wanted to spread adult education along with the education of children.

Madan (*Eastern Anthropologist*, **5**, 4, 1952) wanted educational activities to be carried on along with economic uplift in such areas as are in contact with urban centres. He pointed out that education through literacy is a very potent medium of instruction, propaganda and indoctrination. In 1956, Koppikar produced a monograph entitled *Education of the Adivasis*. The brochure deals with the situation in Thana district of Maharashtra and the problems of the Adivasi school there. It suggested some remedies. Some educational experiments carried out in that area have also been described.

Kar (*Journal of the University of Gauhati*, **8**, 1957) pleads for a psychological approach to tribal education. The author has described the steps through which tribal people are trained and the agencies, methods and content of tribal education. These letters, according to him, have a psychological significance of their own. He has traced the history of educational development of tribal children and compared it with the formal system of education. He urges that the educative value of the traditional dormitories of the tribes should also be taken into consideration. He pleads for rethinking in respect of tribal education.

P.C. Dave (*Vanya Jati*, **2**, 3, 1954) makes a report on the ashram and sevashram schools in Orissa, giving the general routine of the ashram schools and details of stipends and scholarships. At another place (*Vanya Jati*, **5**, 2, 1957), he describes the ashram schools in the then Bombay State. Hari Mohan (*Bulletin of the Bihar Tribal Research Institute*, Ranchi, **5**, 2, 1963) describes the residential high school for tribals at Mahuadanr in Palamu district in Bihar. The paper gives details of enrolment, hostel, daily routine, management and the pattern of education imparted to tribal children.

N.K. Das Gupta (*Problems of Tribal Education and the Santals*, Bharatiya Adimjati Sewak Sangh, New Delhi, 1964) discussed, in great detail, tribal economy with reference to education in the context of the Santal. The nature and content of tribal education have also been discussed. J.P. Naik (*Report of the Seminar on the Employment of Scheduled Castes and Scheduled Tribes*, Manager of Publications, New Delhi) dealt with the problems of education of scheduled castes and tribes. He examined some problems of education of the scheduled tribes with particular reference to the extent of wastage and the extent to which they show their difference for different types of education and the probable reasons why it is not possible to get suitable persons from their community as teachers. The problem of enrolment of scheduled tribe children at different educational levels has been discussed and a few recommendations have also been made.

In 1964, a Tribal Education Unit came into being at the National Council of Educational Research and Training. It was instrumental in promoting research in this area and holding seminars and training programmes.

The Kothari Commission in 1966, in its report, devoted some attention to tribal education. It made 13 recommendations on various aspects such as wastage and stagnation, hostels, scholarships, and shortage of teachers. B.N. Srivastava ('The Education Commission Recommendations—Some Reflections', *NIE Journal*, NCERT, I, 2, 1966) makes useful comments on these recommendations. At about the same time, L.M. Srikant, (1964), the first Commissioner for Scheduled Tribes and Castes, Government of India (*Indian Year Book of Education*, NCERT, 1964; *Vanya Jati*, **14**, 3 July, 1966) traced the progress of education in tribal areas after independence. He pointed out that the state of education among the tribes has not been satisfactory in different parts of India. He laid emphasis on the education of tribal girls, the need for trained teachers, opening of ashram schools and suggested that tribal education should be job-oriented. The recommendations of the Working Group on Education of Backward Classes in the Education Commission, dealing with the existing programmes, problems of nomadic and semi-nomadic tribes, hostel facilities, ashram schools and administration of scholarships have been discussed.

In 1967, the NCERT published a collection of papers (*Papers on the Sociology of Education*, NCERT, 1967) dealing with sociology of education in India. The paper on the special problems of education of scheduled tribes in this volume was contributed by Sachchidananda and dealt with the objectives of tribal education, the traditional mechanisms of education, the intimate relationship between education and economic development, primary education and its problems, teachers for tribal schools, medium of instruction at different levels, girls' education, ashram and residential schools, hostels, scholarships, technical education, agencies for education and educational planning and administration in tribal areas. This was the first overview of all problems of tribal education.

In 1967, the NCERT published a report on tribal education in India. It comprised the proceedings of a seminar held at Udaipur in 1965. A large number of people had contributed to this seminar. Sachchidananda dealt with the socio-economic aspects of tribal education, describing in detail the close nexus between tribal economy and education. He also discussed the influence of tradition on education. He stressed the importance of imparting the right type of education to step up socio-economic development in tribal areas. In the course of his working paper on tribal education in India, L.R.N. Srivastava covered a fairly wide ground and posed significant questions concerning existing facilities, coverage, wastage, stagnation and utilization of financial assistance, mother tongue and the medium of instruction, curricula, methods and textbooks, and the relative roles of government and voluntary agencies.

In 1969, T.B. Naik produced an important book on the impact of education on the Bhils (Research Programmes Committee, Planning Commission, New Delhi). Working on data from the Dhar and Jhabua districts of Madhya Pradesh he traced the impact of education on family and kinship, leadership, occupational patterns and community obligations. He demonstrated that different facets of life are differently affected by education. People are not attracted to education if it does not bring quick economic advantages. It has promoted greater adherence to the traditional code of the community and encouraged greater participation in panchayati raj as well as reformist movements.

Soon after this, a number of Ph.D. theses on tribal education appeared. N.K. Ambashta (1966) dealt with tribal education in respect of three agriculture tribes in Bihar—the Oraon, the Kharia and the Munda. He dealt with the cultural setting, the pattern of traditional education, the agencies of modern education, the village schools, the perception of the teachers by the students and the teacher's perception of the students, female education, social education, the relationship between education and the economy, the problems of dropout, wastage and stagnation at the primary stage, and the impact of education on the tribes.

L.R.N. Srivastava (1968) dealt with education and modernisation among the Munda and the Oraon of Ranchi. For modernization he selected mobility, empathy, rationality, participation, achievement motivation and communication as the basic indices. On each of these indices, the scores have been calculated. The study has been enriched by case studies and careful use of statistics. The role of education as an important factor of modernization has been examined against the background of a control sample.

Another significant doctorol work on tribal education in Bihar has been done by Toppo (1974), herself a tribal. She has analysed the traditional mechanisms of education, the modern school system run by the government

and the missionaries and their impact on the tribals in Ranchi district.

In Andhra Pradesh, three significant theses on tribal education have been produced. The first was done by E.V. Rathnayya (1974). Among structural constraints he includes the ecological constraints produced by climate and physiography, which create problems of communication, socio-economic constraints, dealing with the cultural aspects of the educational system; psychological constraints arising out of the fact that most of the tribals are first generation learners who are shy by nature, resulting in low participation; and constraints of the educational system itself which leads to quick dropout—the medium of instruction, faulty textbooks, difficulty in finding tribal teachers and problems of administration and supervision. The authour has made a few suggestions for overcoming these constraints.

Yathiraj Kumar (1981) deals with these issues in respect of two scheduled tribes (Jatapu and Saora) of Bhadragiri Block in Andhra Pradesh. He seeks to analyse the institutional framework of the school system and to delineate the areas where the schooling process is being affected by institutional deficiencies and the influence of socio-cultural factors. The author examines the compatibilty between schooling experience and the traditional training received by tribal children. He makes an attempt to assess the nature of change due to the impact of the school system on the local community. The interaction between the school system and the socio-cultural framework is studied with reference to enrolment, admission procedure, absenteeism and wastage, curriculum, vacations, school hours and the role of teachers.

K. Sujatha (1980) has extended the field of education beyond the classroom and the formal system to the realm of non-formal education. In view of the paucity of resources, non-formal education may be the only solution for the education of the weaker sections of society.

Krishna Rao (1986) made a case study of seven tribal area schools. Different kinds of schools were selected such as primary ashram schools, government high schools, ashram high schools, tribal welfare high schools, etc. The views of teachers and parents were also gathered. In course of the study, the magnitude of wastage and stagnation was assessed as also the problems of teachers. Socio-economic status of parents, their attitude towards teachers, children's education, employment, etc. were also analysed. A similar evaluative study of tribal welfare high schools in Orissa was undertaken by Ban Bihari Kamila (1985). In addition to the parameters of the earlier studies, mentioned above, the author tried to evaluate student achievement, attitude, scholastic achievement, personality characteristics, interests and the level of occupational aspiration. The main purpose of the study was to make a comparison between tribal and Harijan students in respect of student achievement. S.N. Upadhyaya (1982) made an analysis of classroom environment in tribal setting with a view to study its effect on learning and attainment. The three aspects of classroom environment were interpersonal relationship, goal-orientation and system maintenance and change. He also tried to find out whether learning and attainment were differently correlated with the areas of environment.

Verma (1985) made a study of the factors that affected academic achievement among high-school and non-tribal students at junior high school level in Uttar Pradesh. This provides a comparative perspective of study not only of academic achievement but also the attitude of both categories of students towards school, medium of instruction and their socio-economic status, self-concept and adjustment in school. The study brought out that the main achievement of scheduled caste students was significantly lower than that of tribal students and students from other castes. Scheduled tribe students belonged to higher socio-economic strata as compared to scheduled caste students. There was not much difference as regards self-concept. Pandey (1981) tried to analyse the socio-cultural factors which determined the academic achievement of scheduled tribe students. But besides this, he tried to find out their academic and occupational aspirations, the teacher-taught relationship and the interaction between tribal and non-tribal students. On the basis of his findings, the author suggests that a different educational system should be provided to accelerate the progress of the tribals. In another work, Sujatha and Yashodhara (1986) made a comparative study of some educational variables of scheduled caste and scheduled tribe students. They tried to find out the relationship between academic achievement and achievement motivation, school adjustment and personality factors.

Some psychologically oriented scholars have tried to study the intelligence of tribal groups. Chaudhury and Sinha (1959) have made a comparative study of concrete intelligence of tribal and non-tribal schoolgirls in Ranchi. Kar (1961) studied the intelligence of Ho, and Nomani (1964) made a comparative study of the concrete intelligence of Christian and Non-Christian Munda schoolboys and school-girls while R.R.P. Sinha

(1964) made a comparative study of tribal and non-tribal intelligence. L.B. Singh (1979) likewise tried to make a comparative study of some personality dimensions such as intelligence, anxiety, extraversion and achievement motivation and the academic achievements of Santal and non-Santal undergraduate students. Significantly, all these studies were made among the tribals in Bihar.

P. Srivastava (1986) made a socio-psychological study of stagnates among tribal and non-tribal students of class VIII. The study was designed to gain a comparative perspective of tribal and non-tribal stagnates with reference to their mode of stagnation, academic achievement, personality traits, socio-economic status and intelligence. The study was made on 210 stagnates from five tribal groups and 250 stagnates from non-tribal people living in the same area. The findings implied that the programmes for development of students from different tribes should be in accordance with their needs and their mother-tongue should invariably be used as medium of instruction at the primary stage.

N.N. Srivastava (1983) made a study of the scientific attitude of science and arts students belonging to the scheduled castes and scheduled tribes and compared them to non-scheduled caste communities. The scale of scientific attitude had eight components. A.S. Raghava Kumari (1986) made a descriptive and correlational study of the social attitudes of the problems of scheduled caste and scheduled tribe girls in secondary schools in Karnataka. On the basis of this study she made a plea for effective and suitable guidance to mitigate the problem of students in the scheduled category. Efforts should also be made to implement proper measures to develop favourable attitudes to certain current social issues.

For several years, dropout, wastage and stagnation were favoured themes of research in the area of tribal education. However, in our review period, there is only one study of this kind, made by M. Hussain (1982), in regard to primary schools in the rural areas of the Bhilwara District in Rajasthan. The study aimed at determining the rate and form of wastage in primary schools in rural areas and finding out the rate of stagnation. The results of the study only corroborate earlier findings of scholars working on the same theme in different states of India. The study by N.N.Vyas of Rajasthan tribal areas also comes to the same conclusions.

Child rearing practices have an important bearing on tribal education. However, there is only one study dealing with child rearing practices among the Santals, by V.N. Singh (1982). The study was made in a comparative perspective. The author probed into parental discipline and parental attitudes in child rearing practices of Santal and non-Santal mothers. There was a significant difference between parental attitudes and child care methods of Santals and the non-Santals. The attitude of Santal parents was more permissive and they were careless about toilet habits.

Tribal education cannot achieve its objectives unless it is based on the identification of educational needs, probabilities and problems of the tribal community. Two such studies were made by Santara Binata (1984) and P.C Raut (1985). However, the two approaches were entirely different. While the first study focused on one tribal community, the other brought out the trends, perspectives and educational programmes in tribal education and the formulation of action strategies in respect of the tribals in Orissa. The latter applied systems analysis for identification of the constraints on tribal education and tried to present a system approach model for improvement of the situation.

Some researchers have gone beyond formal education and looked into the impact of adult education among the tribals. Both these studies (Lakshminarayan, 1983; Satyanarayan Rao, 1986), however, have been made in the state of Andhra. These studies bring out the problems of adult education and the responses of tribal participants in the adult education programme. The performance of the participants was highly satisfactory in reading ability, average for own writing ability and below average for arithmetical ability. One of the studies revealed a close association between participation in adult education and modernity levels.

Education is one of the mediators between the tribal social system and factors of change. In the long run, it enables children to adjust to the demands of modern life. The pattern of this adjustment covered family health, social and emotional aspects of Adivasi students in Ranchi district (Nomani,1965) which has been analysed on the basis of 200 samples drawn from male and famale students. Not much difference was found in the adjustment of male and female students. College boys were superior to schoolboys in the matter of family adjustments. However, social adjustment with outside elements were not very satisfactory.

The role of education in promoting the occupational mobility of the tribals (Nambissan, 1983) has been examined in respect of the Bhils of Rajasthan. The author took care to take into account the nature and magnitude of inequality of educational opportunity between the

tribal and the non-tribal community. It was seen that compared to the Brahmans the tribals were educationally backward. Tribals with better economic status had easier access to a school. The economic constraints were most acute in the age group 12 to 16. People who were exposed to outside influences through entering into service had entered professions having higher status. Education became viable in respect of educational mobility only after completion of middle school. It is necessary to analyse the tribal situation in the context of changes taking place in and around the tribal areas.

Two studies deal with achievement motivation (Lalitha, 1982; Fatmi, 1986) among school going students. One of these focuses on parental expectation. Both these studies were conducted in a comparative perspective, taking into account both tribal and non-tribal children. The study revealed that there was no significant difference in the mean scores of tribal and non-tribal students in achievement motivation. The study has important implications for policy makers and brings out the need to transform the educational system so as to awaken and motivate tribals towards the future and redeem them from the prejudices that have emanated from hierarchical stratification in society.

Studies on socio-cultural and economic condition, including family structure, parental behaviour and conservation, were made in Kerala (Joshi, 1985) and in Bihar (Jha, 1986). The Kerala study seeks to analyse the educational potentialities and the environmental situation of tribals, identifying the positive components of tribal culture and folk education which needed to be preserved as well as the potentialities for linking their environmental experience to the wider world of modern culture. The Bihar study brought out that tribal college students were more conservative than non-tribal students. Parental protection, rejection and restriction promoted conservatism. The joint family was associated with higher level of conservatism. In tribal groups, daughters received more protection and sons suffered from neglect and rejection. In the non-tribal group, the sons received more restriction, neglect and rejection while daughters received more love and permissive treatment from parents.

There is only one study (Chand, 1985) dealing with self perception, socio-economic status, vocational and educational aspirations and academic achievement from tribal areas in the north-east. The study dealt with a sample of boys and girls in class IX drawn from ten high schools and covering three Naga groups—Angami, Ao and Sema. The author tried to bring out the differences between various tribal groups. The academic achievement of boys belonging to the three tribes was significantly different from that of the girls in the respective tribes. The cognitive abilities among non-tribal and tribal children as a function of development level was studied (Das, 1985) in Orissa. The study aimed at assessing the different information processing abilities of children in these two groups.

The effect of socio-cultural deprivation (Balkrishna, 1986) on the cognitive and non-cognitive abilities of tribal adolescent students was studied in Bihar. The study revealed that Christian tribal students possessed more intelligence, better reasoning ability and higher achievement motivation than non-Christian tribal students. Their vocational values also tended to be different. The level of aspiration of the Christian group was higher than that of the non-Christian tribal group.

Education is an important instrument of social change and modernization. However, only one study (Choudhury, 1985) in this review has been directly focused on the theme. The study covered tribes belonging to different economic settings in North Bengal. An effort was made to examine the effect of education on occupation, family, marriage, religion and political life. The study showed that education had an effect on various aspects of tribal life to varying extents. Educated tribals had more modern attitudes towards occupation, family, marriage, religion and politics. The educated of all categories did not favour the joint family or participation in common endeavours but considered education as an important means of social improvement.

Recommendations

Our review of these studies reveals serious gaps which need to be filled for a better appreciation of different aspects of tribal education. Studies on education and its impact on social change have been very few. No studies focused on the process of de-tribalization which sometimes results from the educational process. It is also seen that the type of education given to tribal students alienates them from family and home and induces some sort of inferiority complex. The denigration of tribal culture in the school atmosphere is something which has to be guarded against. In this connection, it is necessary to study the perception of the beneficiaries concerning the effectiveness of educational programmes and the impact they have made on the life and culture of the tribals. It is necessary to know the extent to which

the social distance between tribals and non-tribals has been bridged through education.

There should be more studies of ashram and the residential schools since these have been established to cater to the special needs of tribal students. Their vocational bias and the routine of the students as well as the commitment of teachers should be studied.

None of the studies has focused on the effectiveness of education imparted in missionary schools. In many parts of India, such as Bihar, Madhya Pradesh and in the North-East, Christian missionaries have played a very important role in tribal education and they have shown great dedication to the cause but it is to be examined whether they have not denigrated tribal culture in this process. More studies are also needed on the role of teachers, both tribal and non-tribal, in schools in tribal areas. Some state governments have provided orientation in tribal culture to these teachers. The effectiveness and success of these training programmes have to be assessed at full length. Teachers, both male and female, have to face a number of problems when they are posted in tribal areas. These should be studied in detail so that steps can be taken to remove their difficulties.

Many studies have highlighted the phenomena of dropout, wastage and stagnation. In some states, steps ha e been taken to reduce the incidence of these ills. The success or otherwise of these measures needs to be assessed. The stage has been reached, at least in some areas, where tribal education no longer grapples with first generation learners, since in those areas education has been of long standing. Whether teaching–learning methods in those areas should be the same as in the case of first-generation learners has got to be examined at some length. Studies of the impact of adult education should be made in different states so far as it touches the tribals. In the same way, scholars should examine the impact of non-formal and continuing education on tribals at different stages of socio-economic development.

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

SCHEDULED CASTE STUDIES

Unfortunately, studies in the education of scheduled castes did not attract the attention of scholars as much as that of the scheduled tribes. It is only after independence that great strides began to be taken in the field of the education of scheduled castes at all levels. In 1971, the Indian Council of Social Science Research (ICSSR) embarked on a nationwide study of the problems of scheduled castes and scheduled tribes both at the school and the college level. All the states of India were covered. The studies were completed by 1974 and the results were made available in book form from 1976 onwards. The main results were presented by Suma Chitnis under the title, A Long Way To Go. This publication has been noticed in the *Third Survey of Research in Education* (Buch, 1986). These studies, however, dealt with students in the last two years of secondary or higher secondary schools and in colleges. They did not take into account problems and issues connected with the education of scheduled castes at the primary level or in the field of non-formal and adult education. It is, therefore, in the fitness of things that, in the current review period, a number of publications were made touching on different aspects of scheduled caste education.

The barriers in scheduled caste education were studied by Rajpati Devi (1985). She considered the educational factors affecting academic achievement of scheduled caste pupils in primary schools to find out if their level of achievement was different from that of caste Hindu pupils. She also tried to identify the institutional constraints, the home environment and the pupils' health in this regard. She did not find any significant difference between the achievement levels of children of both the groups since all of them were performing at a very low level. The teachers had poor qualification and the methods of teaching were unsatisfactory. However, there was no discrimination against scheduled caste students. Their home environment was not conducive to achievement.

The attitudes of college teachers towards scheduled caste students in Aurangabad (Dhanda, 1985) have been studied. It was found that the attitude of the bulk of men and women teachers not belonging to a scheduled caste themselves was positively unfavourable towards scheduled caste students.

The problem of enrolment, wastage, stagnation and non-attendance has engaged the attention of a number of scholars in Maharashtra, Bihar, Haryana and at the national level (Dhongade, 1986; Kumar, 1983; Pimpley, 1981; NIEPA,1986). Although the causes for poor enrolment, absenteeism, dropout and stagnation

were almost the same in different areas, this incidence varied from place to place. Lack of education of parents, absence of opportunity for social mobility and poor communications came in the way of enrolment. The role of teachers was not effective. In Bihar it was found that the incidence of dropout was higher among boys than among girls. Some Harijan castes were more keen about education of their children than others. The income of parents, the level of enrolment and the rate of dropout were positively correlated. The rate of dropout was heaviest in the first two years of schooling. Caste discrimination was found in the Bihar sample. In Haryana, however, there was a general feeling that scheduled caste students were well treated in schools. The parents of school-going children had high occupational aspirations for their children. There was a positive relationship between awareness of the reservation policy and attendance.

