

CHAPTER – 2

REVIEW OF RELATED LITERATURE

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2.0.0 INTRODUCTION

The significance of tribal education, elementary education, community participation and tribal's participation in elementary education was discussed in detail in the previous chapter. A present study deal with the status of tribal's participation in different elementary school activities. Further the study attempts to find the constitution of different committees, functioning of different committees, perception of functionaries with regard to participation of tribals in elementary school activities and perception of beneficiaries with regard to elementary education. It remains useful to consider the related literature before investigating the participation of tribals in elementary school activities, in detail. Present chapter attempts to review the related studies. Reviews include any study related to the tribal education in India and community participation in elementary education. Studies related to participation of tribals in elementary education are also discussed in this review. Finally the implications of the present review are presented at the end.

Keeping in view the objectives and focus of the present study, a total of one hundred fifty studies have been reviewed in this chapter to develop a wholistic perspective of the nature and findings of these studies and to arrive at the implications for the present study and a rationale for the present study. In the view of the variation in the focus of the studies reviewed they have been categorised in terms of the following aspects:

- ❑ Studies based on tribal education
- ❑ Studies based on community participation in elementary education
- ❑ Studies based on participation of tribals in elementary education.

It may be mentioned here that the above classification is by no means an exhaustive one. Further, while reviewing, some studies may appear exclusively on any one section and other may cut across two or more sections were discussed based on the theme. A detailed discussion of studies on three sections is presented in what follows:

2.1.0 Studies based on tribal education

The seventy six studies reviewed under this section focused on different aspects of tribal education such as different aspects of school education, status, impact of education, educational development, educational facilities, scholarship, financial assistance, educational schemes, needs, probabilities, problems, dropout, wastage, low literacy, ashram schools, intelligence, academic achievement, scientific attitude, social attitude, educational attitude, socio-cultural deprivation, socio-economic mobility and Vocational variables.

Traditional mechanisms of tribal education was analyzed in seven studies, by Tappo (1974), Singh (1982), Joshi (1985), Jha (1986), Talsera (1988), Bandopadhyay (1992) and Eswaraigh (1996). The studies by Joshi (1985) and Talsera (1988) suggested that there is a need to preserve positive components of tribal culture and ethnicity such as education through folk songs. The traditional mechanisms of tribal education and the modern school system run by the government missionaries and their impact on the tribals in Bihar was studied by Tappo (1974). Child rearing practices among the Santals was studied by Singh (1982). It was a comparative study, probed in to parental discipline and parental attitude in child rearing practices of Santal and non-Santal mothers. There was a significant difference between parental attitudes and child care methods of Santal and non-Santals. The attitude of Santal parents was more permissive and they were careless about toilet habits. Further, socio-cultural and economic condition including family structure, parental behavior and conservation of tribals in Kerala was studied by Joshi (1985). The study seeks to analyze the educational potentialities and 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. Similar studies were conducted by Talsera (1988), Bandopadhyay (1992) and Eswaraigh (1996) to analyze the nature and role of tribal education. The study by Talsera (1988) is on tribals and education: a quest for integration in the regional mainstream. The study aims at analyzing the role of modern education in integrating tribals with the mainstream and also attempts to identify the regional level areas in which integration of various tribal groups in Rajasthan is required. The study very rightly suggests that there is a need to develop an alternative model for tribal education, which should, on the one hand,

help the tribals to preserve their ethnicity, and on the other, speed up their integration with the regional society. Special courses oriented to technology rather than agriculture and a co-curricular package of activities should be made available to tribal students. The methodology of education in this context requires a wide structural transformation. Bandopadhyay (1992) studied treatise on the education of the backward classes in India since Independence with special reference to West Bengal. The UEE among the backward classes was yet to be attained. There had also been differences in reasons for poor enrolment in different schools located in different environmental situations. Absenteeism, wastage and stagnation in elementary education were greater, in some micro cases among girls than boys. Education of the backward classes had a positive effect on the development of social and national integration against disruptive forces, caste based communalism and religious fundamentalism. The majority of the parents of the backward classes living in different environmental locations have a positive attitude towards the education of their children, but they could hardly act as their attitudes. While, Eswaraigh (1996) studied children's education among primitive tribals of Rampachodavaram integrated tribal development agency (East Godavari) of Andhra Pradesh. The study investigated in to the nature of tribal children schooling, parents and teacher's awareness and interest and their relationship with primitiveness of tribals and economic change. The location of the study was integrated tribal development agency of Rampachovaram of East Godavari district of Andhra Pradesh. The tribals living in this integrated tribal development agency were Konda Reddy, Koya Dora, Valmikis, Konda Kammara and Konda Kapus. The findings revealed that seventy five percent of the parents wanted to educate their children for higher studies so that job could be secured for their children. Around 25 % of the parents were aware of reservations in education and job while they also informed that only half of the teachers attended schools regularly. Most of the high school students had knowledge of government reservations for them in education, training, job and promotions. Many students opted for difficulties in English, Mathematics and Science subjects. In remote villages, the teacher student ratio was 1:20 while in other places it was 1:40. Teachers suggestions for improvement included hostel for each school, repeated coaching, construction of schools and hostels with all the infrastructure and filling up of teachers posts. Dropouts were high after high school stage. Much absenteeism among students

was seen during sowing seasons, festivals, ceremonies and illness while 25% of the children in the age group 1-15 years were engaged in child labor. Due to lack of irrigation facilities, kuccha roads etc. were some of the impediments that were faced by tribals. Size of tribal families was high; the tribal population was growing at a rate of 3% per annum with the percentage of child population (less than 15 years) being 40%. 80% of the houses were kuccha, only 19% had electrical connections. Students were either overage or underage. Low attendance at class and low performance at tests was another problem. The suggestion included parent health checkups, orientation on health education prevention of diseases and elementary medicine, vocational courses from class VII onwards. The dedicated teachers who could stay in villages to motivate parents and children could prevent the problems of dropouts and child labor to a great extent. The socio-cultural and economic condition including family structure, parental behavior and conservation of tribals in Bihar was studied by Jha (1986). The study brought out that the 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, daughter received more protection and sons suffered from neglect and rejection. In non-tribal group, the sons received more restriction, neglect and rejection while daughters received more love and permissive treatment from parents.