An NIEPA study (1986) dealt with enrolment of scheduled castes in higher education. There was a disturbing finding that there was a decline in the rate of growth in scheduled caste enrolment during the period 1972–77. In professional and other education, there was negative growth. The disparities between scheduled castes and non-scheduled castes existed at all levels from the primary to higher education. As one went up the educational ladder, stagnation and dropout rates increased. There were wide variations in enrolment in different states.

The availability of scholarships and other facilities and their utilization by scheduled castes attracted the attention of a number of scholars (Gogate, 1985; Kaldate, 1985; Kulkarni, 1985; Premala Bai, 1986; NIEPA, 1986). The studies were confined to the Marathwada region of Maharashtra and were aimed at identifying problems in implementing the scholarships scheme and suggest improvements. It was found that, in spite of government scholarships and hostel accommodation, many students were not able to show progress in studies. This was attributed to poor economic conditions at home and lack of facilities in the hostels. Some arrangements for guidance and counselling were necessary in large colleges and cities. Other facilities like provision of textbooks, living accommodation, meals and health care were dealt with by Kaldate. This study was also confined to class XI and colleges in Aurangabad city. It was found the a substantial number of students had to cook their own food, could not afford vegetables, and lived in unsatisfactory accommodation. Those who lived with their parents had to spend a long time walking to their college. Only five per cent of the students could purchase books. A large number of students failed in the higher secondary examination on account of these difficulties.

NIEPA, under the leadership of S.M. Dubey (1986), conducted a survey of post-matric scholarship scheme for scheduled caste and scheduled tribe children. The main objectives of the survey were to test tools for evaluation in the light of response and to apply corrective measures for making the scheme more useful. It was found that the payment of scholarships was delayed, which caused problems and the amount was inadequate. It was recommended that the institutions should be given the authority to renew scholarships. The nature and extent of facilities offered to scheduled caste students in Karnataka were studied by Premla Bai (1986). She tried to make an indepth study of selected beneficiaries. Organizational and administrative difficulties in the utilization of facilities were also identified by the author.

The educational problems of postgraduate scheduled caste women students were sought to be examined in Aurangabad city (Khobragade, 1985). Their living conditions were studied in detail. Their motivations were also taken into account.

The personality patterns (Pal, 1984) of scheduled caste students were compared to those of high caste students in Haryana. The differences were marked on the basis of 14 personality characters evolved by Cattell. Their intelligence levels and various dimensions of self-concept were also taken into account. Important educational implications flowed from this study, such as that the school should try to create an environment conducive to scheduled caste boys and girls developing desirable personality traits and that society should take steps to develop their self-concept.

Two studies (Sabnis and Mahurkar, 1985; Waghmare, 1985) of relationship between education and social status of scheduled castes was made in Maharashtra. These scholars tried to find out whether social status of scheduled caste men and women had improved as a result of graduation and whether their attitude towards self had changed. The respondents were keen that the reservation backlog should be immediately filled and that a change should take place in the attitude of both upper castes and the scheduled castes themselves. Improvement in economic conditions helped them to raise their social status.

Values, problems and the level of frustration of Harijan students (Singh,1986) were analysed among

students of three colleges in the University of Bhagalpur. It was seen that their problems were more frequent and intense and related to academic, financial and social aspects. Non-Harijans had a more aggressive attitude while Harijans resigned themselves to their fate.

The educational and occupational experiences of post-matric scholars were studied in Ahmedabad city (Vaishnava, 1983). Their attitude towards education, exposure to mass media and views regarding the education of their own children were taken into account. The present educational system had been able to provide for moderate social mobility.

A comparative study of life tendencies, meaning of success and self-concept among the Harijan and non-Harijan college students was conducted on a sample of 520 students (Chauhan, 1977). It was revealed that the need satisfaction tendency was more evident among Harijan students while the creative expression tendency was seen more among the non-Harijan students. The Harijan students gave more importance to luck while the others attached more importance to individual effort. It was also seen that, while the Harijan students were afflicted by inferiority, withdrawal and emotional instability, the others showed more confidence and higher self-esteem. A more or less similar study was undertaken in Haryana (Gaur *et al.*, 1987). It focused on the psychological basis of educational and vocational development of scheduled caste students.

In the Mainpuri district of UP, a study was undertaken (Jain, 1984) on the cultural stratum and personality factors as correlates of parenting in very backward and scheduled caste children. The aim of this study was to evolve an operational structure for parenting in terms of various defined roles so that its expanding connotations may provide leads for future research in the area.

Lal (1985) made a study of the adjustment of scheduled caste students in schools in Haryana with reference to some personality variables. The study revealed a significant difference between the scheduled caste group and others on personality factors, ergic tension, intelligence, ego-strength, group adherence and self-sufficiency. The study has important implications for teachers, educational planners, administrators and parents in understanding the adjustment problems of scheduled caste students.

NIEPA conducted a study in five states (1986) on the exposure of scheduled caste and scheduled tribes to ITI facilities. It was shown that utilization of facilities by scheduled castes was much better than that of scheduled tribes. There was difference also between the different scheduled caste and tribal communities in making use of these facilities. The Chamars, Dusadhs, Dhobis, Pradhans and the Mahars cornered the bulk of these facilities. Among the scheduled tribes, the Oraon and the Munda in Bihar and the Mahadeo Koli in Maharashtra took the most advantage of them. The dropout rate varied from 5 per cent to 10 per cent. Among both these categories, the self-employment rates were very low. The hostel facilities for them were substandard in most places and the reservation and relaxation for scheduled groups in institutions were implemented in a mechanical way.

A general study of scheduled caste students was undertaken in the Madurai Kamraj University (Thiagrajan, 1983) in 1983. It covered wide ground. It was found that the bulk of the students were first generation learners. Nearly one-third of the students had difficulties in comprehending instruction through the English medium. There was an intense desire among them to build up intimate relationship with caste Hindus and Harijans converted to Christianity.

Efforts were made to develop a programme for helping scheduled caste people in a village in Orissa to become aware of the exploitative structures in their midst (Emanuel, 1986). The experiment produced a qualitative change in the verbal behaviour of participants. They overcame their fatalism and the intervention brought about an element of cohesiveness and cooperation among them. Such efforts would go a long way in promoting personal growth and social transformation in the community.

Gaps

This review reveals a number of significant gaps. The scheduled castes in India have been suffering from a number of social disabilities, including untouchability. It is to be examined how far the incidence of untouchability has been reduced on account of the education of scheduled caste people. No such studies have been made. The experience of discrimination by scheduled caste students in schools and colleges also needs to be documented. There are some studies about the operation of the facilities provided to scheduled caste children in school and colleges. While a detailed study has been made of the post-matric scholarship scheme, the facilities provided at the school level need to be looked at more closely, since even with the best efforts it has not been possible to bring the bulk of scheduled caste

children into the educational net. No studies have been made to see whether Harijan students have shed their inferiority complex and whether the attitude of caste Hindu students towards Harijans has changed. A large number of scheduled castes people have been converted to Buddhism and Christianity. The extent to which these converts continue to suffer from discrimination also needs to be researched. Only one or two studies have brought out differential educational development among the various scheduled castes. More studies of this kind would bring out the urgent need for paying more attention to the neglected sections of the community. Government has started a number of pre-examination training centres for preparing Harijan candidates for taking competitive examinations for admission to institutions offering professional courses in subjects like medicine and engineering or for entering state or central government services. The educational programmes in these centres have to be looked into so that they could be made more effective. It has been rightly contended that the status of Harijans cannot be raised unless their social awareness is heightened. It has to be found out from comparative studies whether education has helped in raising the level of social awareness among the scheduled castes.

OTHER DISADVANTAGED SECTIONS

Minorities in all countries consider themselves disadvantaged. Their educational needs are somewhat different from those of the majority community. The government takes special steps to protect minorities which are anxious to maintain their identity in the face of assimilative onslaughts from the rest of the population. In the present review period, two studies deal with the problems of the minorities (Ahmed, 1985; Basu, 1981). The first study tries to assess the extent to which their educational rights have been protected; it further tries to assess their views on secular democracy and national integration in the context of the traditional educational institutions of the Muslims as well as of other minority institutions. The study revealed that the right to cultural and educational self-determination created hurdles in the way of national integration. Education is a potent instrument to achieve national integration in a plural society such as India. The other study dealt with the personality characteristics of Tibetan and East Pakistani refugee children. There was a marked difference between the intelligence test scores of the children of the two groups. Inadequate ego-formation and other personality traits like rationalization and need for autonomy was characteristic of backward children from both the groups.

The study of behavioural and personality concommitants of socio-economic deprivation (Roy,1986) was made on a sample of 200 urban and rural children of Class V in the age group of 10-12 years. Half of the sample comprised the deprived group and the other half the non deprived group. The test of deprivation was socio-economic backwardness. The study revealed that cognitive development was affected by socio-economic deprivation. As such, educational programmes in schools should take into account the socio-economic status of individuals. Retardation in perceptual development leads to many future developmental hindrances such as under-achievement and low language proficiency.

Slums are a social reality in big cities. The life of slum-dwellers and their educational needs require special attention. One such study (Shaikh, 1983) was made in Baroda. The educational status of parents and children, their awareness and utilization of educational opportunities, their expectations and their attitude towards education have been taken into account in the study. Although the percentage of school-going children in the age group 6–14 was 72 per cent, home atmosphere was not conducive to good living. Gambling, drinking, prostitution and juvenile delinquency were widespread among the slum-dwellers.

The intellectual and non-intellectual factors in the academic achievement of advantaged and disadvantaged students from professional colleges were investigated (Girija,1980) on a large sample of students admitted in agriculture colleges in Karnataka. The study focused on verbal and non-verbal intelligence, study habits, skills, personality values, motivation, anxiety, non-academic accomplishment and biographical factors.

A critical study of the nature, scope and effective utilization of facilities given to students of backward communities since independence and the reaction to them of students and teachers of colleges in Poona (Deshpande, 1984) was conducted on a sample of more than 500 students and 179 teachers. The study revealed that the students did not have a full idea about facilities provided for them. Among the non-backward students, there was strong opposition to these facilities. The teachers, however, had a favourable attitude toward them. Half the number of teachers did not favour the reservation of seats for backward classes in educational institu-

tions. It is necessary that the community at large be made aware of the purpose of compensatory discrimination.

Studies of psychological variables such as intelligence, anxiety, need for achievement, language development, concept learning, cognitive processes and motivational patterns, cognitive and personality differentials, self-image, self-disclosure and self-observation have been attempted by a number of scholars (Dhanger, 1984; Pande, 1983; Suriyakanthi, 1982; Manjula, 1984; Pande, 1985; Patel, 1987; Tripathi, 1986; Tewari, 1984). The studies were made in Gujarat, Orissa, Uttar Pradesh, Karnataka and Madhya Pradesh. All these scholars have used modern, sophisticated tools and inventories to arrive at their results. Some of the results have important policy implications, e.g. that caste and area of the residence of pupils should be taken into account when dealing with problems in reading ability; the school atmosphere must be tension-free so that there is no impediment to the growth of a pupil's reading ability; the nuclear family is more conducive to healthy intellectual development of the child than the joint family; children's self-concept, adjustment, intelligence and achievement are highly correlated. One of the studies made a plea for a compensatory language development programme for socially disadvantaged pre-primary children. Another study pointed out the necessity for giving special coaching and training at the pre-school stage itself so that advantage could be taken of reservation for the deprived sections. Academic anxiety lowered the performance of deprived class boys and girls. It has been shown that advantaged children differed significantly in their academic achievement, intelligence, self-concept, linguistic competence and achievement motivation from disadvantaged children. Disadvantaged groups also differed among themselves in their scores on these items.

The effect of print-size and print-colour on the reading efficiency of advantaged and disadvantaged junior high school students was investigated (Lal, 1987) in Uttar Pradesh. Significant differences were noticed in the scores of the two groups.

The problems of education of the weaker sections of society in general were studied in Gujarat and Bengal (Joshi, 1985, and Mitra, 1981). Both these scholars wanted to find out the factors affecting the educational development of weaker sections with a view to suggesting a scheme for redesigning their education. Both these scholars were satisfied that conditions at present obtaining in this regard were not satisfactory. They identified the difficulties and their sources.

STUDIES ON PHYSICALLY HANDICAPPED

Studies on this theme are reviewed and discussed elsewhere in this volume. However, two studies in this field made in Bihar deserve attention here also (Mandal, B.B.: *Physically Handicapped in Bihar*, Institute of Social Research and Applied Anthropology, Calcutta, 1979, and R.P. Singh and Shashi Prabha: '*Evaluation of Integrated Educational Facilities for Physically Handicapped in the Schools of Bihar*, Department of Education, Patna University, 1987). The first study takes into account levels of education, age of entry into school difficulties faced, educational performance, types of institutions attended, difficulties in integrated education, behaviour of teachers and classmates, educational aspirations, the working of the scholarship scheme, etc. The sample included blind, deaf and the orthopaedically handicapped numbering 100. The secound study focused on the availability of facilities for the handicapped and attempted to ascertain the gap between the facilities granted and those actually avaliable. It also tried to evaluate the utilisation of these facilities. The adjustment of the handicapped students with the non-handicapped was also discussed. Towards this end, suggestions were made for improving the situation and rendering of educational services to these groups more effective.

Gaps

A brief review of the studies in this section reveals many gaps in our knowledge. There should be more studies on educational problems of the minorities in different states of the country. There should also be a focus on the functioning of minority educational institutions. The interaction of the minorities with the majority in general schools in which all sections of the community receive education should be studied. Since education is an important instrument for national integration, its role in bringing the minorities closer to the majority population should receive better attention from of researchers.

More studies of the educational needs of slum dwellers have to be made both in metropolitan cities and in other large cities. Since the number of slum-dwellers is increasing day by day, this problem needs to be tackled

urgently. It is necessary to draw out brilliant students from the slums and give them facilities for good education, not available in their immediate neighbourhood.

Non-formal education is the answer to the educational needs of a large number of disadvantaged children who are either out of school or are school dropouts. Studies of non-formal centres for the disadvantaged in urban areas as also of adult education must be taken up on a priority basis. This effort would also take care of the education of child labourers who may take advantage of non-formal education.

ABSTRACTS: 1599-1652

1599. BALAKRISHNA, *Effect of Sociocultural Deprivation on some Cognitive and Noncognitive Abilities of Tribal Adolescents*, Ph.D. Psy., Mag. U., 1986

The main objectives of the study were to compare Christian and non-Christian tribal adolescents in terms of their verbal intelligence, reasoning ability, achievement motivation and vocational values. Twelve hypotheses were examined.

A sample of 300 Hindi-knowing male tribal high school students (150 Christian and 150 non-Christian) of class X and XI were drawn from two schools of Santhal Parganas by adopting the incidental method of sampling. Mohsin's General Intelligence Test, Raven's Standard Progressive Matrices Test, Mukherjee's Sentence Completion Test, Prasad's Inventory of Vocational Values and Personal Data Schedule were used. Point biserial correlation, t-test, chi-square technique, etc., were employed for data analysis.

The major conclusions were: The Christian tribal students possessed more intelligence, better reasoning ability and higher achievement motivation than non-Christian tribal students. Besides, their vocational values tended to be different from those of the non-Christian tribal group. Moreover, the Christian tribal group aspired higher and set themselves higher goals than the Christian tribal group.

1600. CHAND, J., *A Comparative Study of Various Naga Tribal Pupils in relation to Their Self-perception, Socio-economic Status, Vocational and Educational Aspirations and Academic, Achievement*, Ph.D. Edu., NEHU, 1985

The objectives of the study were (i) to find out the differences in the self-perception of pupils belonging to the Angami, Ao and Sema tribes, (ii) to find out the differences in self-perception among pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes, (iii) to study the vocational choices and their reasons for vocational choices of the pupils of the three Naga tribes and also to study differences regarding vocational choice and reasons for them in the case of Naga pupils of the three tribes of high, middle and low socio-economic status, (iv) to study the academic aspirations of the pupils of the three tribes of different socio-economic status, and (v) to study the academic achievement of pupils of the three tribes of high, middle and low socio-economic status.

A sample of 674 pupils (353 boys and 321 girls) of class IX drawn from ten high schools of three districts was randomly drawn. Due representation was given to sex and location (urban rural) of schools in the sample. The tools used were the Deo-Jogawar Self-Concept Inventory, a modified version of Kuppuswamy's Socio-Economic Status Scale, and Kamat's Educational Aspiration Scale. In addition, the investigator developed three instruments, viz., a Vocational Aspiration Scale, a Vocational Prestige Value Scale and an Achievement Test in general science and mathematics for pupils of class IX. Student t-test was used to test the various hypotheses formulated on the basis of the objectives.

Some of the major findings of the study were: 1. While the Sema pupils were found to be significantly different from the Angami and Ao students in respect of self-perception, the pupils belonging to the Angami and Ao tribes appeared similar. 2. The boys belonging to Angami and Sema tribes were found to be significantly different from the girls of the same tribes but no such difference was found between Ao boys and girls on self perception. 3. Self-perception of Sema boys was significantly different from those of Angami and Ao boys. 4. The girls belonging to the three tribes were found similar on self-perception. 5. The Angami and Ao pupils belonging to high, middle and low SES groups were not found to differ significantly on self-perception but Sema pupils belonging to the low SES group were found significantly different from Sema pupils in high and middle SES levels as regards self-perception. 6. While Sema pupils were found to be significantly different from Ao pupils as regards their vocational choices, they were found similar to the Angami pupils. Also, Angami and Ao pupils appeared similar on the same variable. 7. Boys belonging to the Angami and Sema tribes were found to have significantly different vocational choices than girls in the respective tribes, whereas no such difference was noticed between the boys and girls of Ao tribes. 8. The vocational choices of Sema boys were found to be significantly different from those of boys belonging to the Angami and Ao tribes. 9. The vocational choices of girls belonging to the three tribes were not found to differ significantly from one another. 10. SES did not influence the vocational choices of Angami and Ao pupils belonging to high, middle and low SES groups but influenced those of Sema pupils. 11. While the edu-

cational aspirations of Ao pupils were found to be significantly different from those of Sema pupils, they were found similar to those of the Angami pupils. However, Angami and Sema pupils appeared similar on the same variable. 12. The educational aspirations of boys belonging to the Angami, Ao and Sema tribes differed significantly from those of girls in the respective tribes. 13. Boys belonging to the three tribes were found to have similar educational aspirations. 14. The educational aspirations of girls belonging to the Angami and Ao tribes were found to differ significantly from those of girls in the Sema tribe, whereas Angami and Ao girls appeared similar on this variable. 15. While Angami pupils in the high SES group were significantly different from those belonging to the low SES group on educational aspirations, they were found to be similar to pupils at the middle SES level. The educational aspirations of Ao pupils belonging to the high SES group were found to be significantly different from those of pupils at middle and low SES levels. But Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on educational aspirations. 16. The academic achievements of the Angami pupils was significantly different from those of Ao and Sema pupils, whereas pupils belonging to the Ao and Sema tribes were not found to differ significantly as far as academic achievement was concerned. 17. The academic achievement of boys belonging to the three tribes was significantly different from that of girls in the respective tribes. 18. The academic achievement of Angami boys was significantly different from that of the boys of the Ao and Sema tribes, whereas the boys belonging to the Ao and Sema tribes were found to be similar on the same variable. 19. The girls belonging to three tribes were not found to differ significantly on academic achievement as such. 20. The academic achievement of Angami pupils belonging to the high and middle SES groups was found similar. But the academic achievement of Angami pupils belonging to the low SES group was found to be significantly lower then that of Angami pupils at high as well as middle SES levels. While the academic achievement of Ao pupils belonging to the high SES group was found to be significantly higher than the academic achievement of those at the low SES level, no significant difference was found when compared with those in the middle SES group. Further, the Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on academic achievement. 21. Out of 61 different vocations preferred by Angami pupils, seven were found to belong to high, 52 to average and two to low social prestige categories. Likewise out of 67 different vocations chosen by Ao pupils, eight, 54 and five vocations were found to have high, average and low prestige values respectively. Again, out of 60 different vocations preferred by Sema pupils, eight belonged to high, 49 to average and three to low prestige value. 22. There were differences in the preference of vocations according to SES.

1601. CHOUDHURI, P. and SINHA, U.P., *A Comparative Study of Concrete Intelligence of the Tribal and Nontribal School Girls of Ranchi,* The Bihar Tribal Research Institute, 1959

The sample included 50 tribal and 50 non-tribal girls of Ranchi. The age of the girl students ranged from 6 to 16 and they belonged to different grades. The tribal girls were drawn from the Munda and Oraon tribes and all of them were Christians. The battery of performance tests used included Alexander's Pass Along, Cube Construction and the Block Design Tests along with the Dearborn Form Board Test. Means, SDs, t-values, coefficients of correlation and variation, etc., were computed.

The major conclusions were: 1. There was basically no difference in the concrete intelligence of the tribal and non-tribal groups. 2. At the earlier age level, between 6 and 10, the tribal children exhibited less capability in exercising the power of mental analysis and synthesis than the non-tribal children, but later, between 11 and 16, both the groups showed about the same degree of concrete intelligence in all aspects.

1602. CHOUDHURY, S.S., *Education and Social Change among the Scheduled Tribes of North Bengal,* Ph.D. Soc. and Social Anthrop., NBU, 1985

The aim of the study was to assess and to analyse the impact of education on the scheduled tribes (STs) belonging to different economic settings. The main objectives were (i) to ascertain the spread of education among the population under study with special reference to the nature of progress in education among the STs of North Bengal along with the differential rate of progress, if any, and (ii) to examine the effect of education

on occupation, family, marriage, religion and political life.