The seven studies were conducted on different aspects of school education such as educational programmes, curriculum, appointment of teachers, student teacher ratio, equality of education opportunities, non formal education, tribal sub-plan, in-service and intervention programme for tribals. The studies were done by Reddy (1980), Sujatha (1980), Krishnarao (1986), Rao (1993), Suera (1994), Shukla (1995) and Pati (1996). Reddy (1980) had done study on spatial analysis of the socio-economic structure of tribal communities in Maharashtra; addressed itself to the influence of social and demographic variables like urbanization, literacy and population size on participation rate and pattern of economic participation in different industrial categories. The results showed that it is poverty that compels both tribal male and females to work for a livelihood throughout the year. Sujatha (1980) extended the field of education, classroom and formal system to the 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 the society.

Krishnarao (1986) made a case study of seven tribal schools. Different kinds of schools were selected as primary ashram schools, government high schools, ashram high schools and tribal welfare high schools. The views of teachers and parents were also collected. In course of the study, the magnitude of wastage and stagnation was assessed as also the problems of schools. Socio- economic status of parents, their attitude towards teachers, children's education, and employment were also analyzed. Rao (1993) undertook a study about the impact of in-service educational programmes on tribal teachers at primary level of Adilabad district in Andhra Pradesh. He also tried to identify monitoring and administrative problems. Survey and questionnaire methods were used to collect the relevant data. The findings revealed that there were quite a few monitoring and administrative problems. The programmes were irregular, there was lack of coordination between participants, resource persons and organizers, the programmes were not impressive as there was no impact on participants; finances were inadequate and the programme was not up to the mark and did not match the teachers needs. Paradoxically the syllabus and the course material did not go hand in hand. Surea (1994) studied contribution of the Tribal sub-plan in the education of adivasis of Sabarkantha district of Gujarat. The study focused on the problems of primary education and the effectiveness of the Tribal sub-plan in all round development of the Adivasis. The contribution of the Tribal sub-plan towards small farmers in agriculture, electricity and self employment etc, was found beneficial. It accelerated student enrolment. The benefit of this scheme, however, did not reach the very poor, non knowledgeable and illiterate adivasis. The Tribal sub-plan had equal impact on educational progress in four adivasi talukas of Sabarkantha district. The Meghraj taluka was far behind. Bhiloda and the Vijaynagar talukas were quite forward in educational progress. The progress of educational and physical facilities increased in four adivasi talukas of Sabarkantha district due to Tribal sub-plan. The basic needs like sufficient number of teachers and rooms for pupils were not provided under Tribal sub-plan. Shukla (1995) studied effectiveness of various interventions for improving tribal education. The aims were to survey the current status and effectiveness of the schemes planned for improving education of scheduled tribe children. The study was based on secondary information available in the annual reports, statistical data, educational plans and tribal sub-plans of the states. Major findings were that states differed

from each others in terms of intervention planned for their STs population both in quality and quantity due to difference in the need of target groups in various stages. No specific teacher preparation programme had been developed by the states to orient teachers in the methodology of teaching tribal children and make use of their environment and culture to improve the quality of teaching. The interventions were planned at the state level instead of at the level of tribal habitation. Most of the interventions were of welfare nature and did not cover total population. Their benefits were not reaching children in time. The financial assistance provided under various interventions like scholarships, stipends and attendance allowance was inadequate and very few states had schemes to identify talented ST children. There was no specific scheme for ensuring the achievement level of ST children and quality instructional material in tribal dialects. Pati (1996) evaluated primary school curriculum for tribal children of Orissa. The teachers were of the view that the curriculum followed for the tribal primary school children had not been prepared according to the age and needs of the tribal children. Not a single topic included in the primary curriculum was of any use in the day to day work of the tribal children. The surrounding environment had not at all been taken in to consideration while preparing the curriculum for tribal children. There was no provision for agriculture, animal husbandry etc. in the curriculum prescribed for the tribal children. The prescribed curriculum did not contain topics like preservation of forests, collection of forest products and their marketing etc. which tribal need to know.

The four studies conducted on status of education of tribals were by Srivastava, Prasad, Gupta, Lal, Ambhasat and Awasthy (1970), Sharma (1995), Ambhasat (1996) and Pathyand (1997). Srivastava et. al. (1970) conducted study on educational and economic condition and employment position of eighteen tribes. The study intended to collect data on education, economic conditions and employment position of a cross-section of the tribal people selected from different strata of development. The tribes of Bihar, Madhya Pradesh and Orissa were sampled in to two groups. The extremely under developed group comprised the Juang, Asur, Bihar, Baiga, Sauria, Paharia, Korwa, Koya, Abujmarhia, Kutiya Kondh, and the semi developed or developed group comprised the Gond, Munda, Oraon, Pradhan, Mirdha, Halba, Bhiyan, Ho and Raj Gond. The study covered only three tribes in each of the two categories having a sizeable population. The

total number of sample villages was 259. As many as 241 primary schools, 187 middle schools and ninety-five high/higher secondary schools were studied. Out of the respondents, there were 101 government officials, 233 local leaders and 356 teachers. Data collection involved gathering information about different tribes, total population figures of the sample villages, the enrolment figures of STs students, percentage of literacy with educational levels, different aspects of financial assistance given to the tribal students, occupational classification of the sample tribes along with the educated unemployment figures. Interview schedules, questionnaires and official records at various levels were the tools and techniques used. Scores were then worked out to determine the levels of development of tribes. The findings of the study reveal that (i) the scores of the Halba and Pradhan being 34.64 and 27.70 respectively, they can be considered as educationally more developed than the general rural population of India (ii) the Barga, Gond, Sauria Paharia, Korwa, Kutia, Kondh, Koya and the Birhor are at extremely low levels of educational development (iii) the scores of other tribes are less than that of the Indian rural population (iv) the sample tribes are in a relatively better position, as regards educated unemployment, in comparison to the Indian rural population (v) among the Birhor, Abujmarlia, Koya and Kutiya Kondh, there is no educated persons among them in the sample villages (vi) the ranking obtained in relation to the general level of development of the tribes is in conformity with the classification of tribes in different categories of development and (vi) those tribes which rank high, obviously need lesser assistance for their development than those who are at the lower levels. Sharma (1995) explored the equality of education opportunities at primary education level in Udaipur division. The study indicates that 8 % rural and 5.1 % tribal schools were not at all inspected. No urban school remained uninspected. Highest percentage of tribal schools faced problems related to students as compared to rural and urban school teachers. Disobedience of headmaster was many times more in tribal schools than in rural and urban school teachers. Tribal schools were at a disadvantage with regard to the number of female teachers who were supposed to be more affectionate with younger children. Higher percentage of tribal urban teachers participated in different service education programmes as against rural and tribal teachers. Highest percentage of tribal pupils found their teachers indifferent and punitive; 8 % of urban and sizeable percent of rural pupils held the same perception. Highest percentage of

urban teachers had a negative attitude towards teaching profession. Ambhasat (1996) conducted a critical study of tribal education (with special reference to Ranchi district). The study aimed at making a survey of the existing system of education with a view to understanding the problems of education and gaining a sense of direction for future. Questionnaire was used to measure the attitude. Some of the salient findings were education was given by imitation and association. The school buildings were ill built except for mission and seva mandal schools. There were some residential schools exclusively for the tribals. Scholarships and stipends were awarded by welfare and education departments. Among the Kharia students, tribal Christian teachers were most favored. Among mundas, tribal teachers were liked most; tribal Christian teachers were also liked by Oraon boys and girls. The reasons for popularity were cleanliness, capacity of narrating stories from bible, loving and helpful nature and speaking the same language of the students. Students did not like a teacher who did not belong to their community. Most of the teachers liked their place and the majority of them did not want to go to the city. The teachers rated the honesty of the local people as quite high. The general emphasis was on folk dances, youth activities and literacy classes. Economic reasons accounted for the reluctance of parents to send their wards to school since they would otherwise be helping them in household works. The teacher-student ratio was 1:40 and sometimes it was even 1:75. There were many single teacher schools. Primary schools had normally no furniture and building, wastage was quite high, even up to 50% at grade IV, in comparison to the enrolment in grade I. The medium of instruction was still a problem to be decided. The impact of education was, however, seen in a number of changes in identical and material aspects of their culture, which they had adopted. The use of modern amenities, knowledge and dress were the indicators of change in the tribal life. In the ideational aspects, the formal education had changed the attitude towards the way of life, the social aspiration and tribal. The students who had studied up to matriculation had imbibed many of the urban characteristics. Indiscipline among students was spreading fast both at home and schools. Pathyand (1997) conducted a study on mastery learning in language among tribal children. The objectives were to assess the existing levels of language competency among the tribal children basing on the language competencies as enlisted in the Minimum Level of Learnings documents.

The study revealed that 77 % tribal children were not found competent in language.

Impact of education on tribals was studied by Naik (1969), Bisaria, (1991) and Malhotra (1992) indicated that different facets of life are differently affected by education; the spread of education has brought about changes in the traditional occupation, in the cultural life. Further, Naik (1969) found that people are not attracted to education if it does not bring quick economic advantages. He studied the impact of education on Bhils of Dhar and Jhabua districts of Madhya Pradesh. He traced the impact of education on family and kinship, leadership, occupational patterns and community obligations. It has promoted greater adherence to the traditional code of the community and encouraged greater participation in panchayati raj as well as reformist movements. Bisaria, (1991) work on need based ecologically determined and change oriented system of education for a group of tribals, the Gaddis of Himachal Pradesh. The study was carried out in the Chamba and Kangra districts of Himachal Pradesh. It was found that their culture is undergoing radical transformation under the impact of the dominant culture and the media and the speed of change is rather fast. Agriculture is no more rewarding for them for many reasons, lack of tradition being one of them and the next generation is trying to move on to the cities. Malhotra (1992) studied the impact of education on Nicobarese tribal life and adjustment at the post doctoral level. This study examined the impact of modern education on the social, cultural, economic, political and religious life of the community, including its family structure and organization. The data collected through questionnaire, interview, observation schedule, likerts attitude scale and case studies, showed that the spread of education has brought about changes in the traditional occupation, in the cultural life, in Nicobarese Language (dialect), and in their economy and political consciousness, and has also made them more receptive to new ideas.

The four studies conducted on educational development of tribals were by Kar (1957), Srivastava (1968), Choudhary (1985) and Panigrahi (1992). Kar (1957) pleads for a psychological approach to tribal education. The study described the steps through which tribal people are trained and the agencies, methods and content of tribal education. The study also traced the history of educational development of tribal children and compared it with the formal system of education. It urges that the educative value of the traditional dormitories of the

tribes should also be taken in to consideration. It pleads for rethinking in respect of tribal education. Srivastava (1968) dealt with education and modernization among the Munda and Oraon of Ranchi. For modernization he selected mobility, empathy, rationality, participation, achievement motivation and communication as the basic indices. 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 the control sample. Panigrahi (1992) studied the educational development of the tribal from a broader perspective of education i.e. formal, non-formal education and educational in the development programmes. In the area of formal education the study revealed that a variety of educational facilities were available for the tribal people but they have failed to utilize them effectively. This is reflected in their responsiveness to school education programme, enrolment, dropout and performance of tribal students at the lower primary level the response was highly unsatisfactory. Personal factors, academic and institutional factors were mainly responsible for this situation.

There were four studies conducted on educational facilities available for the tribal children in the school. The studies were by Bhargava (1989), Ekka (1990), Gaur (1990) and Panigrahi (1992): The studies by Ekka (1990), Gaur (1990) and Panigrahi (1992) reveals that various educational schemes and facilities were available for the tribals, but they had been not in a position to utilize it fully because of their educational backwardness. The study by Bhargava (1989) revealed that educational facilities were better in non-tribal districts than tribal districts. The studies by Bhargava (1989), Ekka (1990) and Gaur (1990) were conducted using survey method. Bhargava (1989) conducted study on educational facilities for schedule tribes of Orissa. It was a survey type of study which revealed that educational facilities were better in non-tribal districts than tribal districts in terms of school building, number of schools, size of classrooms, literacy facilities like libraries and physical facilities like blackboards. The study of Ekka (1990) focuses on issues related to educational facilities. The tribes, in general, had not been able to enjoy fully the benefits derived from the economic schemes because of their educational backwardness. Gaur (1990) studied the difference between the facilities available and facilities utilized by STs students of various sub communities of the STs in Rajasthan, between 1984 and 1987. The study was conducted on a sample of 400 STs of class VI who belonged to the Mina, Bhil,

Garasia, Damor, Bharia and Bhil Mina tribes. The researchers noticed that the enrolment in the initial classes was high but was low in the subsequent classes. An important finding of this study was the existence of hardly any relationship between the school curriculum and the traditional occupation and culture of tribal population. The educational opportunities provided to the scheduled tribes students included free tuition, scholarship, free hostel scheme, ashram schools, book bank facility, special scholarship etc. Only two third and one third of the facilities provided were being availed by STs boys and girls respectively.