The sample consisted of all the households of a tea estate and a village on the outskirts in the district of Jalpaiguri for the first part of the study, and, for the second survey part of the study, the sample consisted of 240 adults (155 illiterates and 85 educated) from the tea estate, and 175 adults (132 illiterates and 43 educated) from the village. Eighty per cent of the tea estate population were ST migrants from Chotanagpur, whereas the village had a mixed population of indigenous STs and migrant STs from Chotanagpur. Both were exposed to same forces of modernization under two distinctly different socio-economic settings of wage earners and rural, unorganized sector, mainly cultivators. The tools used were a researcher made Household and Educational Survey Schedule and an Attitude Questionnaire on occupation, family, marriage, religion and leadership. A few educated persons were randomly selected for case studies in order to understand in depth their role in the trade union/rural workers movement. The study was primarily comparative and empirical in nature.

The major findings were: 1. The indigenous STs were generally far advanced compared to the migrant STs, both plantation workers and village settlers, in the fields of literacy and gainful occupation. 2. Migrant STs at the village were alarmingly backward in education in relation to migrant STs in the tea estate and indigenous STs in the village. 3. The spread of education among ST communities was uniform at the tea garden, somewhat uneven among migrant STs in the village, and most uneven among indigenous STs. 4. The ST females of the tea garden and of the indigenous village category were educationally at the same level, though far below the national level according to the census of 1981, but the ST females of the migrant village category were shockingly backward. 5. While seven out of ten STs were cultivators and three wage earners, nine out of ten STs in the tea gardens were wage earners. 6. Educated STs had more modern attitudes towards social institutions of occupation, family, marriage, religion and politics as compared to the illiterates. 7. Educated persons of the three categories, viz. migrant STs at the tea garden (MT), migrant STs at the village (MV) and indigenous STs at the village (IV) had differential degrees of modernism towards different institutions. 8. Educated MT had a more modern attitude towards the place of women in the family and religion, but negligibly so as regards occupation and political elitism; educated MV and IV locked a modern attitude towards the emancipation of women and religion, but had a favourable attitude towards inter-ethnic marriage. 9. The educated of all categories did not favour the joint family system, and involvement/participation in common endeavours, but considered education as a means to social improvement. 10. Educated STs of all categories by and large showed little or no association with and participation in organizational activities under political patronage; nor did they aspire for leadership violating the norms of ethnic tradition. 11. In the industrial society of the tribals in the tea garden, the factor of education tended to have greater influence as compared to that in the traditional, agrarian, tribal society of the village.

1603. DESHPANDE, L., *A Critical Study of the Nature, Scope and Effective Utilization of the Facilities given to Students of Backward Classes, since Independence and Reactions of Students (Backward and Others) and Teaching Community of Colleges in the City of Poona to the Privilege of such Facilities,* Ph.D. Edu., SNDT U., 1984

Major objectives of the study were (i) to collect information about educational facilities provided to backward students, (ii) to determine the attitude of the students and teachers towards these facilities, (iii) to compare attitudes of students with those of teachers towards these facilities, (iv) to compare attitudes of students from different faculties, and (v) to study critically the scope, nature, and utility of these facilities.

The sample consisted of college students and teachers from Pune. Five hundred twenty-two students and 179 teachers were drawn by the cluster and random sampling method respectively. Out of these students and teachers, those who scored high on the attitude scale developed by the researcher were interviewed. The data were analysed using descriptive statistics.

Major findings of the study were: 1. A majority of the students knew about facilities given to backward class students, but many students did not know the details. 2. There was no difference between the attitudes of male and female students towards these facilities. 3. There was strong opposition to these facilities among non-backward-class students, but backward class students were in favour of these facilities. 4. Teachers also had a favourable attitude towards these facilities but they were worried about prevailing malpractices. Fifty per

cent of the teachers strongly disagreed reservation of seats for backward classes.

The educational implications of this study are: (1) Information about facilities should be given to backward and non-backward class students by the college. (2) Students should be made aware of the social responsibility underlying this programme. (3) The increase in allowance should be linked with rise in prices. (4) Special guidance should be given to backward students who are weak in studies.

1604. DUTT, M.L., *Socio-psychological Study of the Tribal High School Male Students of Himachal Pradesh with High Achievement Motivation,* Ph.D. Edu., MSU, 1983

The study aimed at (i) comparison of tribal high school male students having high achievement motivation with tribal high school male students having low achievement motivation on different variables, viz., intelligence, test anxiety, social adjustment, emotional adjustment, educational adjustment, neuroticism, extraversion, parental support, parental control and parental punishment, and (ii) comparison of tribal high school students having high achievement motivation with the nontribal high school students having high achievement motivation on the variables stated above.

The study was conducted on 200 tribal and 200 nontribal students studying in 29 high schools of Chamba district of the Himachal Pradesh. The tools used for the study were: General Mental Ability Test by S. Jalota, in Hindi, Test Anxiety Scale by Nijhawan, Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh, Eysenk's Maudsley Personality Inventory adapted to Indian conditions by Jalota and Kapoor, an interview schedule developed by the investigator, the Pupils' Perception of Parental Behaviours Scale developed by the investigator, and the Test of Achievement Motivation by Prayag Mehta. The reliability coefficients of three different aspects of the Perception Scale developed by the investigator were 0.90, 0.86 in 0.59. For study of comparison of sample groups on different independent variables, t-test was used. Also, the case histories of 12 students were prepared and analysed qualitatively.

The major findings were: 1. Tribal students with high achievement motivation were better than students having low achievement motivation with regard to intelligence and extraversion. 2. Tribal students were more extravert than the nontribal students. 3. Nontribal students were better than tribal students with regard to intelligence, emotional adjustment and perception of parental punishment. 4 There was no effect of achievement motivation of tribal students on their anxiety, emotional adjustment, social adjustment, educational adjustment, neuroticism and perception parental support, parental control and parental punishment.

The study highlighted that, for betterment of tribal students' personality, guidance and counselling programmes should be encouraged. Also, nonformal education, cocurricular activities in schools, and adult education programmes should be encouraged in tribal areas.

1605. EMMANUEL, S., *A Programme for Changing the Awareness of Social Realities among the B.C. in Orissa,* Ph.D. Edu., MSU, 1986

The objective of the study was to develop a programme for helping backward class persons in a village in Orissa to be aware of the social (exploitative) realities in which they lived. The following hypothesis was formulated: There will be a stimulating effect of the programme on raising the level of awareness of social (exploitative) realities among the backward class persons of a village in Orissa.

The study was conducted among the members of the scheduled castes of a village called Gaudogatho in Orissa. The sample of the study comprised 36 male members of the age group 15 to 40 who volunteered to participate in the 'Change of Awareness' programme from among a population of 237 of the scheduled caste community in the village. A tool for assessing the level of awareness was developed by the investigator following the guidelines of W.A Smith, which again was based on the ideas of Paulo Freire. The techniques used were listening survey, personal interviews and participant observation. The 'Change of Awareness' programme included coding and decoding sessions using codes (small plays) which the investigator prepared, based on the problems he identified in the community. The codes contained 22 different themes reflecting the daily life of the community. Before the codes were presented, there were elaborate preparations to create a congenial atmosphere among the participants. The codes were presented by skilled dramatists. The decoding sessions which followed involved the participants discussing

and analysing the problems presented in the codes and seeking to arrive at possible actions to be taken in such situations. Personal interviews were conducted before and after the intervention with a view to assessing the difference in the level of awareness among the participants as a result of the intervention. The analysis was carried out qualitatively.

The following conclusions were arrived at: 1. The verbal behaviour of the participants changed qualitatively as a result of the intervention. While the pre-intervention verbal behaviour of the participants was centred on their survival needs and reflected a great deal of fatalism, their post-intervention verbal behaviour indicated that they had reached higher levels of awareness, though only a few had attained a critical level of awareness. 2. Participant observation showed that the intervention brought about an element of cohesiveness, cooperation and unity and destroyed, to some extent, the fatalistic attitude among the participants.

The study implies that programmes such as the present one, if undertaken with sincerety and care and with a genuine concern for solving the problems of the people, will prove effective instruments for personal growth and social transformation, especially with respect to the disadvantaged sections of the society.

1606. FATMI, S.M.B., *A Study of Achievement-related Motivations among Tribal and Nontribal High School Students,* Ph.D. Psy., Mag. U.,1986.

The main aims of the research were (i) to study the achievement-related motivations among tribal and nontribal students, and (ii) to examine the impact of certain personal, family and social factors on these motivations. Eight hypotheses were examined.

An empirical study was conducted. A sample of 446 standard IX and X students (220 tribals—122 males and 98 females, and 226 nontribals—140 males and 86 females) was drawn from semi-urban and rural high schools of Hazaribagh district by adopting an accidental-cum-purposive sampling technique. The personal and family data sheet, Mukherji's Sentence Completion Test, Achievement Values and Anxiety Inventory, Socio-Economic Status Scale (Urban and Rural) and Level of Aspiration Test were used. Mean, SD, t-ratio, correlation, etc. were computed.

The major conclusions were: 1. Racial background, sex, religious background, and caste status influenced achievement-related motivations. Nontribals, girls, caste Hindus and forward and backward caste groups were superior in achievement-related motivations. 2. The area of residence and socio-economic status were important determinants of achievement-related motivations. Rural nontribal, urban tribals, high and middle SES groups were high on achievement trelated motivations. 3. Family type had little to do and ordinal position had almost nothing to do with achievement-related motivations. 4. The achievement motivation of a person had a significantly positive correlation with other achievement-related motivations.

1607. GOGATE, S.B., *A Critical Study of the Availability of Scholarships and other Financial Facilities to Scheduled Caste Students in Marathwada,* IIE, 1985

The major objectives were (i) to ascertain the facts in relation to the availability of scholarships and other financial facilities to scheduled caste (SC) students in Marathwada, and (ii) to suggest improvements in the procedure of granting and distributing scholarships to SC students.

Four rural colleges, four urban colleges, four rural schools and four urban schools were selected for study. Out of the four institutions in each category, two had more than 50 per cent SC students. The other two were selected in such a manner that they had 30 to 50 per cent SC students. An attempt was also made to choose institutions having hostel facilities or institutions at places where there were government hostels. From among the schools, an equal number of zila parishad and private schools were selected. The information was collected through questionnaires for heads of institutions as also for day and resident SC students.

Some of the conclusions were: 1. As there were schemes of payment of scholarships at the school and college level, there should be one such scheme at the primary level also. In the absence of such schemes, children from rural areas and poor families could not join even the primary school and remained illiterate. During the Nizam regime every backward class boy or girl joining a primary school used to get free education and other facilities such as books, uniform, etc. These facilities have been discontinued since independence. Such schemes are necessary to raise the level of literacy and education among the scheduled castes. 2. There has been no definite scheme of scholarships at the secondary level, except payment of fees. Merit scholarships are paid to a very small number and these are subject to availability

of funds. Hostel facilities were too meagre. The Marathwada area being underdeveloped, there was a dire need of some incentives at the secondary level. Students were always in need of hostel accommodation. As such, private institutions needed to be motivated to open hostels for SC students, particularly for girl students. 3. Government had prescribed an application form for SC scholarship. Students found it difficult to collect the information necessary for being included in the application. They particularly found it difficult to get a caste certificate and income certificate. The procedure needed to be simplified. Practically a period of six months was required to get approval for a scholarship proposal. Principals had demanded that this be brought down to three months. Moreover, they demanded that 80 per cent of the previous year's scholarships be paid to colleges as advance. If students left the college during the period of application and approval, colleges had to suffer. Some way must be found out to avoid this loss to colleges. 4. Students made a number of complaints about the disbursement of scholarships. The main complaint was in regard to irregularity in payment to students. However, Millind College, Aurangabad and SRT College, Ambajogai, solved this problem satisfactorily. They asked students to open bank accounts in a nearby bank and students regularly got scholarships through the bank. 5. All the principals and students demanded that the rates of scholarships be linked with the cost of living index. 6. Colleges demanded that they be allowed to appoint one additional clerk for every 250 backward class (BC) students as they had to maintain a lot of records in this regard. 7. Most parents of SC students were landless labourers. They had large families to maintain. This showed that children from these families could take education only with the help of government scholarships. 8. Most of the students complained about the non-availability of facilities in SC hostels. The food was invariably bad and students suspected corruption in hostel administration. It was necessary that an inspection panel regularly visited these hostels. Similarly there should be no distinction in regard to payment of grants to government and non-government BC hostels. 9. Most of the BC students had secured less than 50 per cent marks in class XII. Many of them could get through class XII only at the second or third trial. It had to be accepted that education was possible for these students only on account of 'reserved seats' and 'scholarships'. 10. In spite of government scholarships and hostel accommodation, many students were not able to show proper progress in studies. This was probably because of poor economic conditions at home and lack of facilities in the hostels. Some arrangements for providing guidance and counselling to BC students was needed in large colleges and cities.

1608. GUPTA, S.P., *A Study of Adivasi Students in Ranchi District,* The Bihar Tribal Welfare Research Institute, 1965

The main aim of the survey was to collect information about the social, personal, economic and academic problems of Adivasi students and to investigate the role of some important factors which influenced their adjustment and attitudes.

A random sample of 200 Adivasi school and college students of Ranchi and Simdega were administered a questionnaire. Data were also drawn through interviews, case histories and observation.

Some of the major findings were: 1. The overall situation posed by the Adivasi students was far from satisfactory. 2. Their problems of adjustment to different spheres of life—social, personal, financial and academic—depended on various factors such as social class, accommodation, personality traits, distance from their native place, financial incentives and level of education 3. Certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent.

***1609.** JADHAV, N.L., *Educational Development of Tribals of Nasik District,* Ph.D. Edu., Poona U., 1983

This is a historical study. The researcher covered the period 1948 to 1980. He undertook a description of the geographical and historical background of the tribals in Nasik district, their social, religious, cultural background and their morals, their economic condition and backwardness and, ultimately, a description of their educational progress.

A questionnaire was administered to 508 teachers, 768 students and 1022 selected citizen in tribal areas to assess their views about education.

The major findings weres: 1. Education in tribal areas had immensely expanded during the period 1970 to 1980. Primary schools had been opened in villages and habitats in implementation of the policy of universalizing primary education. 2. Out of the 500 teachers,

401 were inclined to work in tribal areas. However, it was found that, initially, they were willing to stay in tribal areas, but later on liked to go elsewhere. Lack of social atmosphere and difficulty in children's education were the important factors affecting them. Some teachers also pointed out lack of accommodation as a prominent difficulty. 3. Most of the teachers were aware of the need to see that children did not drop out. They employed contact with parents, batter school atmosphere, games and sports and cultural programmes as methods to attract children to school. In some schools, agriculture as one of the subject of work-experience, attracted children to schools. 4. Most teachers had cordial relations with the people around. Most teachers had to participate in activities like family planning programmes, adult education and distribution of nutritive food to children, in addition to teaching in schools. 5. The teacher-student relationship was cordial. 6. There was quite a large number of ashram-schools (residential schools) in the tribal area. 7. Children and parents expected that vacations be adjusted to seasonal requirements (rainy season and harvesting season) of the area. 8. Most of the problems of the tribals were economic. They got reflected in education. As such, there was a need for more and more non-formal part-time schools. 9. The syllabi of schools needed to be oriented towards the needs of the tribals. Tribals had their own dialect. As such, elementary education needed to be imparted in the tribal language, the state language being gradually and steadily introduced. 10. Most tribal students wanted to enter sevice after completing education. 11. Tribal children were irregular in schools due to problems of food, clothing and shelter. 12. There were a number of governmental schemes for promoting education in tribal areas. However, these schemes were not effective. Adult education classes were also not effective and regular. Tribals did not find these classes useful unless income-generating skills were taught in them. Cooperatives and employment guarantee schemes were effective in the tribal areas. However, they continued to be exploited by moneylenders.

1610. JHA, P., *An Evaluation Study of the Hostels and Ashrams for Tribal Girl Students*, Tribal Research Institute, Bhopal, 1985

The major objective of the investigation was to study the organization, management and functioning of hostels and ashrams established for tribal girl students in Madhya Pradesh and to suggest measures for improving their functioning.

The sample of the study consisted of three pre-matric girl students hostels, one each in the districts of Raipur, Durg and Mandla and one girl students ashram in the district of Mandla. The functioning of these institutions was closely observed by the investigator. Along with this, 18 students studying in each of these four institutions were interviewed with a view to getting a clear picture of these institutions.

The investigation revealed: 1. Like most of other beneficiary schemes meant for tribals, mostly the rich amongst the tribal community availed of the facilities of hostels and ashrams. Most of the girls admitted to these hostels were either the daughters of government employees or of teachers. 2. In many of the hostels, girl students of scheduled castes were also admitted, whereas these institutions were meant for tribal girls only. This was resulting in a number of problems because scheduled caste girls had a distinctly different social and cultural background to that of scheduled tribe girls. 3. The administrative expenditure incurred on the hostels were proportionately quite high. 4. Superintendents of the hostels for tribal girl students were neither qualified nor trained to manage them. 5. The number of students in the hostels was much more than their capacity. This resulted in mismanagement. The rooms were overcrowded and, in one bed, two girls were accommodated, which was neither psychologically nor healthwise proper. Hostels were lacking in basic facilities like toilet rooms, bathrooms, water and electricity. 6. The amount of scholarship given to girl students was quite inadequate. Some malpractices were also prevalent in this respect, e.g., in some cases parents appropriated the girls' scholarships, making it difficult for the girls to meet their needs. 7. The measures suggested to improve the functioning of hostels and ashrams for girl students were: girl students of the scheduled caste community should not be admitted in these hostels; tribal girls hostels should be established in only those areas where there was a large concentration of tribal population; administrative expenditure on these hostels should be curtailed; only such persons should be appointed hostel superintendents who were trained and qualified; no overcrowding in hostels should be allowed; a coaching facility should be provided to the students in the hostels; basic facilities and sports materials should be available in the hostels; cultural activities should be organized in the hostels; training in some more skills like embroidery, tailoring, painting, etc. should be intro-

duced; the amount of scholarship provided to the girls should be in accordance to their economic status; and proper information about the activities of the hostels, and facilities available to tribal girls in these hostels, should reach parents of tribal girls so that they feel that their daughters are being properly looked after in the hostels and were safe there.

1611. JOSHI, S.D., *Problems of Education of the Weaker Sections of Society with respect to the Weaker Sections in Baroda District,* Centre for Advanced Study in Education, MSU, 1982 (NCERT financed)

The major objectives of the study were (i) to identify the factors affecting the educational pursuit of the weaker sections, (ii) to determine the extent to which each of the identified factors affected the pursuit, and (iii) to suggest a scheme for redesigning of education for this section of society.

From 146 villages, 10 per cent of those having a secondary school and 50 per cent of those having a college were rendomly selected. All the students and teachers in the primary schools along with 25 per cent from secondary schools and colleges and 25 per cent of the parents were included. The tools used were questionnaires for teachers and students.

Some of the major findings were: 1. Parents were mainly wage earners without a steady source of income; the home atmosphere was not congenial for studies because of limited facilities. 2. The educated members of the villages invariably left the villages for jobs outside. Though the relationship with neighbours was good, children of the weaker sections neither enjoyed their company nor received their help and encouragement in studies. 3. School students aspired to study up to the SSC stage; they aspired to take up the father's occupation, namely, as labourers in the fields; as regards general aspirations they expressed high aspirations for examination results, participation in cocurricular activities and excelling others in academic performance and gaining popularity in their class. 4. The school students were low on diffidence and rejection with a high self-concept. 5. Students expressed a liking for school and teachers, they liked school in terms of timings of school and duration of periods, the role of the school in their future and the rules. They preferred attending school to working in fields, liked teachers' attitude towards them, the cocurricular activities offered, their classmates' relationship with them and their interest in studies and homework. 6. Parents had favourable attitudes towards schools and education in general with a feeling that education in general made better citizens; they did not want their children to take up their occupations. Though parents could not provide academic help they were eager to extend cooperation and encouragement in their children's education. 7. Teachers felt a separate education programme for children of the weaker sections would be helpful for both groups 8. According to teachers, the problems in the way of learning by children of the weaker sections were below average intelligence, poor comprehension limited experience and low educational level due to poverty. 9. An analysis of learning difficulties in Gujarati arithmatic, science and social studies revealed that children of non-weaker sections had few difficulties, but as regards acquiring knowledge of agricultural activities, in social studies, personal health and hygiene, and in science, those belonging to weaker sections faced fewer difficulties.

1612. KALDATE, S., *Survey of the Provision, Administration and Effective Utilization of Facilities such as Textbooks, Libraries, Living Accommodation, Meals, Health Services available to Students of Scheduled Caste in Aurangabad District,* IIE, 1985

The objectives of the study were (i) to examine the extent to which educational and other facilities were available to scheduled caste students of Aurangabad district, and (ii) to make recommendations to improve facilities available to scheduled caste students.

The sample comprised 1200 class XI scheduled caste students from arts, science and commerce colleges from Aurangabad city and from the college at Vajapur. A questionnaire which was administered to students was the main tool.