The four studies conducted on impact of scholarship, facilities given by government, utilization of financial assistance and educational schemes for the tribals, were by Haimendorf (1944), Srivastava (1970), Gaur (1989) and Patnaik and Pancraties (1994). Haimendorf (1944) the study described the outline of educational schemes drawn up for the Gonds of Adilabad district in the Nizams Dominion of Hyderabad. The scheme had been drawn up against the background of the culture and environment of the Raj Gonds. The problems of language, script and teachers were there. This was the first time it was pointed out that an educational programme for tribals has to be in console with their habitat, economy and culture. Srivastava (1970) conducted study on utilization of financial assistance by tribal students. The sample was drawn from states of Assam, Bihar, Madhya Pradesh and Union territory of Tripura by stratified sampling. A total number of 660 tribal students was selected and interviewed from the Khasi, Garo, Munda, Oraon, Ho, Good, Bhil and Tripuri tribes. Interview guides, schedules, questionnaires and participant and nonparticipant observations were the tools and techniques used. The findings of the study reveal that in many hostels there is shortage of space and furniture, lack of medical care, recreational facilities and above all, an atmosphere conducive to studies. The major reasons for misutilization of financial assistance were delay and untimely disbursement, lack of follow up and supervision, lack of awareness, poverty and backwardness. There was need of publicity and creating awareness for education among the tribal people. Except Assam, the rest of the sample states do not utilize the funds. Gaur (1989) study was on the special facilities given by the government for educational upliftment of the tribal population. It was a survey type of study and it investigated the attitude of teachers and guardians towards this endeavor. The analysis of information showed that the special facilities provided by the government do influence the educational

development of tribal children. The teachers covered by the study felt that vacations if declared to coincide with the harvesting season will bring down the absenteeism in the schools. They also advocated training in self employment for all tribal students and medical facilities for ailing tribal students. Patnaik and Pancraties (1994) studied impact of scholarship on tribal education in Jashpur project, Raigarh district, Madhya Pradesh. The findings revealed that scholarship had positive impact on education of tribal beneficiaries.

Tribal education cannot achieve its objectives unless it is based on the identification of educational needs, probabilities and problems of the tribal community. Fourteen such studies were conducted on tribals to find out their needs, problems and causes hindering growth. They are by Koppikar (1956), Dasgupta (1964), Srivastava (1970), Santra (1984), Raut (1985), Lakheba (1986), Abrol (1987), Raman (1989), Shah (1989), Biswal (1991), Panigrahi (1992), Chauhan (1993), Gardner (1994) and Dash (1999). The study by Koppikar (1956) pointed out that education through literacy is very potent medium of instruction, propaganda and indoctrination. Dasgupta (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. Srivastava (1970) conducted study on identification of educational problems of the Saora of Orissa. The findings revealed that due to their technological backwardness, educational development has been difficult to achieve, in spite of the educational facilities provided the tribal and rural welfare department of the government of Orissa, progress made in the promotion of education among the Saoras is not satisfactory, the progress of primary education is hindered by administrative problems such as lack of school building, school management, trained teachers, teaching material, and proper inspection of schools; the major hindrance is inaccessibility of the Saora villages, the supply of reading and writing materials to Saora student is unsatisfactory, the incidence of dropouts is very high since the Saora student has to help his parents in economic and other works of life while the non-tribal students are in a better position in this respect, economic hardship is one of the main causes of educational backwardness of the Saora people and high percentage of illiteracy makes it difficult to introduce and implement any development programme. The study by Santra (1984) focused on one tribal community. They applied systems analysis for identification of constraints on tribal education and tried to present a

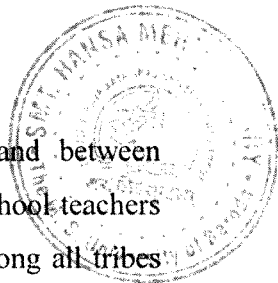
system approach model for the improvement of the situation. Raut (1985) brought out the trends, perspectives and educational programmes in tribal education and the formulation of action strategies in respect of tribals in Orissa. Lakheba (1986) attempted to identify the structural variables which impede the spread of formal education among the scheduled tribes and also studied the educational problems of tribal children. He found that tribal girls faced more difficulties than boys in doing their homework but were found to be more adjusted with teachers as compared to their male counterparts. Abrol (1987) study of constraints in the educability of three tribes the Gaddies, Gujjars and Bakerwals in the Jammu region aimed at identifying the output of school and in school constraints in the educability of tribal children as perceived by the community, the students and teachers. The results revealed poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints. Raman (1989) found that the infrastructure in the ashram schools in terms of buildings, teaching aids, hostel facilities etc were found to be poor. The teaching learning process in these schools was not found to be satisfactory. Shah (1989) explored the educational problems of tribal students and also studied their educational aspirations and achievement motivation. One significant finding was that the scholarship money received by the students was being spent by the parents on their higher studies. Biswal (1991) the study focuses on needs and problems of tribal community in Orissa with regard to education. It was an attempt to study the indigenous educational training practices available in the tribal community with respect to their nature, scope, objectives and usefulness and also the effectiveness of the developmental programmes undertaken for the tribal community. A cluster of six villages in the Niyamgiri villages ranges, Koraput district of Orissa, which predominantly inhabited by Dongria mundas, was selected for the study. The sample consisted of 50 students, 100 parents, 19 teachers, 60 adults, 30 non school goers, 20 officials and 225 households. The educational institutions in area lacked necessary physical facilities. The rate of drop out increased as pupils moved from lower to higher classes. Most of the teachers in the area lacked the required qualifications; they did not belong to the tribe. Health hazards, poor communication facilities, accommodation, traditional benefits and value systems of the community, drop out, absenteeism, indifferent motivation in pupils, traditional beliefs and customs etc were perceived by the official as the main problems that stood in the way of tribal's progress. The study

identified various problem areas and suggested that educational development of the community needs to be emphasized so that their socio economic condition, culture, agriculture, health and life, in general are enriched. Panigrahi (1992) the study revealed that the responsiveness of tribals to school education programme, enrolment, dropout and performance of tribal students at the lower primary level were highly unsatisfactory. Chauhan (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children in Bastar district of the Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district. The study found that there was no significant difference in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar, there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievement was low. Further, all three conditions are positively affecting the achievement of the tribal children. The economic conditions of the parents in all the three regions of the district have direct correlation with the academic achievements of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There is also positive correlation between education and socio-cultural activities in their society. The study of Gardner (1994) reveals the causes that hinder the educational growth of tribal pupils of West Khandesh. In the interior hilly region Akalkuva and Akarani the schools do not function. These schools are there just on records. In spite of many visits to various villages, Investigator could not meet the teacher or pupils. Education does not ensure long-term economical returns and therefore parents do not send their children to school. Beside the other reason, language, alcoholism, multiplicity of funding agency, corruption, lack of proper administration and supervision and curriculum are the major reasons that hinder the educational growth of tribal pupils. Dash (1999) studied trends and problems of higher education of STs in Orissa. The objectives were to analyze the development of education of STs in an historical perspective: to find out the inequality in enrolment of different communities; to analyze the special facilities available for education of STs and their perception of the same; to analyze the results of STs children in high school certificate examination; to ascertain the socio- economic status of the STs college students; to identify the pattern of

courses pursued by ST college students; to analyze their views on the institutions and courses in which they have taken admission; to find out the per capita private cost of higher education for ST students. To study the problems faced by ST college students and to suggest guidelines for better spread of higher education among the ST students. The findings were low enrolment and higher rate of dropout, equality of opportunity in enrolment achieved by STs at subsequent stages of education was very low. Representation of ST in higher education, universities and technical and professional courses was the lowest. Majority of the STs of the backward districts of these states were deprived of higher education. It was revealed that the tribal habitations were greater victims of non provision of schooling facilities. The disparity between the special provision of educational institutions for ST boys and girls was large enough. ST students had lowest percentage of pass in High School Certificate examinations in the state. A considerable percentage of tribal students enrolled in class X of high schools managed by welfare department, government of Orissa were detained and not allowed to appear in High School Certificate examination. A considerable percentage of ST college students failed to get seats in the hostels. The problems faced by ST students in the hostels were that there were over crowded rooms, unhygienic atmosphere etc. ST students of families of better socio-economic status as well as comfortable economic condition availed of post-matric scholarships. Scholarships were not disbursed every month and complaints regarding irregular disbursement of scholarships were not needed and the last date of applying for scholarship was not notified properly. More percentage of girls and students of art courses considered the scholarship scheme useful than their counterparts. Majority of the respondents considered the special facilities useful and they were of the view that the status of ST has improved but they still continue to be backward regarding reservation of posts for STs majority of the respondents considered that the percentage of reservation was less; only persons of higher status benefit out of it and the affluent section of ST should not be given this facility, only 8.11% of the ST students discovered or their unwillingness to study. Majority of the students failed to devote sufficient time for studies due to disturbances created by others, lack of books etc. and also they had difficulty in understanding lectures due to inadequate explanation by the teachers and the difficult language used by the teachers. Most of ST students were admitted in to arts courses and majority of

them were dissatisfied. They thought that the teachers were not helpful. Nearly one fifth of the respondents did not have any clear occupational aspirations whereas one fifth of them hoped to join government services.

The eleven studies reviewed below on dropout, wastage and low literacy revealed that the rate of, these problems were significantly higher in the tribal group. The studies were by Mansavi (1971), Hussain (1982), Lakheba (1986), Raman (1989), Rehman (1989), Ekka (1990), Biswal (1991), Majaw (1991), Solanki (1993), Ananda (1995) and Latachanna (1996). Mansavi (1971) conducted study on wastage and stagnation in primary education amongst the tribals of Gujarat. The sample consisted of 104 schools and fourteen ashram schools belonging to the fifteen tribal development blocks in the eight tribal districts of the state of Gujarat. Students who joined in class I in the years 1967 and 1968 were followed for four years for measuring the extent of wastage and stagnation. Besides this, the techniques used for data collection included individual and group interviews of local leaders, parents, teachers and educational inspectors. The findings revealed that rate of wastage and stagnation was high due to economic backwardness. The other causes for wastage and stagnation were found to be illiterate parents, untrained and inefficient teachers, unsuitable curriculum and medium of instruction and non stimulating school environment. Hussain (1982) had done study with 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. Lakheba (1986) studied the low achievement of tribal children which was attributed to factors like educational backwardness, unfavorable attitude of parents towards education and lack of motivation. Raman (1989): The study reveals the problems of education among tribal communities of Andhra Pradesh. Absenteeism, stagnation and wastage were high in the ashram schools. Rehman, (1989) conducted study of the Mishing tribe of Assam: some aspects of their primary and secondary education. The study addressed itself to the issues of enrolment and dropout and the relationship between the appointment of teachers and teacher-student ratio. A sample of 500 families was selected from nine villages of upper Assam selected randomly and the head of each family was interviewed. The study found that poverty, lack of infrastructure and illiteracy among parents are the main causes of the low enrolment of tribal children in schools, many students from tribal



community dropout between the primary and secondary levels and between secondary and college levels. About 22 % of the posts of primary school teachers had also not been filled in. Ekka (1990): The growth of literacy among all tribes had been extremely poor being 13.95 % among all communities. The tribals were not mentally deficient: they were capable of picking up complex knowledge, but their pace of assimilation was lower as their cognitive level was relatively lower due to historical reasons. Biswal (1991) the study revealed that dropout and absenteeism was high. Further, the rate of drop out increased as pupils moved from lower to higher classes. Majaw (1991) attempted to ascertain the levels of education and other related factors including exploration of the differences between the dropouts and non-dropouts among the tribals of Meghalaya. She found that enrolment was highest at the primary level and went on decreasing at the primary level. The enrolment of boys exceeds that of girls, but it was higher at higher levels. The school was perceived as being more conducive to realization of their ambitions by urban children, boys and tribal children as compared to rural children, girls and non-tribal children, respectively. Solanki (1993) studied education of scheduled tribe children of Union territory of Dadra and Nagar Haveli. The findings were in spite of substantial financial resources made available for scheduled tribe children, they have not been able to catch up with non-scheduled tribe children or even scheduled tribe children residing in urban areas. The dropout rate was very high. The major cause of school dropouts was the social and economic conditions. Poor economic conditions and particular life style of the adivasis were major factors. Medium of instruction in the school, in the area is different from Ikur dialect; the children find it difficult to follow specially at the primary stage. If adivasis send their children to school, it was with great reluctance. Very often poor adivasis enroll their children in schools not for education but for some facilities given by the government. The adivasi parents would rather want their children to help them in domestic chores, as the adivasis are ignorant and superstitious lot. Ananda (1995) examined wastage in primary education among Chenchu tribal children. The findings revealed that absenteeism, stagnation and dropout were high. Latachanna (1996) took a comparative study of grade repeaters and dropout rates in tribal and non tribal primary schools. The findings shows that in spite of giving the same facilities, administrative arrangements and infrastructure facilities, the wastage was high in tribal schools

compare to non-tribal schools. The wastage in the form of grade repeaters and dropouts was high.