The major findings were: 1. Aurangabad is industrialized enough to attract rural unemployed youths as well as rural students owing to its urban atmosphere. It is an enlightened town as regards political activities and has also been a cultural and educational centre since independence. Dr Babasaheb Ambedkar took a personal interest in developing the educational complex sponsored by the People's Education Society, Bombay, popularly known as the Milind Campus. This campus had colleges and schools and has attracted scheduled caste students not only from Aurangabad and Marathwada

but also from far-away places like Nagpur, Chandrapur and Bhandara in the Vidarbha area. Of the 80,000 students in the Marathwada University, 12,000 belonged to Milind Campus, in which most of the students belonged to SC and ST groups. One of the important factors responsible for attracting students to this complex was the academic ecology—staff, buildings, libraries and peer atmosphere in this complex. 2. Out of 1200 students, 44.58 per cent opted for the arts faculty, 29.43 per cent for commerce faculty, and 26.08 per cent for the science faculty. About 70 per cent of the students belonged to the 15–16 age-group, 24 per cent to the 17–20 age-group and only five per cent were above 20 years in age. Three students who were above 20 were married. About 86 per cent of the students were from villages while 6.92 per cent came from taluka places and 6.66 per cent from cities. Out of 1200 students, 311 had parents who were agriculturists. In the case of 702 students, their parents were landless labourers, while in the case of remaining students their parents were largely employed in government or semi-government jobs. Only a few were either teachers or professors in colleges or businessmen. Low-level jobs and source of earning appeared closely related to low levels as education of parents. Students reported that their parents had been inspired by Dr. Babasaheb Ambedkar and, as such, they were sent to college. About 93 per cent of the students declared that they would complete their education and would not go back to the jobs which their parents had to do. Many students had to live either in private rented rooms or hostels which were away from their family homes. They had to face certain specific difficulties in their day-to-day life. 3. About 39 per cent of the students reported that they had to cook their own food. Students shared living area, food and fuel and thus prepared their own food. However 44 per cent reported that they never ate vegetables. Their essential food items were roti and dal. The major difficulties faced by students were lack of money to buy necessities, time-consuming self-cooking activity, inadequate light, lack of ventilation, mosquitoes and shortage of drinking water. Those who stayed with a family had to spend a good deal of time going to and returning from college. They had to assist the family in farming activities and many reported that the living space in their homes was small and lacked light and ventilation, that they were not able to study seriously. Those who stayed in hostels expressed difficulties such as not getting food in time and lack of facilities in the hostels. 4. About 96 per cent of the students reported that they took food twice a day whereas 0.33 per cent took food only once, either in the morning or in the evening. About three per cent reported that they ate three times a day. Items like milk, curds, eggs or pulses were hardly ever included in their diet. Apart from meals, 88.33 per cent did not get anything—no snacks or tea. About eight per cent ate some South Indian dishes which were cheap and readily available. The rest took something either in the morning or in the evening. The reasons for all this were mainly economic. About 72 per cent reported that they got a good deal of water every day. However, there were difficulties in the summer season. About 32 per cent of the students had only one set of clothes while 50 per cent had just two sets. Others had more than two sets. Out of 1200 students, 854 reported that they fell ill either once or twice and were required to take medicines. Of those who had to take medicines, a large number went to government hospitals and only 2.2 per cent took medicine from medical stores on cash payment. Most of the students reported that they slept 7–8 hours a day. Millind College Campus has a good playground as well as a gymnasium. Aurangabad has many cinema theatres and, as such, many availed of games and recreational facilities. 5. About 53 per cent of the students reported that they had no separate place for studies. About 81 per cent had books for study which they generally borrowed from college libraries. Only 5.33 per cent of the students purchased books with their own money. About 66 per cent of the students reported that they studied for 1–3 hours every day. Most of the students went to libraries for studying curricular subjects or to read newspapers and magazines. They reported that they went to the library 3 to 4 times a week. Those who read newspapers, primarily read local Marathi papers. About 48 per cent of the students attended public political meetings, 34.8 per cent attended religious programmes and 82.83 per cent reported that they did not attend movies, sports and other recreational programmes. A large number of the students were found to have failed at the HSC (XII) examination conducted by the Maharashtra Board of Higher Secondary Education.

1613. KAMILA, BANA BEHARI, *An Evaluative Study of Harijan and Tribal Welfare Department High Schools in Orissa in respect of Student Achievement*, Ph.D. Edu., Visva Bharti, 1985

The major objectives of the study were (i) to investigate the socio-economic background of the students of the

Harijan and Tribal Welfare Department (H and TWD) high schools in comparison with Education Department high schools (ED high schools), (ii) to evaluate the facilities of H and TWD high schools taking ED high schools as the criterion, (iii) to evaluate the extent of stagnation of students in these two types of schools, (iv) to evaluate the performance of students at the annual examination in these two types of schools, and (v) to evaluate the student achievement (attitude, scholastic achievement, personality characteristics, interests and level of occupational aspiration) of students of H and TWD high schools taking the students of ED high schools as the criterion.

The present study was designed to compare two types of high schools, i.e. H and TWD high schoosls and ED high schools distributed over 15 educational circles in 13 districts of Orissa. Fifteen H and TWD schools were selected randomly out of 85 full-fledged high schools, at least one from each district. Fifteen ED high schools were selected purposively out of 2902 full-fledged high schools; 441 SC and ST and 106 other caste students of H and TWD high schools and 138 SC nand ST and 437 other caste students of ED high schools entering class V were studied for stagnation, 383 SC and ST and 142 other caste students of H and TWD schools and 190 SC and ST and 429 other caste students of ED high schools were studied for scholastic achievement in mathematics. In all, 409 SC and ST and 163 other caste students of H and TWD schools and 215 SC and ST and 481 other caste students from ED high schools were respondents for other areas. A socio-economic status scale, questionnaires and pro-formas were the tools used to collect data on certain variables. Scholastic achievement tests, questionnaires to assess personality, interests and attitudes were the other tools used.

The major findings were: 1. SC and ST students in H and TWD schools in comparison with SC and ST students in ED high schools came from lower socio-economic status though in occupation there was no significant difference. 2. Per capita expenditure for SC and ST students in H and TWD schools was higher. 3. Stagnation was higher in the case of the SC and ST group of students. 4. Other caste students' performance was better in annual examination results in both types of school. 5. SC and ST students showed unfavourable attitudes towards school, classmates, teachers, curriculum and science teaching in those classes where their number was smaller than that of other caste students. 6. SC and ST students showed marked developed personality characteristics in comparison with other caste students in H and TWD schools, except in punctuality,. There was no marked difference in self-confidence. 7. SC and ST students of H and TWD schools showed greater interest in artistic and social service area. Comparing SC and ST students with other caste students in all schools taken together, the SC and ST students showed superiority in level of intensity of interest in outdoor and social service areas and inferiority in music, drama, artistic and social service areas. 8. Comparison of level of occupational aspiration revealed that SC and ST students in H and TWD schools were inferior in comparison to other caste students in the same shcools; all SC and ST showed the same result, though other caste students in ED high schools and SC and ST students in the same schools showed superiority, but not significantly.

1614. KOUL, L., *Case Studies of Scheduled Tribe Failure Students at Middle and Matriculation Level in Himachal Pradesh*, Deptt. of Education, HPU, 1983 (NCERT financed)

The objectives of the study were (i) to identify the students from different tribes of the state who had failed consistently in the middle/matriculation examination, (ii) to identify the students from different tribes of the state who had passed the middle/matriculation examination at the first or second attempt, (iii) to compare the two groups of students identified under (i) and (ii) on the cognitive variables of verbal intelligence, nonverbal intelligence, verbal creative thinking and nonverbal creative thinking, (iv) to compare the two groups of students identified under (i) and (ii) on the non-cognitive variables of age, socio-economic status, personality adjustment, general anxiety, test anxiety, study habits, security–insecurity, self-concept and personality needs, and (v) to conduct case studies of significant failure and pass students.

The sample for the study consisted of 109 consistent failure cases, both boys and girls, of tribal communities from the districts of Chamba, Lahaul and Spiti and Kinnaur of Himachal Pradesh. All the pass students were continuing their education at the time of data collection. On the other hand, in the failure group, 74 students were continuing their studies in grades VIII, IX and X, and the remaining 35 students (21 failing at the middle standard examination and 14 at the matriculation examination) were not attending any school and were continuing their studies as private candidates. The tools

employed for the conduct of the study included Verbal and Non-verbal Tests of Creative Thinking, Jalota's General Mental Ability Test, Raven's Standard Progressive Matrices, Singh and Singh's Self-Concept Scale, a Hindi version of Maslow's Security–Insecurity Scale, Sinha's Comprehensive Anxiety Scale, Patel's Study Habits Inventory, a Hindi version of Sarason's Test Anxiety Scale for Children, Singh and Singh's Adjustment Inventory, the Socio-economic Status Scale Questionnaire, Thematic Apperception Test and Rorschach Psycho-diagnostic Ink-blot Test.

The major findings were : 1. Tribal failure students were significantly lower in their verbal intelligence than the pass tribal students. 2. Tribal failure students were significantly lower on verbal and nonverbal creative thinking than the pass group of tribal students. 3. The tribal failure students did not differ significantly from their pass counterparts in nonverbal intelligence. 4. The average age of the tribal failure students was found to be significantly higher than that of their pass counterparts. 5. The tribal failure students were found to belong to low socio-economic status as compared to the pass tribal students. 6. The tribal failure students were found to be less adjusted than the pass group of tribal students in the areas of emotional, social and educational adjustment. 7. The tribal failure students were found to be significantly more anxious in general as well as in testing situations than the pass students. 8. The tribal failure students were found to have poor study habits as compared to the pass tribal students. 9. The tribal failure students were to found to be significantly more insecure than the tribal pass students. 10. The tribal failure students were found to have significantly lower self-concept than the tribal pass students. 11. The tribal failure students were found to be higher than the pass group of tribal students on needs for difference, abasement and succorance but lower on the needs for achievement, autonomy, dominance, nurturance and counteraction. No differences were found between the groups on need for aggression and affiliation. 12. The tribal failure students were found to be lower in their intellectual and organisational ability than the pass tribal students. Also, the failure students were found to be lost in petty details, more conventional, with free-floating anxieties and maladjusted. Furthermore, they were found to have a low level of aspiration and lacking in ability to concretize experiences and use their creative potential. It was also revealed that the failure students had more introversive tendencies, a narrower range of interests than pass students. Again, they were possessed with the impulse of immediate gratification rather than by long-range goals.

The educational implications are: (1) Teachers working in the tribal areas of the state should be trained to identify tribal children with low intelligence and low creative thinking to form sub-groups which are homogeneous with respect to cognitive abilities and to make use of instructional materials which have been found to be effective in the development of combinatory thought processes underlying intellectual development. (2) School curriculum should be related to cultural needs and aspirations of tribal communities so that tribal children do not get alienated from their groups in the process of education. (3) More incentives in the form of stipends/scholarships, free books and clothes, along with midday meals need to be extended to bribal children for their retention in schools from longer durations by reducing the burden on parents and resisting the temptation to them to avail of the services of their children at home during school hours. (4) Efforts should be made to establish community education centres in the tribal areas with facilities of radio, television and newspapers, along with reading materials to compensate for poor home environment and increasing awareness among the parents about the education of their children.

1615. KRISHNARAO, R., *Case Study of Seven Tribal Area Schools,* TCRTI, Hyderabad, 1986

The objectives of the study were (i) to assess the functioning of schools in the tribal area and positioning of teachers, their qualifications, experience and teacher–student ratio, (ii) to find out teachers' and parents' attitude towards tribal children attending the school, (iii) to assess the magnitude of wastage and stagnation, (iv) to identify the problems faced by the teachers and elicit their suggestions for propagating education among tribals, and (v) to assess the socio-economic status of parents and their attitude towards teachers, children's education, employment, etc.

The study adopted the case study approach. The sample consisted of seven schools in tribal areas but belonging to different administrative set-ups. These seven schools were, a primary ashram school, a tribal primary ashram school, a government high school, an ashram high school, a village tribal welfare high school, a tribal welfare ashram high school and tribal welfare upper primary school. The data were collected through three

types of questionnaire, viz., the School Questionnaire, Teacher Questionnaire, and Parent Questionnaire. Data were also collected from the admission registers of the schools to determine the general index of wastage. The cohort method was adopted for assessing wastage among scheduled tribes.

The findings of the study were: 1. The primary ashram school, Pedapolla, was situated 25 km from the district headquarters. The school was situated in a tiled house and a part of it was occupied by a veterinary hospital. The percentage of tribal boys attending the school was 68.7 among boys and that of tribal girls was 75.7 among girls. There were two teachers in the school and the teacher–student ratio was 1:58 of the 21 students who were admitted to the school in Class I in the 1980-81 session only three remained in class V, rest were lost as wastage. The teachers were satisfied with the incentives that were provided to the students by government. All the parents were earners and they were satisfied with the location, maintenance and teaching in the school. The tribal primary ashram school had a newly constructed pucca building with four rooms, but the walls had not been plastered. There were 15 tribal boys and one tribal girl in the school. In class I, 12 children were enrolled in the session 1980-81 and 10 remained in class V. Only two dropped out. There were two teachers in the school and their qualifications were up to secondary level. The parents of the children admitted their children in the school at their personal initiative and also with the initiation of teachers. 3. The government high school, Hukumpeta, had a pucca building with a hostel attached to it. There were 13 teachers, of which two were scheduled tribe teachers. In class VII 45 scheduled tribe students, i.e., 41 boys and there girls appeared for the annual examination and all of them were promoted. In class X 35 boys and two girls appeared for the annual examination, out of which only 18 passed. In the session, 1975-76, only eight scheduled tribe students were admitted and five dropped out upto class X. The teachers in the village faced problem of residential accommodation and buying necessities from the market. 4. The ashram high school, Devarapali, was only recently upgraded from an upper-primary school. Tribal children were provided with lodging and boarding facilities. There were six teachers and 106 students, among whom, there were 70 tribal boys and 23 tribal girls. There was not a single case of stagnation but wastage existed. In the session 1975-76, 17 children were admitted in Class I and only two of them remained till class X. The inspector visited the school once every two months. Out of the six teachers in the school, four were living in the same village. The teachers felt that the curriculum was well suited to tribal children. The parents said that they admitted their children in the school on their personal initiative or at the instigation of anganwadi teachers. 5. The tribal welfare high school was made a high school in 1978. There were ten teachers in the school out of which two were M Eds., two three B. Eds. two SGBT certificate holders and one was the physical education teacher. The performance of the children was satisfactory in classes VII and X. Out of 23 boys and three girls who appeared in the class VII public examination, 14 boys and three girls passed. As regards class X, 18 scheduled tribe students appeared and 13 passed. The holiday pattern and timings of the school were in tune with the education department rules and regulations. Literate parents constituted 60 per cent of the population in the case of scheduled tribes. The parents stated that they had no problem either with the teachers or the school. They also said that they had admitted their children in the school on their own initiative. 6. The tribal welfare ashram high school was upgraded in 1958-59 and had 60 students at that time. In 1985-86, the school had 313 students on its roll, out of which 143 were scheduled tribe boys and 19 scheduled tribe girls. There were eight teachers in the school out of which two were B.Eds and five were SGBT certificate holders and the other one was a Hindi pandit. The school had five blackboards and 40 wall charts depicting themes in physical and natural sciences. The school had no class X during the 1985-86 session. Out of the 25 scheduled trine students who appeared in the class VII public examination, only 14 passed. There was a high incidence of wastage/dropout in the school. It was as high as 52 per cent. The school was residential so it provided boarding and lodging facilities to students. There were no dining hall and dormitories for students. The parents said that the location and maintenance of the school were good. They also said that they admitted their children in the school on their personal initiative. 7. The tribal welfare upper primary school was situated far away from the main road. There were three teachers in the school, one was B. A., B. Ed., and other two were SGBT certificate holders. The school had boarding and lodging facilities for its students. The school had teaching aids like blackboards, charts, maps, etc. There was no detention system. Out of 80 scheduled tribe students admitted in Class I, 60 dropped out. The teachers opined that curriculum and medium of instruction were suitable for tribal students. The parents of the children said that

they admitted their children in the school because of local pressure and mentioned factors like economic problems and looking after younger ones at home as reasons for dropping out.

1616. KULKARNI, S., *Availability of Facilities such as Textbooks, Library, Accommodation, Food, Medical Help, etc., to Scheduled Caste Students of Jalana District,* IIE, 1985

The objectives of the study were (i) to study the extent to which education and other facilities were available to scheduled caste (SC) students of Jalana district, and (ii) to make recommendations to improve facilities available to them.

All 113 students of classes XI and XII from colleges of Jalana district were selected for study. A printed questionnaire was the main tool.

Some of the major findings were: 1. Out of 113 students the parents of 73 were manual labourers while those of the other 30 were engaged in agriculture. Out of the 113 students, in the case of only three was the mother educated up to class X. In the case of 57 students, the parents were illiterate, those of 26 were educated up to class IV, 28 up to the matriculation and only two were graduates. Almost all the families had 6–7 members in the family. Seventy-six out of 113 students used to stay in the family till their SSC. Their aim in migrating to Jalana or a taluka place was to get higher education. 2. Students had to face a number of difficulties, the main ones being economic. Those who stayed in government hostels got free food. Out of 113, only 32 students could get admission in colleges and got hostel accommodation, 18 stayed in rented rooms, 17 stayed with their friends, 40 stayed with their parents while others stayed with some other relative. Out of the 113 students, 73 walked to the college every day, 24 used bicycles, and eight came by the city bus. Students coming from nearby villages preferred to walk because they could not afford any other vehicle. Sixty-six students reported that they had a separate study room at their residences. It was, however, found that they merely had a separate room in the house in addition to the kitchen which they considered to be a separate arrangement for study. Only ten students had a separate lamp for study. Ten students studied in the college itself as they had no other facility. Fifty-six out of 113 students had electricity in the house, nine had kerosene lamps, seven had oil lamps and four used a street lamp for study. Out of 113 students, 63 had sets of textbooks loaned to them by the college. Others did not have all the books. Seventy-three had only notebooks while forty others could not afford them. 3. Eleven students did not read newspapers. Those who did, read local newspapers only. Three students, however, read English newspapers. The rest of the students read novels and other light literature but none of them read political literature. Most of them did not attend any political meetings. 4. Forty-nine out of the 113 cooked their own food. However, they prepared only the bare necessities like the bread and curry. It was economical to prepare one's food. Thirty students brought cooked food from outside. Two students took food thrice. All the rest were able to eat only twice. Some reported that they were frequently ill and illness continued 3–4 days at a time. 5. Sixty-four out of 113 listened to radio programmes. Five out of the 113 were members of social institutions, of whom two were members of the Bandha Sabha and three were members of students' federations.

1617. KUMAR, V., *Enrolment and Dropouts among the Harijans of Bihar,* Harijan Study Cell, ANS Institute of Social Studies, Patna, 1983

The main aim was to highlight the principal reason for poor enrolment and heavy dropouts and to suggest remedial measures based on an empirical study.

The study was undertaken in four rural blocks of Bihar, which had sizable population of scheduled castes. Altogether 300 heads of households belonging to scheduled castes and 100 heads of households belonging to non-scheduled castes were interviewed. Selection of the villages in each block was made by the random sampling method. The purposive sampling method was used to select the unit for interview as well as the schools for the interview of teachers of primary and middle schools. A household schedule and an interview schedule were used.

The study revealed: 1. Enrolment and dropout rates were higher among boys than girls. 2. Guardians/parents of the highest age group (60 years and above) were more concerned about the child education than those of the younger age groups. 3. A few castes, e.g. Dhobi, Dusadh, among the scheduled castes were more keen on education than the rest and thus showed differential development. 4. The enrolment rate was higher among the non-scheduled castes, whereas the dropout rate was higher among the scheduled castes. 5. Income greatly affected the rate of enrolment and dropouts. Thus, as income went up, the level of enrolment in-

creased and the rate of dropout decreased. 6. Child education very significantly correlated with the educational status of guardians/parents. 7. The rate of dropout was more heavy at the primary stage than at the middle stage. 8. Those who were irregular in attending school were the potential dropouts. 9. Caste discrimination in schools had compounded the problem.

*1618. KUMAR, V., *Higher Education among Scheduled Tribes: An Evaluative Study,* Ph.D Edu., Ran. U., 1978

The major objectives of the enquiry were (i) to study the position of higher education among scheduled tribes with special reference to Ranchi district, (ii) to find out wastage and stagnation in different courses (general as well as professional) of higher education, (iii) to find out the impediments prevailing in the society in the development of higher education among scheduled tribes, (iv) to study different problems of higher education as faced by the tribal people, (v) to find out the ill-effects of higher education on tribal people, (vi) to make case studies of some tribal students who had given up studies after matriculation, (vii) to evaluate measures taken by the government and other agencies for providing higher education to tribal people, and (viii) to suggest measures for porper development of higher education and its utilization for the welfare and prosperity as the tribal people.

Intensive field work was done. A survey of different departments, the university office, general, medical, professional colleges, etc. was conducted. Questionnaires were administered to tribal students, teachers, administrators, leaders, social workers to ascertain their views about drawbacks, benefits and other problems of higher education. Three hundred tribal students (100 I.A./I.Sc., 100 B.A./B.Sc., 50 M.A./M.Sc. students and 50 students of professional colleges) of Ranchi were administered another questionnaire. Fifty case studies of students, who had either left or found themselves maladjusted in the existing situation, were undertaken. The top ten elites of education were interviewed. The study was confined mainly to the post-independence period.