The special educational input for tribal education is residential schools widely known as ashram schools in India. The three studies conducted on ashram schools were by Dave (1954), Vaniyajati (1957) and Raman (1989). The ashram and sevashram schools in Orissa was studied by Dave (1954), giving the general routine of the ashram schools and details of stipends and scholarships. A similar study was conducted by Vaniyajati (1957) describing the ashram schools in the Bombay State. The problems of education among tribal communities of Andhra Pradesh were studied by (Raman, 1989). A case study of ashram schools drew a sample of 187 students from six tribal ashram schools together with their parents and thirty one teachers. The infrastructure in the ashram schools in terms of buildings, teaching aids, hostel facilities etc were found to be poor. The teaching learning process in these schools was not found to be satisfactory. Absenteeism, stagnation and wastage were high in the ashram schools. Ashram schools had perceptible impact on local communities.

Some psychologically oriented scholars have tried to study the intelligence of tribal groups. The six studies were by Chaudhary and Sinha (1959), Kar (1961), Nomani (1964), Sinha (1964), Singh (1979) and Srivastava (1986). Chaudhary and Sinha (1959) have made a comparative study of concrete intelligence of tribal and non-tribal school girls 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 school boys and school girls while Sinha (1964) made a comparative study of tribal and non tribal intelligence. Singh (1979) likewise tried to make a comparative study of some personality dimensions such as intelligence, anxiety, extraversion and achievement motivation and academic achievements of Santal and non-Santal undergraduate students. Significantly, all these studies were made among the tribals in Bihar. Srivastava (1986) made a socio-psychological study of stagnates among tribal and non-tribal students of class VIII. 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 developments 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 primary stage.

The academic achievement of tribal students was assessed in eleven studies by Pandey (1981), Upadhyaya (1982), Chand (1985), Kamila (1985), Verma (1985), Sujatha and Yashodhara (1986), Prabhat (1990), Santra (1991), Mandal (1991), Tripathy (1991) and Raju et. al. (1993). Pandey (1981) tried to analyze the socio-cultural factors which determined the academic achievement of scheduled tribe students. But besides this, it also tried to find out their academic and occupational aspirations, the teacher-taught relationship and the interaction between tribal and non-tribal students. The study suggests that a different educational system should be provided to accelerate the progress of the tribals. 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. Chand (1985) the study was 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 academic achievement of boys belonging to the three tribes was significantly different from that of the girls in the respective tribes. Kamila (1985) the study tried to evaluate student's 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. 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 the school. The study brought out that 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. Sujatha and Yashodhara (1986) made a comparative study of some educational

variables of scheduled caste and schedule tribe students. They tried to find out the relationship between academic achievement and achievement motivation, school adjustment and personality factors. Prabhat (1990) studied the educational and vocational interest patterns of tribal students and their relationship with intelligence, socio-economic status and educational achievement. It was a descriptive study conducted on 232 tribal students of high schools. The data collected through Educational and Vocational Interest Inventory Test and Kauls (1985) Socio-Economic Status Scale, showed that tribal children were more interested in commerce and the medical stream, and less interested in home science and the arts stream as compared to tribal girls; high intelligent students were found to be more interested in home science and less in commerce as compared to their counterparts in the low intelligence group. The researcher noticed that high and low achievers did not differ significantly with regard to their educational interest patterns and also showed high scientific vocational interest. When children coming from families with high and low socio-economic status were compared, children with high socio-economic status were found to score high in music and teaching and less in mechanical and clerical vocational interests. The study suggests that more courses, including vocational courses should be started in the schools situated in the tribal areas so that students could opt for subjects according to their interests. Vocational Guidance Bureaus may also be opened in tribal areas to find out the interests of students so that they could be guided accordingly. Santra (1991) focused on the self perception, parental aspiration, ability and school achievement of Santhal elementary school children studying in class I to V children studying in the lower classes differed significantly from their counterparts in the higher classes in respect of self concept, achievement orientation and intelligence, but the parental life and aspiration were not found to be closely related with these psychological attributes though the self concept of children was found to be significantly and positively correlated with their achievement orientation. The study suggests that well designed enrichment programmes are needed to improve the level of school achievement of Santhal children, which is otherwise low. Mandal (1991) studied the Impact of some psychological determinants on educational achievement of tribal students in West Bengal. The purpose of the study was to develop a standardized scale for measuring the academic motivation of tribal students and to determine the level of academic motivation of students

belonging to high and low income groups of tribal people. The sample consisted of 570 tribal students of both sexes distributed over twelve schools of three districts in West Bengal. Tripathy (1991) conducted a comparative study of the cognitive functioning, affective adjustment and academic achievement of ST children attending special ashram schools and integrated upper primary schools in Orissa. The study reveals that the tribal children in integrated schools showed a more field independent cognitive style than the tribal children in ashram schools. No significant difference in terms of academic achievement was found among the three groups. Various factors like occupation, income, education of family, housing facilities and reading time available were found to be positively related to conservation and cognitive style and academic achievement. This study has implications for educational planners as an increasing number of ashram schools are being proposed by the states to improve tribal education. Raju et. al. (1993) studied academic achievement of Scheduled tribe's students in Wynad districts of Kerala. It was found that the STs and non-scheduled tribes differed significantly in their academic achievement.

The three studies were also conducted on scientific attitude, social attitude and educational attitude of tribals by Srivastava (1983), Raghva (1986) and Sharma (1994). The educational attitude of tribal and non-tribal students was found to differ significantly Sharma (1994). 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. Raghva (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. Efforts were made to plea for effective and suitable guidance to mitigate the problem of students in the scheduled category and to implement proper measures to develop favorable attitudes to certain current social issues. The educational attitude of tribal students was studied by Sharma (1994). The objectives was to study the general understanding of educational life style through the study of selected modes of educational practices followed by them and to study the attitude of the tribal students towards education in comparison to non-tribals. The findings were three groups differed significantly on sex and caste of students. The

educational attitudes of three groups on the basis of the caste and family size as well as caste and family education were also found to differ significantly.

The socio-cultural deprivation, socio-economic mobility and Vocational variables were studied by Balkrishna (1986), Awasthi (1987) and Mehta, Bhatnagar and Jain (1989). The studies by Balkrishna (1986) and Mehta et. al. (1989) revealed that tribal students were slightly inferior to their non-tribal counterparts. Further, Awasthi (1987) found that the socio-economic mobility in the STs increases with the spread of education. The studies by Balkrishna (1986) and Mehta et. al. (1989) were comparative studies on tribal and non-tribal students. In first study, the effect of socio-cultural deprivation on some cognitive and non-cognitive abilities of tribal adolescents was analyzed. 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 Pragnas by adopting the incidental method of sampling. Mohsins General Intelligence Test, Ravens Standard Progressive Matrices Test, Mukherjees Sentence Completion Test, Prasads 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 conclusions were: the Christian tribal students possessed more intelligence, better reasoning ability and higher achievement motivation than non Christian tribal students. In latter study, of home background and selected psychological, vocational planning variables of tribal high school students in and around Shilong was studied. It is on the area of educational and career guidance for the tribal population. A sample of 338 classes XI tribal and non tribal students (boys and girls) from rural and urban areas was selected. The study did not indicate much difference between tribal and non tribal students of Meghalaya in terms of background and vocational planning characteristics but on general mental ability, socio-economic status and academic achievements, tribal students were slightly inferior to their non-tribal counterparts. As compared to non-tribal girls and boys, tribal girls were found to be more independent in their job values. This basic reason lay in the nature of their society being a matriarchical society. The relationship between education of STs and their socio-economic mobility selected the sample from Mund, Oraon and Kharia tribes

of Ranchi and Gumla districts of Bihar was studied by Awasthi (1987). He found that the socio-economic mobility in the STs increases with the spread of education. Most of the studies were carried out by survey, comparative, case study and descriptive methods except Raghva (1986) who has used correlational method and Shukla (1995) used secondary information such as annual reports, statistical data, educational plans and tribal sub plan of state. The tools used were Interview, questionnaire, observation schedule, Personal data schedule, participant and non-participant observation schedule. Most of the studies were done using non standardized tools except Prabhat (1990) who has used standardized tests such as Educational and Vocational Interest Inventory Test and Kauls (1985) used standardized Socio-economic status scale, Balkrishna (1986) used standardized Mohins General Intelligence Test, Ravens Standard Progressive Matrices Test, Mukherjees Sentence Completion Test, Prasads Inventory of Vocational Values, while Mandal (1991) constructed standardized scale for measuring academic achievement. Greater emphasis was given to random, stratified, cluster, purposive and incident sampling methods.

2.1.1 Some observations and implications

The studies conducted by Tappo (1974), Singh (1982), Joshi (1985), Jha (1986), Talsera (1988), Bandopadhyay (1992) and Esvaraigh (1996) had tried to analyze the traditional mechanisms of tribal education. Further, the studies by Joshi (1985) and Talsera (1988) suggested that there is a need to develop an alternative model for tribal education, which should, on the one hand, help the tribals to preserve their culture, ethnicity such as education through folk songs and on the other, speed up their integration with the regional society. Even, the majority of the parents of the backward classes living in different environmental locations have a positive attitude towards the education of their children, but they could hardly act as their attitudes (Bandopadhyay, 1992 and Esvaraigh, 1996). The dedicated teachers who could stay in villages to motivate parents and children could prevent the problems of never schooled dropouts and child labor to a great extent (Esvaraigh, 1996).

Further, Sujatha (1980) suggested that in view of the paucity of resources, non-formal education may be the only solution for the education of the weaker sections of the society. The findings of Rao (1993) showed that there were quite a few monitoring and administrative problems. The programmes were irregular, there was lack of coordination between participants, resource persons and organizers, the

programmes were not impressive as there was no impact on participants; finances were inadequate and the programme was not up to the mark and did not match the teachers needs. Paradoxically the syllabus and the course material did not go hand in hand. Surea (1994) observed that the progress of educational and physical facilities increased due to Tribal sub-plan. Shukla (1995) studied effectiveness of various interventions for improving tribal education. The findings showed that interventions were planned at the state level instead of at the level of tribal habitation. Most of the interventions were of welfare nature and did not cover total population. Their benefits were not reaching children in time. The financial assistance provided under various interventions like scholarships, stipends and attendance allowance was inadequate and very few states had schemes to identify talented ST children. Pati (1996) evaluated primary school curriculum for tribal children of Orissa. The findings revealed that teachers were of the view that the curriculum followed for the tribal primary school children had not been prepared according to the age and needs of the tribal children. Not a single topic included in the primary curriculum was of any use in the day to day work of the tribal children. Further, Sharma (1995) conducted study on status of tribal education indicated that 8% rural and 5.1% tribal schools were not at all inspected. No urban school remained uninspected. Highest percentage of tribal schools faced problems related to students as compared to rural and urban school teachers. Disobedience of headmaster was many times more in tribal schools than in rural and urban school teachers. Tribal schools were at a disadvantage with regard to the number of female teachers who were supposed to be more affectionate with younger children. Higher percentage of tribal urban teachers participated in different service education programmes as against rural and tribal teachers. Highest percentage of tribal pupils found their teachers indifferent and punitive; 8 % of urban and sizeable percent of rural pupils held the same perception. Highest percentage of urban teachers had a negative attitude towards teaching profession.

Impact of education on tribals was studied by Naik (1969), Bisaria, (1991) and Malhotra (1992) indicated that different facets of life are differently affected by education; the spread of education has brought about changes in the traditional occupation, in the cultural life. Further, Naik (1969) found that people are not attracted to education if it does not bring quick economic advantages. It was found that their culture is undergoing radical transformation under the impact of the

dominant culture and the media and the speed of change is rather fast (Bisaria, 1991).

The history of educational development of tribals was studied by Kar (1957), Srivastava (1968), Choudhary (1985) and Panigrahi (1992) it urges that the educative value of the traditional dormitories of the tribes should also be taken in to consideration. It pleads for rethinking in respect of tribal education. Srivastava (1968) dealt with education and modernization found the role of education as an important factor of modernization has been examined against the background of the control sample.

The educational facilities provided to the scheduled tribes students included free tuition, scholarship, free hostel scheme, ashram schools, book bank facility, special scholarship etc (Gaur 1990). Although, special facilities provided by the government do influence the educational development of tribal children (Gaur, 1989), the studies by Ekka (1990), Gaur (1990) and Panigrahi (1992) reveals that various educational schemes and facilities were available for the tribals, but they had been not in a position to utilize it fully because of their educational backwardness. The major reasons for misutilization of financial assistance were delay and untimely disbursement, lack of follow up and supervision, lack of awareness, poverty and backwardness. There was need of publicity and creating awareness for education among the tribal people (Srivastava, 1970). The study by Bhargava (1989) revealed that educational facilities were better in non-tribal districts than tribal districts. While, Haimendorf (1944) pointed out that an educational programme for tribals has to be in console with their habitat, economy and culture.