Some of the major conclusions were : 1. In spite of the many facilities provided to tribal students in higher education, they had not yet come up to the level of non-tribal people. The more the facilities they got, the more acute the problem became in other directions. Although higher education was not relevant to the needs of tribal community, it helped to upgrade their economic, social and political status. There were some impediments to higher education among tribals, like illiteracy in the family, economic backwardness, inferiority complex, which acted as barriers for expansion of higher education. 2. Government had been contributing a lot. Christian missionaries also contributed in providing and expanding higher education among tribals. There were many limitations, like lack of higher education institutions in tribal areas, absence of a clear-cut policy for financial assistance for research work, inadeqate stipend, lack of hostel facilities, no girls hostels, lack of guidance and counselling in higher learning instituions, language problem, educated unemployment, dropout and stagnation (more in science than in arts), related to tribals. 3. In professional education, tribals dropped out and stagnated most in law courses. 4. The majority tribals in higher education belonged to literate families with comparatively high economic and social status in their community and had parents/guardians who had no political aspirations but had aspirations for good jobs after higher education. 5. There was comparatively less indiscipline among tribals.

1619. LAL, K., *A Study of Adjustment Problems of Scheduled Caste Students in Schools of Haryana with reference to some Personality Variables,* Ph.D. Edu., Del. U., 1985

The objectives of the study were (i) to investigate the differences, if any, between the scheduled caste group of subjects and the general category group of subjects on the chosen variables, namely, adjustment, personality and general intelligence, and (ii) to ascertain the relationship between them.

A sample of 560 students from rural and urban areas was drawn from boys', girls' and coeducational government high and higher secondary schools of Haryana state. The sample consisted of male and female students of scheduled castes and general category students. Each group consisted of 70 students. The students included in the sample varied in their age from 14 to 18 years and their grade level varied from IX to XI class. The tools used in the study were: (i) the Dutt Gupta Personality Inventory (DGPI) for measuring adjustment problems in various areas of adjustment, (ii) Cattell's Sixteen Personality Factors Questionnaire, and (iii) Jalota's Group General Mental Ability Test. The data were analysed

through a three-way factorial design of the analysis of variance order. The category of students varied in two ways—scheduled caste and general category students; the sex varied in two ways—male and female; the area varied in two ways—rural and urban. The dependent variables were adjustment, personality and intelligence.

The findings of the study were: 1. There was a significant difference between the scheduled caste group and the general category group on personality factors—ergic tension, intelligence, ego-strength, group adherence vs self sufficiency. The differences were in favour of the general category group. 2. The scheduled caste male group of subjects showed a significant difference from the general category group of subjects on the personality factor of ergic tension at .01 level of significance. 3. The scheduled caste female group of subjects was significantly different from the general category of group of subjects on personality factors—group adherence vs self sufficiency, intelligence, submissiveness vs dominance, and ergic tension. 4. There was a statistically significant difference between the rural scheduled caste group of subjects and the rural general category group of subjects on the personality factor of submissiveness vs dominance. 5. The scheduled caste male group of subjects was signficantly different from the scheduled caste female group of subjects on personality factors of untroubled adequacy vs guilt proneness. 6. The scheduled caste male group of subjects was significantly different from the general category female group of subjects on personality factors 'Q_2' and 'Q_4' and factor 'B' (intelligence). The mean score of the general category male group of subjects was consistently higher than that of the scheduled caste female group of subjects. 7. There was no significant relationship between the general life adjustment area and personality factors on the total sample. 8. There was a statistically positive and significant relationship between intelligence and social adjustment for the total sample. 9. There was a negative and significant relationship between intelligence and the personality factor 'Q_1' (conservatism) for the total sample. 10. There was a positive and significant relationship between general life adjustment and personality factor 'A' (affectothymia), 'B' (higher scholastic mental capacity), 'C' (higher ego strength), 'G' (stronger super ego strength), and 'H' (parmia). On the other hand, the general life adjustment area had a negative and significant relationship with personality factor 'Q_3'(low integration) for the scheduled caste sample. 11. There was a significant positive relationship between intelligence and the home adjustment area for the scheduled caste sample. 12. There was a significant and positive relationship between the intelligence and the personality factor 'Q_4' (high ergic tension) for the scheduled caste sample. 13. There was a positive and highly significant relationship between the general life adjustment and personality factors 'A', 'B' and 'C' for the general category of students. 14. There was no relationship between intelligence and adjustment areas except financial adjustment for the general category sample. 15. Intelligence was significantly related to personality factor 'F' (desurgency) and 'M' (praxermia) for the general category of students.

1620. MITRA, G. R., *Education among the Backward Classes in Howrah District, West Bengal*, Ph.D. Anthrop., Cal. U., 1981

The main aim was to find out why an appreciable change in education did not come about in the level of education of backward classes in a period of more than a quarter of a century in spite of the inclusion of this fundamental task in education policy and to highlight the picture of education among the backward classes in Howrah district in West Bengal.

A great part of the work was carried out through a field survey in the villages and the schools. A multidisciplinary approach was followed. The model of the survey was formulated on the basis of anthropological methodologies with special emphasis on the relationship between man and education. Data were collected from three major areas, viz., education directorate, schools and villages.

The study revealed that: 1. The condition of education and literacy was extremely poor in the case of tribes while in the case of scheduled castes it was slightly better. Neither the scheduled tribes nor the scheduled castes could compare to any extent with higher caste groups, irrespective of rural or urban situations. 2. No appreciable development was made in this sector despite the constitutional commitment. 3. Dropout turned out to be a vital problem which showed unproductive expenditure and loss of energy by different agencies. 4. There were a number of drawbacks or limitations which were primarily faced by the students, their parents and the teachers. These included the poor economic condition of the backward classes. 5. Due to lack of education and literacy the backward classes did not have any awareness about literacy. 6. Literacy programmes amont the backward classes met with barriers

due to the oppression from higher groups who were relatively more literate and better educated. This was mainly due to their economic dominance. 7. In many cases, policy matters both from government and other agencies had been properly examined and it was found that policy formulations were far ramoved from reality. 8. Besides these, there was a vast communication gap between illiterate classes and the agencies which involved themselves in literacy campaigns.

***1621.** NAGAICH, N.K., *The Effect of Home Environment and Parenting Style on Some Personality Variables (A Study of Disadvantaged Tribal Student Population of Madhya Pradesh),* Ph.D. Psy., DHSGVV, 1986

The major objective of the study was to investigate the effect of home environment and parenting style on seven personality variables among tribal students and urban students of Madhya Pradesh.

The sample of the study consisted of 300 students selected randomly from different higher secondary schools of Madhya Pradesh. Of these, 200 students were tribals (100 Bhils and 100 Gonds) and 100 were urban students. They represented VI to VIII grades and their age ranged from 10 to 14 years. The relevant data were collected by employing the Home Environment Questionnaire by Dr Jai Prakash, the Parental Acceptance–Rejection Questionnaire by Ronald P. Rohner, translated into Hindi by Dr Jai Prakash. ANOVA, t-test and Pearson's coefficient of correlation were the statistical techniques used for analysing the data.

The findings of the study were: 1. Home environment and parenting style were not found to be significantly related with each other. 2. Home environment in the two tribal groups (Gonds and Bhils) was not found to differ significantly from that of the urban group. 3. The parenting style of Bhils and Gonds was not found to be different, though, it was markedly different from that of urban parents. 4. The personality disposition of Bhil, Gond and urban populations differed significantly, irrespective of their home environment being healthy or poor. 5. The personality disposition of Bhils, Gonds and urban children showed significant differences from one another, irrespective of the fact whether they perceived themselves as accepted or rejected. 6. Healthy or poor home environment was not found to affect the development of personality disposition in all the three cultures (Bhil, Gond and urban). 7. The subjects perceiving parental acceptance and rejection did not differ on all personality dispositions in Bhil and Gond tribal groups. However, the personality dispositions of urban subjects exhibiting parental acceptance and rejection showed clear evidence of significant difference.

1622. NAMBISSAN, G., *Education and Occupational Mobility among the Bhils of Rajasthan,* Ph.D. Edu., JNU, 1983

The objectivees of the study were (i) to understand the nature and magnitude of inequality of educational opportunity between the trioal (Bhil) and non-tribal (Brahmin) community, between sections of the tribe which have had uneven exposure to modern institutions and opportunities and between households of differing economic status in each section of the tribe, and (ii) to study the nature of occupational opportunities in the tribal area and the magnitude of occupational mobility experienced by the educated Bhil with reference to the extent of occupational change in the Bhil area, intergenerational occupational mobility among the Bhils, the relationship between formal education and occupational mobility and the attitudes to education and aspirations of the tribals and occupational opportunities.

For the purpose of the study, Kherwara Tehsil was selected which not only had a predominantly tribal population but was educationally also relatively advanced. Further, three tribal villages were selected from this tehsil for a detailed village survey. Fifty-seven Bhil youth (educated as well as uneducated) were selected for interview. A preliminary survey of data from land and educational records, reports and surveys was first made and subsequently intensive field work was carried out in the three selected villages. Both survey as well as field study methods were used in the course of field work in the tehsil. A structured questionnaire related mainly to the socio-economic status of the households was used to collect data from the households. Percentages were calculated for analysing and interpreting the data.

The major findings were: 1. The tribal households were educationally backward as compared to the Brahmin households. 2. The ability of the households to send one or more children to school appeared to vary with the size of the household. However, within each household, a larger percentage of Mina as compared to Bhil children were students. 3. The economic status of the household appeared to be a crucial factor behind ine-

quality of educational opportunity. 4. Households with access to income from 'service' had enrolled the largest percentage of children in school. 5. The importance of access of a household to 'service' income could be seen in the education of members beyond the age of 11 years. It was in the 12–16 years age group that economic and social constraints in education were more pronounced. Households having more than one member in service were able to send the maximum number of children in this age group to school and had relatively higher levels of attainment within the educational mainstream. 6. Only a small proportion of tribal adults had entered the 'service' sector and a majority of these members were found in lower grade supervisory occupations. On the other hand, a majority of Brahmins with 'service' income had eneterd occupation categories of higher status. 7. The spread of occupational opportunities among the tribal households was relatively narrow. There was a definite process of status-inheritance or self-recruitment in households which already had access to new occupational opportunities. Only a small proportion of 'service' income earning youth had attained upward occupational mobility. 8. As a minimum middle school education was essential for the 'service' sector, a large number of tribal children who did not enter the educational mainstream were excluded from new occupational oppurtunities. 9. The tribal respondents revealed extremely positive attitudes towards education.

The implications of the study are: 1. It emphasizes the need to analyse the tribal situation in the context of changes that are taking place in and around the tribal areas. Tribes can no longer be studied in isolation as widespread social and economic changes are increasingly drawing tribal households into the national economic and socio-cultural mainstream. 2. However, not only is there a small magnitude of intergenerational occupational mobility but a fairly large number of educated tribals are going in for wage labour. As an increasing number of tribals find that education does not assure them new occupational opportunities it is possible that they may turn apathethc or indifferent to education. 3. In the absence of industrial and entrepreneurial activities which are crucial for the development of backward areas, even the few opportunities for regular income that exist today are likely to dwindle. Such a situation again has immediate implications for the spread of education and occupational mobility.

1623. NIEPA, *Exposure of Scheduled Castes and Scheduled Tribes to ITI Facilities: A Study of Five States*, New Delhi, 1986

This was an evaluative study of various incentives and facilities available to scheduled castes and scheduled tribes in ITIs. The main objectives of the study were (i) to analyse the provision and utilisation of training facilities in the ITI by the scheduled caste and scheduled tribe students vis-a-vis nonscheduled caste/nonscheduled tribe students, (ii) to study the extent of under-utilization, if any, of various training facilities, specially by the scheduled caste/scheduled tribe students, and reasons for the same, (iii) to identify the various incentive schemes that were available for the scheduled cast/scheduled tribe students, pattern of their implementation, and extent of benefits SC/ST students were deriving from such schemes, (iv) to evaluate the impact of training provided by the ITIs on the employment of their trainees, specially the SC/STs in terms of emoluments, waiting time for job, place and nature of employment, etc., and (v) to identify special programmes of industrial training, if any, for the ST students in the institutions located in the tribal areas and also to determine the utilization of such programmes.

Five states of Central tribal belt, viz., Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra, were selected for study. From each state three districts, one each from advanced, average and backward areas, classified on the basis of literacy rates, were selected for intensive study. One special ITI in tribal areas was also selected from each state. The secondary data for all the states of the country were collected from the unpublishing records of Directorate General of Employment and Training (DGE&T). Primary data were collected with respect to utilization of seats by different SC/ST groups, on their relative completion rate, their employment pattern and the nature of implementation aspect of incentives and facilities available to the disadvantaged groups in the ITIs. Four schedules were developed for the purpose, one each to collect information from institutional records, principals and teachers, students, and ex-trainees.

The major findings of the study were: 1. Though the ITI facilities were available in almost all the districts and utilization of the facilities by SCs was near full, the utilization by the STs was poor. 2. Some inter-caste and tribewise difference in the use of facilities were noted in the states where such data were collected. The groups

maximally using these facilities in Bihar were Chamars, Dusadhs and Dhobis among the scheduled castes and Oraon and Munda among the scheduled tribes. In Gujarat, Pradhans made greater use of the facilities among the scheduled groups. In Maharashtra, among the scheduled castes, Mahars made use of more than half of the seats, while among the scheduled tribes Mahadev Koli accounted for more than 80 per cent of the enrolment in selected ITIs. 3. Pass percentages in the ITIs in some of states like Assam, Karnataka, Meghalaya and Nagaland was less than 50 per cent. A matter of great concern was that the pass percentage had been declining over time. At present only 66 per cent of the students enrolled in the ITIs completed the training as against 80 per cent in 1975-76. 4. Dropout varied from institution to institution from five per cent in an institute in Andhra Pradesh to about 40 per cent in one of the ITIs in Gujarat. There were, however, no marked differences in the dropout rates between the scheduled and the non-scheduled groups. The major number of dropouts occurred during the first two months of the session, which was ascribed to the fact that most of such dropouts got admission to alternative courses, mostly in general secondary education. 5. The unemployment rate varied from 7 per cent for the non-scheduled group to 13 per cent for the scheduled castes and 20 per cent for the scheduled tribes. 6. The self-employment rates were very low among all the trainees. There were minor differences between the scheduled and the non-scheduled trainees. There were minor differences between the scheduled and the non-scheduled trainees. 7. Stipend was available to all the scheduled castes and scheduled tribes but there was always delay in disbursal. 8. Hostel facilities for the scheduled groups were found to be substandard in most places. 9. Reservation and relaxation for the scheduled groups was there in all the institutions but it was implemented in a mechanical way.

1624. NIEPA, *Retention, Failure, Repetition and Dropout in Higher Education: A Cohort Analysis of SC and ST Students, National Profile,* New Delhi, 1986

NIEPA, *Social Background, Living Conditions and Academic Performances of Post-Matric Scholarship Holders: A National Study of SC and ST Students,* New Delhi, 1986

The objectives of the two studies were (i) to find out the social and economic background of the beneficiaries of the scheme in terms of their origin, nature and size of family, occupation, landholding income, educational background of parents and other members of the family, (ii) to understand the living conditions of the beneficiaries with special reference to their accommodation, life style, sources of financial support and patterns of expenditure, (iii) to investigate the adequacy, effectiveness and usefulness of the post-matric scholarship scheme, (iv) to examine the academic performance of the beneficiaries with special focus on the dropout, repetition, temporary discontinuation and diversification of courses, and (v) to probe into the possibilities of anticipatory socialization (remedial teaching, counselling-guidance for career planning, employment information, NCC and NSS, pre-examination coaching, secretarial practice, etc.) and the cause of deprivation as perceived by the SC/ST students.

For data collection a Beneficiary Schedule was canvassed among the selected institutions and SC/ST students studying in postgraduate, undergraduate and the professional courses. The data were collected from 18 states/Union territories, 34 NSS regions, 72 districts, 62 institutions, and career profiles of 4033 scheduled caste students studying in the undergraduate, postgraduate and professional courses.

The major findings of the two studies were: 1. As far as cumulative performance, stagnation and wastage in case of SC/ST students in higher education was concerned, it was observed that in the case of professional courses, the rate of droupout was found higher among the males than that among female students, whereas in the case of undergraduates the performance of males was better than that of females. 2. The performance of students reading in rural-based institutions in case of all categories—professional, postgraduates and undergraduate courses—was found better than that of urban-based institutions. 3. In the case of professional and undergraduate courses, the performance on non-English-medium students was found better than English-medium students. But, in the case of postgraduate courses the performances of English-medium students was comaparatively better. 4. The rate of dropout was found higher among the day scholars than among hostellers in all three categories—professional, postgraduate and undergraduate. Performance in case of undergraduate and professional courses was better among the hostellers, whereas performance of day scholars was better in postgraduate courses. 5. As fas as

the performance of students was concerned, it was observed that in the case of postgraduate courses, the performance of beneficiaries was found better than that of non-beneficiaries, whereas, in case of the professional and undergraduate students, the performance of beneficiaries did not match those on non-beneficiaries. 6. The analysis of social background in terms of the education of parents, place of origin, size of family and living conditions in terms of occupation, ownership of land, annual income of the family, accommodation and facilities available in accommodations, indicated that even today the SC and ST were poor and backward. 7. The contribution of the Post-Matric Scholarship Scheme in improving the social background and living conditions on the one hand, and academic performance of the SC/ST students, on the other were very significant since the SC/ST students were poor and backward. 8. The amount of scholarship was not adequate and the SC/ST students had to depend on other sources of financial support to meet the expenditure on their education.

1625. NIEPA, *Trends of Enrolment of the Scheduled Castes in Higher Education (1964-77),* New Delhi, 1986

The main objectives of the study were (i) to find out the overall trends of enrolment at the national level and the state level, (ii) to analyse the overall inequality in the sphere of enrolment in higher education, (iii) to trace the inter-state disparities in terms of enrolment, (iv) to find out the disparity between the enrolment of scheduled castes—male and female, and (v) to find out the level of equality achieved in different states.

The major findings of the study were: 1. In all the sectors of education, there was a decline in the rate of growth in SC enrolment during 1972-77. The same trend was noticed in non-scheduled caste enrolment as well. In professional and other education (collegiate) there was a negative rate of growth in enrolment of SC as well as of non-SC students during the period 1972-76. 3. There were great disparities in rates of growth in enrolment of SC and non-SC in the states and union territories. This disparity was more pronounced in the case of SC enrolment. 4. There was no close relationship between concentration of SC population in a particular region and its enrolment concentration. 5. The SC were still lagging far behind other communities in every stage of education and the educational disparities between SC vis-a-vis other communities became more and more acute from primary to secondary level and from secondary to higher levels of education. 6. As one went up the educational ladder, the stagnation and dropout rates increased and rates of stagnation and dropout among the SC were considerably higher than those among non-SCs. 7. The overall inequality between SCs and other communities with respect to enrolment in higher education had fallen over the period of 13 years. 8. There were wide variations in time periods by which each state would achieve state of equality in terms of enrolment.

1626. NOMANI, H.R., *A Comparative Study of Concrete Intelligence of the Christian and Non-Christian Munda School Boys and Girls of Khunti,* The Bihar Tribal Research Institute, 1964

The main aim of the study was to carry out a comparative assessment of concrete intelligence of Christian and non-Christian individuals with religion and sex as variables.

Alexander's Battery of Intelligence Test was administered to 240 Christian (Catholic) and non-Christian Munda boys and girls between 9 and 16 years of age. The samples included 60 Christian Munda boys, 60 girls, 60 non-Christian Munda boys and 60 girls. All the samples were selected at random from a number of schools of Khunti subdivision, which was a predominantly a Munda area. Means, standard deviations, standard errors of means, etc., were computed. A t-test was applied to find out the significance of differences. Product–moment coefficients of correlation between the subtests were computed.

The major conclusions were: 1. There was no significant difference in the concrete intelligence of the Christian and non-Christian boys and girls. 2. Non-Christian boys were better on the Alexander's Battery than the non-Christian girls. But the difference was significant only at .05 level. 3. There was no difference between the Christian boys and Christian girls on Alexander's Battery. 4. On the subtests of the Alexander's Battery of Intelligence Test all the boys and girls (both Christian and non-Christian) were almost equally good. 5. The subtests of the battery were positively correlated.

1627. NOMANI, H.R., *Social-Psychological Study of Adjustment of the Adivasi Students,* The Bihar Tribal Welfare Research Institute, 1965.

The main aim of the project was to study the adjustment covering family, health, social and emotional aspects of the Adivasi students of Ranchi district with sex and environment as the main variables and to throw light on the problems of their adjustment as well as offer a few suggestions.

The sample included 150 male and 50 female students selected at random from the different colleges and schools of Ranchi and Simdega. All of them were from different tribal communities and majority were Christians. A Hindi adaptation of Bell's Adjustment Inventory was used. A t-test was applied to test the significance of differences.

The major conclusions were: 1. There was no significant difference in the adjustment of males and females. 2. No significant difference was found in the adjustment of Ranchi and Simdega samples. 3. The male and female samples did not significantly differ in different areas of adjustment. 4. A significant difference was found in health adjustments of Ranchi and Simdega samples. Simdega samples showed a poor adjustment. 5. College boys were superior to the schoolboys in respect of family adjustments. 6. Ranchi school students tended to have better health adjustments than Simdega school students. But the difference was statistically not significant. 7. Social adjustment in general was not satisfactory.

1628. PAL, R., *A Comparative Study of Personality Patterns of Scheduled Caste and High Caste Students in the State of Haryana,* Ph.D. Edu., Kur. U., 1984

The objectives of the study were (i) to find out differences between scheduled caste students and high class students on 14 personality factors (Cattell), (ii) to find out differences between scheduled caste students and high class students on six values—theoretical, economic, aesthetic, social, political and religious, (iii) to find out differences between scheduled caste and high class students on three dimensions of self-concept, viz. perceived self, social self and ideal self, and (iv) to find out the difference between scheduled caste and high caste students with respect to intelligence. The hypothesis of the study was that there existed significant differences between scheduled caste and high caste students on 14 personality factors, six values, three dimensions of self-concept and intelligence.

The sample of the study consisted of 200 scheduled caste students (100 boys and 100 girls) and 200 high caste students (100 boys and 100 girls) of class IX belonging to 60 government as well as aided high and higher secondary schools. These schools were randomly selected from all the 12 districts of Haryana. The students were administered the Cattell High School Personality Questionnaire, the Allport-Vernon and Lindzey Inventory of Values, the Deo Personality Word List, Raven's Standard Progressive Matrices and the Rao Socio-Economic Status Rating Scale. The data so callected were analysed with the help of analysis of covariance with one covariate.

The findings of the study were: 1. When the influence of age and grade was controlled, scheduled caste students differed significantly from their high caste counterparts on six out of 14 personality factors. They were more reserved, expedient, shy, tough minded, tense and had indisciplined self-conflict. On the other hand, high caste students were more outgoing, conscientious, venturesome, tenderminded, controlled and relaxed. 2. Scheduled caste students possessed lower theoretical value and social value, and higher economic value, whereas high caste students were found to have higher theoretical and social value and lower economic value. 3. Scheduled caste students possessed poor social self-concept whereas high caste students in comparison to their scheduled caste counterparts possessed better social self-concept. 4. There was no significant difference in intelligence of scheduled caste students and high caste students. 5. Scheduled caste boys were phlegmatic, shy and had indisciplined self-conflict whereas high caste boys were excitable, venturesome and controlled. 6. Scheduled caste boys possessed more economic and less theoretical value. High caste boys carried more theoretical value and low economic value. 7. Scheduled caste boys possessed poorer self-concept as compared to high caste boys. 8. Scheduled caste girls were more reserved, shy and tough-minded. They had indisciplined self-conflict and were more tense than the high caste girls. On the other hand, high caste girls in comparison to scheduled caste girls were more outgoing, venturesome, tenderminded, controlled and relaxed. 9. Scheduled caste girls carried lower social and higher economic values than high caste girls. 10. Scheduled caste girls possessed poor social and ideal self-concept as compared to high caste girls. 11. Scheduled caste girls in comparison with high caste girls were found to possess low ability to reason by analogy.

The educational implications are: (i) Schools should try to create such an environment that scheduled caste

boys and girls develop desirable personality traits. (ii) Society should take steps to develop self-concept in scheduled caste boys and girls. (iii) The government, while making reservations, should take into consideration the economic status of scheduled caste boys and girls. Once a person has enjoyed the facility of reservation, the same should not be given to the forthcoming generations.

***1629.** PANDA, B.N., *Personality Adjustment, Mental Health and Acculturation among Saora Tribals*, Ph.D. Edu., Kur. U., 1987

The objectives of the study were (i) to find out the independent and interactive effects of acculturation and sex on personality adjustment of Saora and Oriya children, (ii) to study the independent and interactive effects of acculturation and sex on mental health, viz., psychoticism, neuroticism, extraversion, inferiority-insecurity, state-trait anxiety and frustration, of Oriya and Saora children, and (iii) to find out differences in attitude towards cultural change between least accultured and most accultured Saora boys and girls and Oriya boys and girls.

A sample of 23 schools was randomly selected comprising 10 schools from least accultured areas and 13 schools from more accultured areas. In this way 60 boys and 30 girls were selected from least accultured areas, 55 boys and 25 girls from most accultured areas, 80 boys and 40 girls of Oriya origin were selected. In total, there were 290 students (195 boys and 95 girls) from least accultured, most accultured and Oriya culture selected as the sample for the study. The sample subjects were administered the following tools: (i) the Reddy Personality Adjustment Inventory (1964), (ii) the Eysenck Psychoticism Scale, (iii) the Moudsley Personality Inventory (1964), (iv) the Spielberger State Trait Anxiety Inventory, (v) the Palti Inferiority/ Insecurity Scale (1972), (vi) the Chauhan and Tiwari Frustration Test Scale (1974), (vii) the Mahanta Attitude Scale towards Culture Change (1979). The data so collected were analysed with the help of ANOVA supplemented by t-test. (OS=Oriya students, OB=Oriya boys, OG=Oriya girls, LAS=Least accultured Saora students, LAB=Least accultured Saora boys, LAG=Least accultured Saora girls, MA=Most accultured Saora students, MAB=Most accultured Saora boys, MAG=Most accultured Soara girls.

The findings of the study were: 1. OS and OG possessed better personal adjustment than LAS and LAG. 2. MAB possessed better personal adjustment than LAB. 3. OS, OB and OG possessed better social adjustment then LAB, LAG, MAB and MAG 4. OS, OB, and OG possessed higher total adjustment than LAS, LAB, LAG, MAG. 5. MAB had better total adjustment than LAB. 6. LAS, LAB and LAG possessed more psychoticism than MAS, MAB, OB and MAG. 7. MAS, MAB and MAG possessed more psychoticism than OS, OB and OG. 8. LAS, LAB and LAG scored significantly higher on neuroticism than OS, OB and OG. 9. MAS, MAB possessed more neuroticism than OS and OB. 10. More extraversion was possessed by OS, OB and OS than LAS, LAB, LAG and MAG. 11. MAS, MAB and MAG possessed more extraversion than LAS, LAB and LAG. 12. Regarding insecurity, Oriya boys possessed more of this trait than MAB. 13. LAS, LAB possessed more insecurity than MAS and MAB. 14. MAB and MAS possessed more regression in frustration than LAS. 15. LAS and LAB possessed more fixation in frustration than MAS, OS, MAB and OB. 16. OS, OB and OG possessed more resignation in frustration than LAS, LAB, LAG and MAG. 17. MAS and MAB possessed more resignation in frustration than LAS, and LAB. 18. MAS and MAB possessed more aggression than LAS, OS, LA and OB. 19. MAS and MAB possessed more in-state anxiety than OS and OB. 20. LAS and LAB possessed more in-state anxiety than OS and OB. 21. There was no significant difference between all the group combinations in relation to the trait anxiety. 22. Similarly OS, OB and OG possessed a more favourable attitude towards culture change than LAS, MAS, LAB, LAG and MAG. 23. MAS and MAB possessed a more favourable attitude towards culture change than LAS and LAB.

1630. PANDA, M., *The Relationship of Parental Life Style and Intellectual Achievement, Responsibility, Adjustment and Cognitive Performance among Underprivileged Children*, Ph.D. Edu., Utkal U., 1983

The major objectives of the study were (i) to describe the nature of parental life style of underprivileged families, (ii) to describe the characteristics of underprivileged children, (iii) to study the relationship between parents' life style and the characteristics of their children, (iv) to determine the predictive character of parental life style variables for children's cognitive compe-

tence and personality and adjustment characteristics, (v) to delineate the interrelationships among the various characteristics of parents, and (vi) to establish the interrelationship among the various characteristics of children.

The sample consisted of 200 families categorized as underprivileged homes on the basis of their income and memberships in lower social classes. They had at least one school-going child who was studying either in class IV or V. Sixty classroom teachers, 71 boys and 24 girls reading in class IV and 65 boys and 40 girls reading in class V formed the sample of respondents. Each parent was interviewed individually with the parental life style questionnaire developed by the investigator. The children were administered tools like the Crandall *et al.* (1965) Intellectual Achievement Responsibility Questionnaire, Piers and Harris's (1969) Self Concept Schedule, Raven's Coloured Progressive Matrices (1952), and a school achievement test. The teachers were administered a rating scale to judge students' personality. Mean, SD, and ANOVA were used for analysis of data.

The main findings of the study were: 1. Most of the parents in the underprivileged homes were illiterate, engaged in daily wage labour, or unskilled jobs and belonged to nuclear families. 2. The parents were fatalistic and had low achievement orientation. 3. They were mostly tradition-bound in their style of life. 4. Children coming from underprivileged homes were self responsible with regard to attribution of causality. 5. Their self-concept was slightly positive, school adjustment was above average, but competence in terms of school achievement and intellectual ability were strikingly low. 6. Nuclear family structure was conducive to healthy development of characteristics among children. 7. Increased family size was negatively related to children's characteristics. 8. Father's locus of control was negatively related to boys' achievemtnt and responsibility whereas adjustment of girls was negatively related to father's locus of control. 9. Pooled parental achievement orientation score was negatively related to intelligence of boys. 10. The F-ratios for regression of social adjustment and school achievement were significant. 11. There was a significant relationship between parents' income, occupation and education, and parents' expectancy and life style. 12. In general, children's intellectual achievement, relationship, self-concept, adjustment, intelligence and achievement were highly correlated.

1631. PANDA, S.C., *An Empirical Study of Education of Tribals in Orissa*, Ph.D. Edu., Utkal U., 1983

The objectives of the study were (i) to understand the usefulness of education in tribal life, (ii) to find out the nature of impediments and hurdles to the overall educational programmes of the tribal people of Orissa, and (iii) to impart successful education to the tribal students.

Thirty-four purely tribal villages were selected at random from the five districts. Fifty-two schools were selected from the five districts of Orissa using random sampling technique. Some of the schools were purely tribal schools and some were general schools. After conducting a pilot study to find out the general types of problems related to the education of the tribals, the opinions and suggestions of teachers, students, parents and local leaders regarding the problems in the field of education were collected with the help of questionnaires. From each district, five purely tribal villages were selected and with the help of a short village schedule, a sort of educational survey was carried out to get an idea about the educational conditions of the people. A sociometric test of social adjustment was used to find out the extent of social acceptance of the tribal students by the student mass. Another schedule was administered to a sub-sample of ten schools from each district for assessing the quality of schooling received by the tribal children. The data collected were analysed by applying suitable statistical techniques.

Some of the findings were: 1. Public community institutions were very rare in villages. Villages had poor communication with other villages and they were crowded with different sections of tribal population. Illiteracy prevailed among the population. 2. The caste composition of teachers showed that the largest proportion of teachers belonged to the Brahmin caste, with Khandayat teachers coming next in numbers. The educational qualifications of the teachers of the sample schools showed that the percentage of trained postgraduate teachers both in northern and southern Orissa and in the total school sample was equal. 4. The medical facility provided for tribal school children was very poor. 5. A majority of teachers felt that the syllabus was not suitable to the daily usage of the tribal children. 6. Teachers' participation in workshops, seminars, etc. was very poor. 7. There was no regular inspection cadre for the inspection and supervision of school teaching for the schools managed by Harijan and Tribal Welfare De-

partment which created a lot of hindrance in smooth management. 8. Both teachers and students were of the opinion that the amount of stipend was very low and should be enhanced keeping in view the present condition of the society. 9. Many students felt that they were unable to prosecute their studies well because they had insufficient reading and writing materials. 10. It was found from the opinions expressed by the students that the relation between the teachers and themselves was cordial.

1632. PANDEY KALPALATA, *A Study of Cognitive Process and Motivational Patterns of Deprived Students in relation to Their Achievement*, D. Phil. Edu., All. U., 1985

The study aimed at exploring the cognitive process, motivational patterns and achievement of high and low deprived students. Specifically, the objectives of the study were: (i) to find out the differences in cognitive process, motivational patterns and achievement of high and low deprived students, (ii) to find out the differences in cognitive process, motivational patterns and achievement of deprived boys and deprived girls, (iii) to find out the relationship between cognitive process and achievement of high and low deprived students, and (iv) to find out the relationship between motivational patterns and achievement of high and low deprived students.

The study is a descriptive field research and includes composite characteristics of causal comparative and correlational survey researches. The population of the study comprised students of junior high schools studying in Hindi medium high schools and intermediate colleges of Varanasi city. In all 600 students of both sexes were randomly selected from about one-fourth of the total number of institutions. The age of the subjects ranged from twelve to fourteen years. For realization of the objectives of the study, 100 high and 100 low deprived students were selected from the sample of 600 students. The Verbal Reasoning and Numerical Ability Test by J.M. Ojha, the Preadolescent Level of Aspiration Test by Udai Pareek, T.V. Rao, B.R. Sharma and R.P. Ramalingaswamy, for measuring self-concept of students and the Swatva Bodh Parikshan by G.P. Sherry, R.P Verma and P.K. Goswami were used to collect the data. A Deprivation Scale, Academic Anxiety Scale and three achievement tests constructed by the investigator, were also used. The Kolmogorov-Smirnov Two Sample Test and Spearman Rank Correlation with tied observations were used to arrrive at conclusions.

The major findings were: 1. Low deprived students (boys and girls together) scored significantly higher than high deprived students on verbal reasoning ability, concept formation, intellective performance, level of aspiration and self-concept variables. They also performed higher in social studies, science and Hindi in comparison to high deprived students. 2. It was found that, except for the self concept and achievement in Hindi, high deprived boys and girls did not differ significantly. 3. High deprived boys possessed a significant relationship between achievement in social studies, science and Hindi and concept formation ability. 4. Level of aspiration was found to be significantly correlated with social studies achievement for both boys and girls in the case of low deprived as well as high deprived group. 5. It was found that academic anxiety lowered achievement in social studies among high deprived girls, in science among low deprived boys, and in Hindi among high deprived boys and low deprived girls.

1633. PANDEY, M.R., *Social Aspects of Academic Achievement and Aspirations of Scheduled Tribe Students*, Ph.D. Soc., KV, 1981

The objectives of the study were (i) to analyse the socio-cultural factors which determined the academic achievement of scheduled tribe students, (ii) to find out their academic aspirations and to analyse them in the context of socio-cultural background, (iii) to analyse their occupational aspirations in the light of their academic aspirations and achievement and social environment, (iv) to identify teacher–taught relationship and analyse it in the context of tribal students' socio-cultural background, academic aspirations and achievement, and (v) to identify interaction patterns among tribal and non-tribal students and to analyse them in the context of tribal students' academic achievement and social environment.

Out of 264 students, 250 studying in high schools, intermediate and graduate classes in the educational institutions of Mirzapur district, belonging to six scheduled tribes—Gond, Kol, Kharvar, Chero, Banga and Panika—were included in the sample. For the collection of data, an interview schedule constructed by the researcher was used. The investigator maintained a field diary also in which various observations were noted. In addition, various government documents, gazettes, census handbooks of 1961 and 1971 of Mirzapur district, and statistics provided by district inspector of

schools of Mirzapur were also consulted. Statistical analysis of the data was done by calculating percentage and by applying the chi-square test.

Major findings of the study were: 1. The tribal students were not able to avail properly of educational opportunities provided by the formal educational set-up due to their socio-cultural backwardness and the gap between the school environment and family background. This led to low academic achievement by tribal students. 2. Their poor economic condition forced them to do manual labour. This was also responsible for low achievement. 3. The bitter and negative interaction pattern between non-tribal and tribal students was also reponsible for poor academic achievement. In all the educational institutions under study there was hegemony of nontribal upper caste students who showed indifference and hatred in their behaviour towards the tribals. Because of these environmental factors, tribals could not take full advantage of the educational opportunities provided to them constitutionally. 4. The teacher–taught relationship in the context of tribal students in class and out of class was reportedly not very congenial. Teachers showed indifference to tribal students. 5. The analysis of occupational aspirations revealed that their selection-area was becoming gradually more extended, variegated and modernized.

From the findings of the study it is evident that there should be some special type of educational system to provide tribal students better educational opportunities and thus accelerate the process of socio-economic development. In the new set-up there should be greater representation, rather, majority representation of tribal teachers and in the management also there should be tribal representation. The educational institutions should be government managed.

1634. PATEL, D., *Academic Achievement in relation to Cognitive and Personality Differentials of Socially Disadvantaged and Advantaged Secondary School Children of Orissa*, Ph.D. Edu., Pan. U., 1987

The objectives of the study were (i) to compare the cognitive and personality differentials of the disadvantaged and advantaged secondary school children, (ii) to find out the nature and extent of the relationship between academic subjects like English, Oriya, Hindi/ Sanskrit, mathematics, general science, history/civics, geography and total achievement with intelligence, self-concept, creativity, teacher estimation, linguistic competence and achievement motivation separately in the case of the scheduled caste, scheduled tribe and advantaged children, (iii) to compare the educational, occupational and economic aspirations of the three groups—scheduled caste, scheduled tribe and advantaged children, (iv) to find out the best predictors of each academic subject, viz., English, Oriya, history/civics, geography and total achievement from among the independent variables of intelligence self-concept, creativity, teacher estimation and achievement motivation, separately in case of scheduled caste, scheduled tribe and the advantaged children.

The study was a descriptive, exploratory survey of cognitive and personality differential of the disadvantaged and advantaged secondary school children. As per the design of the study a sample of 270 students (140 boys and 130 girls) was selected from the eight high schools of Orissa. The sample had an equal number of scheduled caste, scheduled tribe and advantaged children with an age range of 13 to 15 years. The sample subjects were administered, (i) the Wallach and Kogan Test of Creativity (1965), (ii) the Cattel Culture Fair Test of Intelligence (1965), (iii) the Deo Personality Word List (1971), (iv) the Stroop Colour Word Interference Test (1935), (v) the Mohan Achievement Motivation Test (1971), (vi) the Utkal University Child Behaviour Rating Scale (1979) and (vii) the Students Aspiration for Education and Occupation Interview Schedules. The data were analysed with the help of chi-square, t-ratio, F-ratio, correlation, multiple correlation and regression analysis.

The findings of the study were: 1. All the three groups, viz., scheduled caste, scheduled tribe, and the advantaged children, differed significantly in their achievement in academic subjects, intelligence, self-concept, creativity teacher estimation, linguistic, competence, and achievement motivation. 2. On all the variables related to academic achievement viz., intelligence, self-concept, creativity, teacher estimation, linguistic competence and achievement motivation, the advantaged children scored significantly higher than the scheduled caste and scheduled tribe children. 3. All the three groups differed significantly in their aspirations regarding education, occupation and income. 4. The advantaged children aspired significantly higher than the scheduled caste and scheduled tribe children for their education, occupation and income. 5. The subject English was positively and significantly related with intelligence, teacher estimation, and word record card in the case of the scheduled caste group. 6. The subject

Oriya was positively and significantly correlated with almost all variables except creativity, emotional aspects of teacher estimation, in the case of scheduled caste, scheduled tribe and advantaged groups. 7. The subject Hindi/Sanskrit was positively correlated with perceived self, ideal self, social self and social aspect of teacher estimation in the case of scheduled caste and scheduled tribe groups. 8. The academic subject mathematics was found positively correlated with intelligence and achievement motivation in the case of the scheduled caste group, but in the case of the advantaged group it was significantly related with intelligence and self-concept. 9. The subject genertal science was positively correlated with intelligence and achievement motivation in the case of the scheduled caste group, with intelligence and creativity in the scheduled tribe group, and with intelligence, linguistic competence and achievement motivation in the advantaged group. 10. The subject of history/civics was significantly related with self-concept in the scheduled caste group with intelligence and creativity in the scheduled tribe group, and with intelligence and achievement motivation in the advantaged group. 11. The subject geography was significantly correlated with ideal self and achievement motivation in the scheduled caste group, with intelligence, creativity and the motivational aspect of teacher estimation in the scheduled tribe group; and with self-concept and linguistic competence in the advantaged group. 12. Total achievement was positively related with self-concept, the social aspect of teacher estimation and achievement motivation in the scheduled caste group; with creativity and teacher estimation in the scheduled tribe group; and with intelligence, self-concept, creativity, linguistic competence, and achievement motivation in advantaged group. 13. In the case of scheduled castes, academic achievement in English was predicted by intelligence and perceived self; in Oriya, by intelligence, self-concept, creativity and teacher estimation; in mathematics, by intelligence self-concept and creativity; in general science, by intelligence and self-concept; in geography, by self-concept; and in total achievement by intelligence, self-concept, creativity teacher estimation and achievement motivation. 14. In the case of scheduled tribe children, all the independent variables, viz., intelligence, self-concept, creativity, teacher estimation and achievement motivation, contributed significantly towards prediction of achievement in each academic subject, i.e. English, Oriya, Hindi/Sanskrit, mathematics, general science, history/civics, geograhhy and total achievement. 15. The same was the case with advantaged children where all the independent variables significantly contributed towards achievement in academic subjects, except general science, history/civics and geography where self-concept appeared as a more significant predictor.

1635. PIMPLEY, P.N., *The Problem of Nonattendance in Schools of the Children (6–14 years) of Scheduled Castes in Haryana*, Dept. of Soc., Pan.U., 1981 (ICSSR financed)

The objectives of the study were (i) to identify the structural constraints to the spread of education among the scheduled castes, and (ii) to assess the values and attitudes of these persons with a view to finding out their effect on attendance.

Out of 15 community development blocks of Ambala district, two were selected randomly for the study. A sample of 250 rural households (125 attenders and 125 nonattenders) and 250 urban households (125 attenders and 125 nonattenders) was selected from the rural and urban areas of the selected blocks. The sample of nonattender households for the rural areas was obtained randomly from a list of households for the nonattenders, which was prepared by finding out the number of scheduled caste households in the villages and the educational status of children in the 6–14 year age group. For the urban area, a requisite number of nonattedner households sample was selected randomly from the Harijan bastis in Ambala City and Cantonment in the selected blocks. A sample of attender households, both for the urban and rural area, was drawn from the high, primary and middle schools in the selected area. An interview sschedule was used as a tool for data collection which was pretested on 25 heads of households in Ambala. The t-test and F-test and correlations were computed.

The major findings were: 1. The distribution of respondents by age did not differ significantly between various subsamples. 2. Irrespective of caste, the spread of education among females was considerably lower than among males in the rural sample. There were more female attenders in urban area as compared to those in rural areas. 3. The majority of the regular agricultural labourers and sharecroppers belonged to the nonattender's category. Among tenant cultivators, a majority was attender and among owner-cultivators there was an equal division between attenders and nonattenders. Among sweepers/scavengers, 60 per cent

were attenders—12.94 per cent in the rural sample and 47.06 per cent in the urban sample. 4. Among employers, most of the children were attenders. Among those engaged in small business all were nonattenders. 5. Though regular employment in offices led to an increased school attendance, it continued to be low in all occupational categories. 6. The educational level of the head of the household seemed to have a postive bearing upon the school attendance of children in both rural and urban samples and this was more so in the urban than in the rural sample. 7. Average income per month was seen to be higher for attender households in both urban and rural samples. The difference was statistically significant for the urban sample only. 8. Incidence of indebtedness was found to be significantly higher among the nonattenders. 9. Bonded labour was significantly more widspread among the nonattender than among attenders. 10. The attenders had a more favourable attitude towards education than nonattenders, in both urban and rural areas. 11. A majority of respondents felt that scheduled caste students were well treated in school. 12. The attenders and nonattenders differed significantly on modernity, both in the rural and urban samples. 13. The urban attenders showed the least politicization and the urban nonattenders the most. 14. As compared with parents of non-school-going children, the parents of school-going children had higher occupational aspirations for their children. 15. There was a positive relationship between awareness of reservation policy and attendance.

1636. PREMALA BAI, D., *A Study of the Extent and Problems of Educational Facilities Offered by the Government of Karnataka to the SCs at the Primary School Stage with special reference to Bangalore District,* Ph.D. Edu., Ban. U., 1986

The major objectives of the study were (1) to examine the growth and pattern of enrolment of scheduled castes (SC), (ii) to examine the utilization of special educational facilities offered to scheduled castes by the Karnataka Government since 1961 during the third five year Plan, (iii) to compare the growth and enrolment of scheduled castes and non-scheduled castes, (iv) to study in depth the problems faced by SC children in enrolment and utilization of facilities, and (v) to make an in-depth case study of selected beneficiaries.

This is a historical study based on a study of official reports, records and documents. The data have been analysed qualitatively.

The major findings were: 1. Late enrolment of children need for children to work at home non-availability of higher primary schools within walking distance and lack of commuting facilities were identifed as some of the major problems of enrolment and non-utilization of educational facilities. 2. The other significant problems faced by SC children were lack of textbooks, underpayment of benefits provided for under the educational facilities provided by government, insistence by the schools on payment by parents towards transportation of facilities such as free textbooks, uniforms, midday meals, etc. from the department to the school, and difficulties in getting birth certificates and caste certificates promptly for enrolment and utilization of facilities. 3. The estimated enrolment in the age group 6-10 years was hardly 65 per cent. The proportion of non-SC enrolment was higher than that of SC enrolment. However, the growth rate in enrolment of SCs over the years was always higher than that of non-SCs. This trend was more pronounced at the lower primary than at the higher primary stage. 4. Historical factors in the form of better educational atmosphere, traditions and records of performance, in addition to non-historical factors such as organizational and administrative efforts were identified as promoting enrolment growth as well as growth rate.

1637. RAGHAVAKUMARI, A.S., *Social Attitudes and Problems of Scheduled Caste and Scheduled Tribe Girls in Secondary Schools,* Dept. of Education, Mys.U., 1986 (NCERT financed)

The objectives of the inquiry were (i) to study the attitudes and problem areas of SC/ST and non-SC/ST girls, (ii) to compare these groups with respect to their attitudes and problem areas, (iii) to find out the relationship of attitudes with two demographic variables, seven problem areas and three organismic variables, (iv) to find out the relationship of the problem areas with two demographic and three organismic variables, and (v) to explore the relationship of achievement with the problem areas. The following hypotheses were formulated: (1) There are no significant differences among the girls of the three groups—SC, ST and non-SC/ST, in respect of attitudes and problem areas. (2) There are no significant differences between the means of girls studying in, (a) urban and rural areas, (b) government and private schools, in respect of the attitudes and problem areas.

(3) There are no significant differences between the academic achievement of girls belonging to SC, ST and non-SC/ST, urban and rural areas, and government and private schools. (4) Social attitudes are independent of demographic variables, problem areas and organismic variables. (5) The problem areas are independent of demographic variables and organismic variables. (6) Academic achievement is independent of problem areas in all the three groups.

This was a descriptive and correlational study. The sample included 850 SC, 194 ST and 783 non-SC/ST girls chosen from 45 secondary schools of three districts in Karnataka—Mysore, Mandya and Hassan. The stratified sampling method was used. Care was taken to make the sample as representative as possible by giving due weightage to standard, locality and management. Rao's Social Attitude Scales and Money Problem Check List were the tools used to collect data. Information about SES was collected along with the bio-data of the individuals. Achievement marks were noted from the office records. T-test and chi-square test of independence were used for hypothesis testing.

The findings were: 1. The SC group had a better attitude to manual work (AMW) than the ST group. 2. The SC and ST groups had more problems in five problem areas than the non-SC/ST group. 3. In all the three groups, AMW was better in urban schools than in rural schools and vice versa for attitude towards casteism (A.C.) and attitude towards family planning (A.F.P). The urban SC group experienced more problems than its rural counterpart in four problem areas. But in the ST and non-SC/ST groups, the rural groups seemed to have more problems in a majority of the areas than the urban group. 4. In all the three groups AMW and AFP were better in private schools than in government schools, and AC was better in government schools in all the three groups than in private schools. SC and ST groups in government schools faced more problems in all the problem areas than those in private schools. The non-SC/ST group in private schools had more problems than those in government schools in most of the areas. 5. In urban and rural areas, the non-SC/ST group had secured the highest score in achievement. But the SC group got the lowest score in the urban area and ST group in the rural area. 6. In both types of schools the mean obtained by the non-SC/ST group was the highest and the mean of the SC group was the lowest. 7. Only in the SC group did the majority of the variables have a significant relationship with all the three attitudes. But in the ST group this was not the situation, and the non-SC/ST group seemed to be better than the ST group in exibiting such a relationship. 8. The majority of the problem areas had a significant relationship with demographic and organismic variables in the SC and ST groups. But in the non-SC/ST group, though some of the problem areas showed a significant relationship with these variables, this group differed from SC and ST groups. 9. Only in non-SC/ST group did the majority of the problem areas have a significant relationship with academic achievement.

Some of the educational implications are: (1) Effective and suitable guidance programmes have to be organised at the right time in order to lessen the problems of the students. (2) Proper measures have to be implemented to develop favourable attitudes to certain social issues of current relevance. (3) Opportunities have to be provided to teachers, parents, students, administrators and other concerned personnel to work together in order to achieve the goal. (4) Teachers have to be motivated to give guidance to students when it is required.

1638. RAM. B., *An Analytical Survey of Living and Study Conditions of Scheduled Caste Students Studying in the Banaras Hindu University*, Ph.D. Edu., BHU, 1987

The major objectives of investigation were to study (i) the percentage of scheduled caste (SC) students admitted in various departments of the university, (ii) the socio-economic status of SC students studying in the Banaras Hindu University, (iii) living and study conditions during student life (iv) the students' attitude towards education, (v) problems of SC students, and (vi) their opinion about the education of SC students.

Three hundred students studying in the Banaras Hindu University's departments in the 1983-84 session were selected for providing data. The researcher used four tools for the collection of data: (i) An attitude Scale towards Education Scale, (ii) a Problem Check-list, (iii) an opinionnaire towards education, and (iv) socio-economic and educational scales.

The major findings of the study were: 1. In all the departments of Banaras Hindu University, only 7.1 per cent of the students belonged to the scheduled castes. 2. Only 0.3 per cent of the students lived in hostels. 3. The largest percentage of students (15.51) were in the Faculty of Law. 4. About 61.66 per cent of scheduled caste students were married. 5. As many as 54.07 per cent of

students had literate parents. 6. The parents of scheduled caste students were 67.87 per cent agriculturists, 26.98 per cent government servants and 5.54 per cent were in the other occupations. 7. The monthly income of the parents of the scheduled caste students ranged from 30.33 per cent (Rs. 200–400) to 13.00 per cent (below Rs 200) whereas 17.67 11.67, 11.33 and 16.00 per cent of the students' parents had monthly incomes of Rs 400-600, Rs 600-800, Rs 800-1000 and above Rs 1000 respectively. 8. Eleven per cent of the SC students got first division in high school; about 7.33 per cent got first class in the intermediate class: 4.26 per cent got first class at the graduation level, and none got a first class; at the postgraduate level. 9. With regard to students' living conditions, most of them lived in deprived situations, having just the bare necessities of life. Most of them felt that government was not playing its role it should for improving the conditions of scheduled caste students.

1639. ROUT, P.C., *A Multi-dimensional Approach for Analysis of Trends, Perspectives and Educational Programmes in Tribal Education and Formulation of Action Strategies*, Ph.D. Edu., Utkal U., 1985

The major objectives of the study were (i) to analyse the development of different aspects of educational problems of scheduled tribes in Orissa since 1947, (ii) to apply a system analysis approach for identification of constraints of tribal education, (iii) to supplement the inferences drawn from the demographic data by personal interview with teachers engaged in tribal education and (iv) to present a systems approach model for improvement.

The sources of data were census reports, educational survey reports, administrative reports of various departments of government, plan documents, state archives of Orissa, research publications, policy statements, reports of commissions and committees, school curricula and publications of state and central government, and 40 teachers serving in tribal areas. A combined approach was used to facilitate comprehensive analysis of the problem covering a wide time span. The pro-formas were used for systematic gathering of data objectivewise. The data were analysed and interpreted in descriptive and qualitative forms.

The major findings of the study were: 1. Serious drawbacks were noticed in respect of provision of schooling facilities. 2. Out of 13 districts of Orissa, Koraput, Sundergarh, Mayurbhanj, Phulbani, and Keonjhar districts had been seriously neglected. 3. Low scholastic achievements and low achievement motivation were marked amongst tribal children. 4. Parental indifference, cultural differences and socio-economic status were identified as major factors of above problems. 5. The gross enrolment ratio at the primary and middle school stages were 77.93 per cent and 21.05 per cent respectively. 6. The coefficient of equality for the state in 1983-84 at the primary stage was 86.06; at the middle school stage,48.32; and at the secondary stage, 35.28. 7. A downward trend in enrolment was marked with increase in educational level. 8. The retention rate of primary school during 1978–83 was higher than that of the period 1973–78. 9. An increasing trend of retention was marked at primary and middle school stages, but the dropout rate still remained alarming, viz. 74 per cent primary level and 84 per cent at middle school level. 10. The major causes of dropout were socio-economic, psychological and educational. 11. Growth of literacy among tribals was extremely poor being 14 per cent as against 34 per cent among all communities of the state during 1981. 12. There were seven tribes having zero woman literacy, 14 tribes with 0.1 to 1.0 per cent, and 16 tribes with female literacy of one to two per cent. 13. Only seven per cent of the teachers belonged to tribal communities. 14. In general, the qualification standard of teachers was not up to the mark.

1640. ROY, P., *A Study of Certain Behavioural and Personality Concomitants Associated with Socio-economic Deprivation*, Ph.D. Phil., Burd. U., 1986

The objective was to determine the personality and behavioural variables along which the socio-economically deprived group can be least discriminated against by privileged people. In specific, the twp groups were compared in respect of, (i) achievement, (ii) intelligence, (iii) adjustment to school regulations, (iv) adjustment to instructional programmes, (v) adjustment to peers in school, (vi) adjustment to personal hygiene rules in schools, (vii) language development, (viii) perceptual acuity, (ix) perception of forms, shape and size, (x) perceptual distortion, (xi) relationship with siblings and parents, (xii) nature of ego and superego, (xiii) perception of environment, (xiv) anxiety, needs, conflicts and defences.

The sample consisted of 200 urban and rural children of class V within the age range of 10-12 years, of whom 100 belonged to the socio-economically deprived group and 100 to the privileged group. They were selected on the basis of the scores on a socio-economic deprivation index questionnaire and screened by home enquiry. The tools used were a socio-economic Deprivation Index Questionnaire, achievement records from school examination marks, Cattell's Culture Fair Intelligence Test, Scale-2, Forms A and B, a Rating Scale for measuring four adjustment variables by Roy and Chakraborty with a reliability range 0.71–0.78 in terms of Cronbach's alpha and validated against fellow-teachers' ratings, and a Children's Apperception Test (Indian adaptation By U. Choudhury). The design was essentially factorial. The two-tier analysis comprised of t, chi-square test at the univariate level and discriminant analysis at the multivariate level.

The major findings were: 1. The two groups differed significantly in respect of all the variables except one, that of relationship with siblings. 2. Adjustment to instructional programmes appeared to be the single variable that discriminated the two groups to a maximum extent. 3. Altogether eight variables were found to be good discriminators. These were, (a) adjustment to instructional programmes, (b) intelligence, (c) oral need, (d) perception of forms, shape and size, (e) acuity of perception, (f) perception of environment, (g) perceptual distortion, (h) adjustment to personal hygiene rules. 4. There was definite socio-economic bias in the sociometric structure of the students in most units of class V of the schools under study.

The educational implications in the form of suggestions to educators and educational planners are to recognize that cognitive development is affected by socio-economic deprivation. Instructional programmes in schools must take into account the socio-econoic condition of the pupils. Early retardation in perceptual development leads to many future developmental hindrances, including underachievement and low language proficiency.

1641. SABNIS, B.K. and MAHURKAR, P.R., *A Study of Relationship between Educational and Social Status of Scheduled Caste Students from Beed District,* IIE, 1985

The major objectives of the study were (i) to study whether or not the social status of scheduled caste (SC) men and women had improved as a result of graduation, and (ii) to study whether or not the attitude of scheduled caste men and women towards self had changed as a result of education.

The sample comprised all SC students who graduated in 1967, 1972, 1977 from all the colleges of Beed district. A questionnaire and an interview schedule were used to collect data.

The major fingings were: 1. The Economic condition of graduates had improved as a result of education. 2. After having graduated most of them were employed in government service. The proportion of those in private service was negligible. 3. Most of them had their primary education in villages, secondary education at the taluka place and higher education in bigger towns. 4. Close relatives of these graduates were yet illiterate and poor or, at the most, in the category of subordinate government servants. All of them desired that their children should marry into rich families in their own community. 5. SC graduates had friends at their own social level. They did not have friends belonging to higher status. 6. About 90 per cent of the SC graduates still had to stay outside the town, i.e. in the SC locality, the remaining 10 per cent who were in government service had been provided government quarters where non-SCs also stayed. 7. Most of the SC graduates had their own ancestral houses or houses provided by their employers. 8. Most of the SC graduates had watches, radios and electric irons. Some had tape-recorders and fans. However, none of them had a TV set, a mixer, a moped, a scooter, a motorcar, a refrigerator, or a pressure cooker. About 90 per cent of the families had silver, copper or brass ornaments. Very few had gold ornaments. However, almost all the married women had a *mangalsutra* with an element of gold in it. 9. Most of the subjects reported that they chewed tobacco and pan. 10. Cinema and drama were their means of recreation. They also attended village fairs and village recreation programmes. 11. About 50 per cent of the SC couples went out together for marketing and other jobs. In the case of the remaining families, only the men went out for shopping. Similarly, it was only men who got invitations for social programmes. Women reported that the invitations that they got from caste-Hindus were formal. 12. About 50 per cent of them felt that marriages should be celebrated in the traditional manner. Most of them felt that their social status had improved because of education and was steadily improving further. 13. SC graduates felt that their own caste and the attitude of caste-Hindus was one of the important factors that led them to feel in-

ferior. Economic disability was also responsible. 14. SC graduates reported that illiteracy among the members of the family, properly filling the backlog of reserved posts in the government sector, the favourable attitude of upper castes, change in the attitude of SCs themselves, improvement in economic conditions and proper direction by the government could help the SCs to raise their social status.

1642. SANTRA, BINATA, *Education of the Santals—Identification of Educational Needs, Probabilities and Problems*, Ph.D. Edu., Visva Bharati, 1984

The main objectives were (i) to identify the life needs and educational needs of the Santals, and (ii) to develop a variable curriculum to meet the needs.

This was a descriptive survey. Intensive, repeated and structured interviews, extensive observation, questionnaires, and a survey schedule were the tools used. An analysis of official and research documents was also undertaken. The school syllabus was analysed in the light of the educational needs.

Some of the observations were: 1. The Santals belonged to a distinct tribe very closely related to the Mundari group of tribes of India. Most of the Santals lived in Orissa, Bihar and West Bengal. They had a distinct culture of their own. Though degenerated, they had their own forms of social initiations, education and life programme. The tribe had developed a tribal art and spirit of independence. They could easily be drawn into the mainstream and many had been drawn through conversion to Christianity. There was a tendency to retain the cultural identity within the mainstream. 2. Literacy was very poor and so also education. Many causes were in operation for depriving them of education and economic development. However, they had developed an urge for development and an aspiration for better life through education. Educational aspiration was at a very low level. Vocational aspirations being at a very low level, the urge for education and training was very poor. The converts to Christianity had, however, developed these to a much higher level. The number of highly educated Santals was very small. 3. The researcher identified needs in seven areas, viz., economic, environmental, personality, communication, socio-cultural, socio-political and political. 4. The educational needs were classified into four developmental areas, viz., development of the child as a person, a learner, a worker and a citizen. 5. The probability of different schooling strategies to meet the needs and solve the problems was studied. The problems were related to various input processes and output variables listed from previous studies. The strategies were studied under the heads: purpose, time target, setting, involvement, role, mode of interaction, programme, support system, finance, and control. An analysis showed the strategy elements and their effectiveness or otherwise in solving problems. The identified problems were, (i) apathy of community members to education, (ii) enrolment, (iii) retention, (iv) stagnation retardation, (v) relevance of the content of education, (vi) post-education occupation, (vii) alienation, and (viii) communication. From the studies of these strategies and problems, the probability of the education of the Santals was reported. Considering the input variables needed and existant, the researcher came to the conclusion that the real problem lay in the lack of adequate coordination of resources. For this it was necessary that (a) the system of education be locally adaptable, (b) the content and strategies be based on the local culture, and (c) appropriately trained teachers should be provided.

1643. SHARMA, R.C., *Effect of Incentive Schemes on Scheduled Castes, Scheduled Tribes and Girls*, SIERT, Rajasthan, 1984

The study aimed at finding out the effect of different incentives like free uniforms, textbooks, and boarding and lodging facilities on enrolment of scheduled caste and scheduled tribe students and girls.

The random sampling method was used. One panchayat samiti from each district of Rajasthan was taken up for study. Ten per cent of the schools from those in these panchayat samitis in 1981-82 were selected.

The study revealed: 1. As a result of the incentives, the increase in enrolment between 1973-74 and 1982-83 among boys of the 6–14 age-group at primary school level was from 60 to 95 per cent (all the groups) and from 49.2 to 92.7 per cent among SC and ST. During the same period the increase among girls of all castes was from 13.9 to 34.8 per cent and for those belonging to SC and ST, it was 4.6 to 23.1 per cent. 2. Dungarpur, Banswara and Sirohi districts showed a 100 per cent enrolment of boys. Thus the incentive had a positive effect on enrolment.

1644. SINGH, L.B., *A Study in Personality of Tribal Students,* Ph.D. Psy., Bhagalpur U., 1979

The main aims of the study were to make a comparative study of some personality dimensions (intelligence, anxiety, extraversion and achievement motivation) and academic achievement of Santal (tribal) and non-Santal (nontribal) undergraduate students, and to find out the relationship, if any, between the personality dimensions and academic achievement of both the samples. Nine hypotheses were tested.

A random sample of 400 Santal (experimental group) and 200 non-Santal (controlled group) male, non-psychology students of undergraduate (mainly the colleges in Santal Parganas) classes of Bhagalpur Universty, matched for their sex, age, education economic status and educational and occupational status of parents, were administered the Wechsler Adult Performance Intelligence Scale (Form PR), adapted by Ramalingaswamy, Sinha's M–A Self Analysis Form (Anxiety Scale), the E-Scale from Eysenck's Personality Inventory and Bhatia's Achievement Motivation Test. The average of aggregate marks in two consecutive examinations formed the criterion of academic achievement. Besides this, a Personal Data Sheet was used. Mean, t-test, Pearson's r, etc., were computed for data analysis.

The major findings were: 1. Santal students were significantly higher in anxiety, lower in intelligence, achievement motivation, and academic achievement than non-Santals. 2. No significant difference was obtained in extraversion. 3. There was a positive and significant correlation between intelligence and academic achievement. 4. Anxiety was negatively related with academic achievement (not significant in the case of Santals). 5. Extraversion was negatively but not significantly related with academic achievement of Santals, whereas it was positively and significantly related in the case of non-Santals. 6. The relationship between achievement motivation and academic achievement was positive but not significant.

1645. SINGH, S.P., *Harijan Students: Their Values, Problems and Level of Frustration,* Ph.D. Psy., Bhagalpur U., 1986

The main aim of the research was to make a comparative study of values (economic, social, political, theoretical, religious, moral and aesthetic,) problems (academic, financial and social) and level of frustration (aggression, fixation, resignation and regression) among Harijan and non-Harijan undergraduate students of Bhagalpur University. Seventeen hypotheses were examined.

In all, 300 Harijan and 200 non-Harijan male undergraduate students comparable in age, sex, education, and educational and socio-economic status of their parents were selected from three degree colleges located at Banka, Godda and Sahibganj of Bhagalpur University. Dwivedi's Value Test, Kumari's Student Problem Checklist, Chouhan and Tiwari's Frustration Test, and a Personal Data Sheet were used. Mean, SD, t-test, etc., were employed.

The major findings were: 1. Harijan students were significantly higher on economic and religious values, and lower on social, political, theoretical, moral and aesthetic values. They had significantly more frequent and intense academic, financial and social problems in comparison with non-Harijan students. Non-Harijans were significantly more aggressive than Harijan students. There was no significant difference in the regressive behaviour of Harijan and non-Harijan students. Harijan displayed more fixated and resignated behaviour than non-Harijan students.

1646. SINGH, TRILOCHAN, *A Study of the Educational Problems of Scheduled Caste and Scheduled Tribe Students Studying in the Colleges affiliated to the Avadh University,* Ph.D. Edu., Avadh U., 1987

The objectives of the investigation were (i) to study institutional educational problems like admission, selection of subjects, class teaching and homework, evaluation, library and reading room, cocurricular activities, residence (hostel etc.), environment and personal relations in the institution, of scheduled caste (SC) and scheduled tribe (ST) students and to compare these among students studying in rural and urban colleges, (ii) to study the non-institutional educational problems, like personal and family background, achievements in curricular and cocurricular activities, study habits, motivation for higher studies, educational and vocational aspirations of SC and ST students, and to compare these among students studying in rural and urban colleges, (iii) to know the facilities provided by college principals and teachers to SC and ST students and the problems faced, (iv) to estimate the adequacy of govern-

mental help and give suggestion for making it effective, and (v) to suggest measures for proper educational development of SC/ST students.

The study was a normative survey. The sample selected, using stratified random and cluster sampling methods, had 373 SC/ST students (13 female and 268 male students of urban colleges, and 92 male students of rural colleges) selected from B.A. II classes of 20 affiliated colleges of Avadh University; 22 principals of affiliated colleges having an arts faculty; 80 college teachers teaching students in the sample and 60 guardians. Tools used for the study were questionnaires (Student Information Blank, Principal-Information Blank, and Teacher-Information Blank) and an interview schedule (Parent Interview Schedule). Besides these four tools prepared by the investigator himself for content analysis, college and university records were also used. Collected data were tabulated and analysed using suitable statistical techniques.

The major findings of the study were: 1. Due to reservation, SC/ST students had no problem in getting admission and reserved seats were not all filled. 2. Generally, students felt no problem in selecting their subjects of study; only a small number felt some difficulty because of non-availability of some subjects in the institutions. 3. Teachers generally followed lecture and note dictation methods of teaching. They never used teaching aids nor gave students an opportunity to ask questions. Mostly, homework was not given and, if some teachers gave it, it was seldom checked. Sometimes students felt difficulty in following teachers' spoken language in classrooms. 4. Every institution had a library, but all of them did not have reading rooms. SC/ST students were not found to benefit adequately from these facilities due to various reasons. 5. All the SC/ST students did not participate in cocurricular activities, and even those few who did felt difficulty due to lack of materials and unsuitable timing of activities. 6. All institutions did not have hostels and those which had them had inadequate facilities for living and study. One-fourth of SC/ST students lived in hostels. The rest lived with their parents or relatives or in rented rooms. Most of them did not have proper study facilities at their place of residence. 7. Interpersonal relations between principals, teachers, non-teaching employees, SC/ST students and other caste students were mostly satisfactory, and the institutional environment was mostly found to be inspiring. However, a small fraction of SC/ST students (about six per cent) expressed their dissatisfaction with interpersonal relations and the environment in the institutions. 8. Most of the SC/ST students were found to be of a higher age group and were married. More than three-fourths of the guardians of these students were illiterate, had rural occupation and income up to Rs. 600 per month. Governmental scholarships were the main economic support for their study. Almost all the SC/ST students faced economic difficulty in pursuing their studies. 9. The academic achievement of these students was not satisfactory. Their main sources of studies were question–answer/guide books and class notes. They were found to begin their regular studies for examinations after December. 10. SC/ST students' achievements in cocurricular activities at the school stage were not satisfactory. 11. These students had high educational but low vocational aspirations. 12. All SC/ST students, guardians and one-third of principals and teachers expressed their concern about the inadequacy of governmental help currently given to SC/ST students. 13. Suggestions given by the respondents for ensuring proper educational development of SC/ST students included increase in amount of scholarship, its timely disbursement, appointments in higher education, security of job after studies, coaching classes, etc.

1647. SINGH, V.N., *A Comparative Study of Child-rearing Practices in Santals and Non-Santals*, Ph.D. Psy., Bhagalpur U., 1982

The main purpose of the study was to investigate parental discipline and parental attitudes of Santals and non-Santals, and also differences, if any, in child-rearing practices of Santal and non-Santal mothers. The main hypotheses were that there would be a significant difference between the parental discipline, parental attitudes and child care methods (feeding, weaning, toilet-training and bed habits) of Santals and non-Santals.

A random sample (Sample I) of 400 Santal (experimental group) and 200 non-Santal (control group) male undergraduate students of colleges situated in Santal Parganas was drawn. The students were matched for age, sex, education, economic status, size of family, residence, and educational and occupational status of parents. Sample II included 50 mothers of Santal and 50 mothers of non-Santal students (from Sample I), which was matched for age, education, occupation, economic status, size of the family, and residence. Sowaid's Parental Discipline Scale, Singh's Parental Attitude Scale, Pramanick's Child Care Schedule and a Personal Data

Sheet were used. Mean, SD, t-test, chi-square test two-way analysis of variance, etc., were employed for drawing conclusions.

The major findings were: 1. There were significant differences between parental discipline, parental attitude and child care methods of Santals and non-Santals. 2. More power assertive discipline was exercised by Santal than by non-Santal fathers. 3. Santal parents compared to non-Santals, used less love-withdrawal and were more restrictive, had a less loving attitude and more neglecting attitude towards their children than a protecting attitude. 4. Santals had been subjected to less inductive discipline than non-Santals. 5. Breast feeding and demand feeding were more prevalent among Santal mothers. They resorted to late and casual weaning and were more lenient regarding toilet, bath-room and bed-habit training than non-Santal mothers.

1648. SRIVASTAVA, N.N., *A Study of Scientific Attitude of Science and Arts Students belonging to Scheduled Caste and Scheduled Tribes vis-a-vis Non-Scheduled Caste Communities,* Ph.D. Edu., Raj. U., 1983

The objectives of the study were (i) to study the differences, if any, in scientific attitudes among students belonging to scheduled caste/scheduled tribe and non-SC/ST, (ii) to study the differences, if any, in scientific attitudes among students of arts and science faculties, (iii) to study differences, if any, in scientific attitudes in terms of level of education, nemely, higher secondary and III year TDC, and (iv) to study differences, if any, in scientific attitudes in terms of sex. In order to achieve the objectives of the study null hypotheses were framed.

A total sample of 480 students was selected through a stratified constant sampling process. It included 240 college students and 240 school-going students. These sample subjects were chosen from different strata of the population. The strata were categorized on the dimension of the elective study subjects stream, sex, educational level and caste category of students. The sample subjects were administered the Scientific Attitude Scale. The scale had eight constructs to define scientific attitude—(i) objectivity, (ii) open-mindedness, (iii) suspended judgement (restraint), (iv) respect for evidence (reliance on fact), (v) honesty, (iv) willingness to change ideas and critical awareness stand, (vii) critical mindedness, and (viii) questioning attitude. The scale had a test-retest reliability of 0.83 and its content validity was ascertained with the help of judges. The data were analysed and interpreted, using t-test ad F-test, firstly from gestalt level and then from atomistic level.

The findings of the study were: 1. Mean scores of science students on the Scientific Attitude Scale were higher than those of the arts students, irrespective of their caste, sex and education. 2. Boys scored consistently higher than girls on the Scientific Attitude Scale when (i) groups of all boys were compared with all girls, (ii) boys of III year science were compared with girls of TDC III year science. But girls scored consistently higher than boys on Scientific Attitude Scale when the follwing groups were compared: (i) boys (non-SC/ST) vis-a-vis girls (non-SC/ST) of higher secondary and TDC III year of arts and science faculties, (ii) boys (non-SC/ST) vis-a-vis girls (non-SC/ST) of higher secondary arts faculty, (iii) all boys (non-SC/ST) vis-a-vis all girls (non-SC/ST), (iv) boys (non-SC/ST) of higher secondary science vis-a-vis girls (non-SC/ST) of higher secondary science. 3. Higher secondary girls belonging to scheduled castes/scheduled tribes or non-SC/ST of science or arts faculties, and higher secondary boys belonging to non-SC/ST of science faculty scored consistently higher scores on the Scientific Attitude Scale than their counterparts of III year of TDC (Three Year Degree Course). 4. SC/ST boys of higher secondary science and SC/ST girls of TDC III year science faculties scored consistently higher scores on the Scientific Attitude Scale than their respective counterparts of non SC/ST boys of higher secondary science and non-SC/ST girls of TDC III year science faculties. 5. The groups that differed significantly on scientific attitude in reference to caste as an independent variable were, (i) all SC/ST students vis-a-vis all non-SC/ST students, (ii) SC/ST girls of higher secondary arts vis-a-vis non-SC/ST girls of higher secondary arts, (iii) SC/ST students of higher secondary vis-a-vis non-SC/ST students of higher secondary of arts and science faculties, (iv) SC/ST students of TDC III year vis-a-vis non SC/ST students of III year arts and science faculties, (v) SC/ST girls of TDC III year arts vis-a-vis non-SC/ST girls of TDC III year arts. 6. Non-SC/ST students had a more positive scientific attitude than their counterparts belonging to SC/ST.

1649. SRIVASTAVA, P., *A Socio-psychological Study of Stagnates among Tribal and Nontribal Students of Class VIII,* Ph.D. Edu., Luc. U., 1986

The investigation was designed to have a comparative

study of tribal and nontribal stagnates with reference to their mode of stagnation, academic achievement, personality traits, socio-economic status and intelligence.

The sample for the study consisted of 210 stagnates from five tribal groups and 250 stagnates from the nontribal people residing in the same region. Data regarding intelligence were collected with the help of Jalota's Group General Mental Ability Test. Cattell's HSPQ was administered for identification of personality traits. Kulshreshta's Socio-Economic Status Scale (Rural) was administered for determination of the socio-economic level of the stagnates. Marks secured by the stagnates in the annual examination were used as the criterion of academic achievement.

The main findings of the study were: 1. Bhotia and Jaunsari tribal students were more intelligent than the nontribal students. Tharu, Boxa and Raji students were less intelligent than the nontribal students. 2. Bhotia and Jaunsari students exibited a positive attitude towards most of the personality factors. 3. Tharu, Boxa and Raji tribals showed a negative attitude towards personality traits. 4. The stagnates of Bhotia, Tharu, Jaunsari and Boxa tribes did not show any significant difference from the nontribal students. 5. The stagnates from the Raji tribe had comparatively poor socio-economic background. 6. Bhotia and Jaunsari students showed better academic performance than the nontribals. 7. Academic performance of Tharu, Jaunsari and Raji tribals was inferior to that of the nontribals.

The findings implied that programmes for the development of students from different tribes should be in accordance with their needs and their mother-tongue should be used as the medium of instruction.

1650. SUJATHA, B.N. and YESHODHARA, K., *A Comparative Study of some Educational Variables of SC/ST Students, Dept. of Education,* Mys. U., 1986 (NCERT Financed)

The major objectives of the study were (i) to study the level of academic achievement (AA), achievement motivation (AM), school adjustment (SA) and personality factors (PF) of SC/ST and non-SC/ST high school students, (ii) to make intergroup comparisons with respect to the above-mentioned variables, (iii) to find out the relationship between academic achievement and other educational variables selected for the study—achievement motivation, school adjustment and personality factors, and (iv) to find out the relationship between academic achievement, achievement motivation, school adjustment and personality factors and background variables like socio-economic status (SES) and type of school (TS).

The sample consisted of 1340 class IX Kannada medium students selected by the stratified random sampling method, giving proportionate representation to SC/ST and non-SC/ST students, and also to boys and girls. It was drawn from 27 high shcools, out of which 14 were government schools and to 13 were private. The study was a descriptive-cum-correlational type. The required data were collected by using a Kannada version of Prayag Mehta's Achievement Motivation Inventory (verbal), a Kannada version of N.M. Bhagia's School Adjustment Inventory, a Kannada version of Cattell's Junior–Senior High School Personality Questionnaire—HSPQ-Form A (Age 12 through 18), and a revised version of Kuppuswamy's SES Scale (Urban).

The major findings were: 1. SC/ST students were low in their academic achievement and achievement motivation. They had relatively poor school adjustment compared to non-SC/ST students. 2. Both SC/ST and non-SC/ST students were low on the personality factor B (less intelligent/more intelligent) and were average on the other factors, viz., C (affected by feelings/emotionally stable), G (expedient/conscientious) and Q_2 (group dependent/self sufficient) of Cattell's HSPQ. 3. In case of both SC/ST and non-SC/ST groups, academic achievement was found to be independent of achievement motivation and personality factors B, C, G, Q_2 of HSQP. 4. A significant association between academic achievement and school adjustment was found in the case of SC/ST students, but not in the case of non-SC/ST students. 5. In the case of SC/ST as well as non-SC/ST groups, a significant relationship was found between academic achievement and SES of the students whereas achievement motivation and SES, school adjustment and SES were found to be independent of each other. 6. The personality factors B,G and Q_2 in the case of SC/ST and C, G and Q_2 in the case on non-SC/ST students were not related to SES but there was a significant relationship between factor C and SES in the cast of SC/ST, factor B and SES in case of non-SC/ST students. 7. There was a significant association between academic achievement and type of school in the case of SC/ST students, but not in the case of non-SC/ST students. 8. In the case of both SC/ST and non-SC/ST

students, a significant relationship was found between achievement motivation and type of school, whereas school adjustment was found to be independent of the type of school attended. 9. Personality factors C, G and Q_2 in the case of SC/ST students and only G and Q_2 in the case of non-SC/ST students were not dependent on the type of school. 10. Personality factors B and school type were related in the case of both the groups whereas personality factor C and type of school were related only in the case of non-SC/ST students.

Some of the implications of the study are: (1) There is a great need to provide for, (a) a specially designed compensatory programme to enrich SC/ST students' cognitive faculty and achievement, to overcome their specific learning problems/difficulties on a much larger scale than is being done now, (b) compensatory language programmes to bridge the gap between home language and school language, which goes a long way in facilitating better achievement among SC/ST children. (2) It is very much essential to involve parents in the process of education and orient them regarding the value of education through non-formal education and other community education programmes. Steps should also be taken to provide a stimulating school environment which encourages SC/ST children to develop aspirations and to achieve better. (3) Teachers should be specially trained to plan out and implement many of the special programmes intended for the education of SC/ST children and to encourage them in all possible ways to rise on the academic ladder of progress and excellence.

1651. THIAGARAJAN, A.P., *A Study of the Scheduled Caste Students in the Madurai Kamaraj University*, Ph.D. Edu., MSU, 1983

The major objectives of the study were (i) to study the enrolment of scheduled caste (SC)) students in the M.K. University during the period 1972 to 1981 with respect to certain institutional and students' background variables, (ii) to identify the dropout rate and the causes thereof, (iii) to study the provision of incentive schemes for SC students and their utilization, (iv) to study social relationships existing between SC students and caste groups, and among different caste groups, and among different scheduled sub-caste groups, (v) to compare academic achievement of SC and non-SC students, and (vi) to study the occupational preferences of SC students.

Out of a total of 53 general colleges, six were selected for the study following a cluster random sampling technique. Out of five professional colleges, two were selected purposively as the sample institutions. All the 262 SC students studying in these institutions were treated as the initial sample. Out of them, 110 were retained in the final sample. The investigator prepared and used questionnaires and interview schedules for major scale and Kuppuswamy's (1951) modified form of the Bogardus Social Distance Scale. Data were collected from records, SC students and principals of the sample institutions through personal visits. Descriptive statistical techniques were used for analysis of data.

The major findings of the study were: 1. About 73 per cent of the general course SC students and 66 per cent of professional course SC students were first generation learners. 2. Professional course SC students were superior to general SC students with regard to SES. 3. Around 31 per cent of SC students had difficulties in comprehending instruction through the English medium. They had special difficulties in subjects like physics, chemistry, botany, mathematics, accountancy and statistics. 4. A sizable number (13 to 23 per cent) of SC students could not take a clear decision about their future career. 5. They wanted to have intimate relationships with the Hindu and Christian Harijans. The professional course students showed keenness to mix with Brahmins. 6. The most preferred occupations were executive and administrative services, and clerical and related services. 7. Almost all (99.6 per cent) of the students got scholarships. 8. Compensatory teaching was prevalent in general colleges. 9. In the case of general as well as professional courses, the results of SC studetns were poorer than those of non-SC students.

The educational implications are: (1) Parents should be given financial support along with the existing incentive schemes. (2) They should be made aware of existing incentive schemes for their children's education. (3) Compensatory teaching schemes should be implemented in all college hostels.

1652. VAISHNAV, B.S., *A Study of Educational and Occupational Experiences of the Scheduled Caste Post-matric Scholars of Ahmedabad City*, Ph.D. Soc., Guj. U., 1983

This was a follow-up study in 1977 of a sample of scheduled caste post-matric scholars residing in Ahmedabad city who had been studied earlier in 1967-68. The major objective of the study was to analyse the educational

and occupational experiences of the sample. It also tried to find out the outcomes of their educational and occupational experiences, such as their attitudes towards education, exposure to mass media, views regarding education of their own children, etc.

The study included 226 (181 males, 45 females) scheduled caste post-matric scholars for examining different aspects (educational and occupational attainments, reasons for dropping out and failures, motivation for further study, experience with the non-scheduled caste co-students and teachers, difficulties encountered during and after post-matric study, opinion regarding the utilization of various facilities for higher education, nature of their jobs, salary, job satisfaction, mobility expectations and opinion regarding reservation policy after almost a decade. An interview schedule was prepared, pretested and finalized for data collection.

Major findings of the study were: 1. About 80 per cent of the respondents, in spite of failure and breaks in the case of some of them, could obtain post-matric degree or diplomas. Of these respondents, only one-fourth had obtained a technical (science, medical, engineering) degree or a diploma in engineering. The rest obtained degrees from the faculties of arts, commerce, law and education. Although a fairly high return of the government assistance was thus obtained, their representation in technical faculties was rather low, 2. The scholastic performance of the respondents at the SSC as well as at the graduate examinations was fairly good. More than half of them had obtained distinction, first class or second class marks at the SSC examination. The scholastic performance of the males was slightly better than that of the females at the SSC examination, but it was otherwise at the graduate examination. Where the scholastic performance at the SSC examination was low, the drop-out rate was high, 3. About 80 per cent of post-matric degree or diploma holders did not desire to study further for the reason that they had enough education to obtain a job and further education was not, in their view likely to bring any additional benefits, 4. About four-fifths of the respondents participated in various activities. It was notable that while there was fair participation in physical activities like sports and NCC, in debate, essay competitions and such individual educational activities, participation was poor. 5. More females than males participated in essay competitions and fine arts activities. 6. Newspapers were the most popular media they were exposed to. Their interest in radio programmes was confined to film music. 7. Only about one-eighth of the respondents, particularly males, were involved in some political activities during and after post-matric study. 8. The respondents had more non-scheduled caste friends than scheduled caste friends, 9. The difficulties encountered by very few respondents were financial difficulties, non-cooperation from family members, lack of reading facilities, lack of scholarships and hostel and college admission. Difficulties like prejudicial behaviour of non-scheduled caste fellow-students and teachers bothered very few respondents. 10. On the scholarship scheme the respondents' view was that the amount was not enough to meet the expenditure for higher education. However, they did agree that the scholarship scheme had definitely been successful. 11. The present generation of scheduled castes in an urban set-up had been modestly able to move upward in the caste class-oriented social structure. 12. Their faith in political pressures for continuance of the policy of protective discrimination had hindered their progress and had also generated some controversies.

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