The studies by Mansavi (1971), Hussain (1982), Lakheba (1986), Raman (1989), Rehman (1989), Ekka (1990), Biswal (1991), Majaw (1991), Solanki (1993), Ananda (1995) and Latachanna (1996) were found that the rate of wastage, stagnation and low literacy was high among the tribals. The causes for wastage and stagnation were found to be educational backwardness, economic backwardness, illiterate parents, untrained and inefficient teachers, unsuitable curriculum and medium of instruction, non stimulating school environment and unfavorable attitude of parents towards education and lack of motivation (Mansavi, 1971 and Lakheba, 1986). Further, in spite of giving the same facilities, administrative arrangements and infrastructure facilities, the wastage was high in tribal schools

compare to non-tribal schools (Latachanna, 1996). Srivastava (1986) made a socio-psychological study of stagnates among tribal and non-tribal students of class VIII. The findings implied that the programmes for developments 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 primary stage.

The ashram schools in India, special educational input for tribal education were studied by Dave (1954), Vaniyajati (1957) and Raman (1989). Although, ashram schools had perceptible impact on local communities, the infrastructure in the ashram schools in terms of buildings, teaching aids, hostel facilities etc were found to be poor. The teaching learning process in these schools was not found to be satisfactory. Absenteeism, stagnation and wastage were high in the ashram schools (Raman, 1989).

The academic achievement of tribal students was assessed in eleven studies by Pandey (1981), Upadhyaya (1982), Chand (1985), Kamila (1985), Verma (1985), Sujatha and Yashodhara (1986), Prabhat (1990), Santra (1991), Mandal (1991), Tripathy (1991) and Raju et. al. (1993). Academic achievement of tribal children was low, which needs well designed enrichment programmes to improve upon it (Santra, 1991). Further, when academic achievement of tribal and non-tribal students was compared, it was found significantly different (Raju et. al., 1993). Therefore, more in-depth studies of the academic and instructional programmes of schools and their relevance to increasing the achievement levels of the children are needed to be studied. The comparative studies on tribal and non-tribal students by Balkrishna (1986) and Mehta et. al. (1989) revealed that tribal students were slightly inferior to their non-tribal counterparts. Even, the educational attitude of tribal and non-tribal students was found to differ significantly Sharma (1994). Awasthi (1987) found that the socio-economic mobility in the STs increases with the spread of education.

The socio-cultural deprivation, socio-economic mobility and Vocational variables were studied by Balkrishna (1986), Awasthi (1987) and Mehta, Bhatnagar, and Jain (1989) revealed that tribal students were slightly inferior to their non-tribal counterparts. Further, Awasthi (1987) found that the socio-economic mobility in the STs increases with the spread of education.

2. 2.0 Studies based on community participation in elementary education

The sixty five studies reviewed under this section focused on different aspects of community participation such as constitution and functioning of different committees of the school, its relation with school effectiveness, perception of parents and teachers, parental involvement in education, community development models and intervention, school and family relationship and role of principals and parents in improvement of elementary education.

The eight studies conducted on constitution and functioning of the different committees of the school were by Education Survey Unit (1967), Kumar, Patel and Mehta (1999), Sarma (2003), Patil (2004), Creemers and Werf (1999), Ed. CIL (1999), Rao G. K. (1999) and Rao, P. D. K. (1999). The studies by Ed. CIL (1999), Creemers and Werf (1999), Kumar et. al. (1999), and Rao G. K. (1999) revealed that the positive relationship was there between school, parents and community. Education Survey Unit (1967) conducted survey of parent teacher association. The main objectives of the study were to collect data on (i) popularity of parent teacher association among schools; (ii) origin and development of the movement in the country; and (iii) parents participation in PTAs. The study covered 125 PTAs of 154 districts in India. A questionnaire was used as the tool for survey. It was mailed to the district education officers and, in some cases to schools. The following were the findings of the study: (i) the maximum number of PTAs was established in the year 1966-68 (ii) the maximum number of PTAs was in Kerala (22.3 %) then in Maharastra (18.3 %) and Tamil Nadu (17.7 %). The smallest number of PTAs was in Utter Pradesh and Gujarat (both 0.5 %) (iii) about 75.5 % PTAs were in coeducational schools (iv) nearly 80 % of PTAs were in rural schools (v) parents showed better initiative in PTAs of local body schools and coeducational schools (vi) more than half the PTAs met fewer than four times a year (vii) only 6.1 % of PTAs granted scholarships, 15% gave free books to the needy and 8.1 % granted free uniforms to children (viii) PTAs is 59% schools helped in getting suggestions for improving from the parents; about one third of PTAs helped in getting cash donations from the community and about one fourth of the PTAs, helped in raising book donations. In his study on community participation and school effectiveness, Kumar et. al. (1998) observed that community participation enhanced school effectiveness and involvement of community developed a sense of belongingness for the school and its activities.

The PTA helped schools in teaching academic subjects in the absence of regular teachers. Parents helped in computer classes, craft classes. They also helped financially and prevented antisocial elements from interfering the smooth functioning of the school. The studies by Creemers and Werf (1999), Ed. CIL (1999) and Rao G. K. (1999) highlighted the positive impact of PTA/community in student's enrolment, retention, achievement and also improvement and maintenance of school infrastructure. Rao, P. D. K. (1999) revealed that VEC members who were selected were not aware of their selection. Only fifty percentages of the VEC members were aware of the provisions for VEC and teacher grants. Kumar et. al. (1999) studied school effectiveness and its association with the community participation in the school of Baroda city, Gujarat. The community participation included four components, viz. the criteria for forming school management committee, and educational qualification of its members in school activity, non-members involvement in the school activity, and PTA or involvement of parents. For the school effectiveness five components were taken into consideration which were: planning and implementation of curricular and co-curricular activities; regularity of students in terms of their average attendance; participation of students in sports and other competitive events; academic performance of class V students; and building and maintenance. The results revealed that there is a positive relationship ($r=0.898$) between the community participation and the school effectiveness. It was also observed that the school serving to higher strata of the society could achieve greater community participation whereas schools serving to lower strata of the society could not achieve the same in the school. Sarma (2003) reported that the constitution of the committees was either unanimously or through open elections and members were actively participating when personally invited. The duration of meetings ranged from thirty minutes to one hour, in most of the places it was one hour. Resolution book, minute book and visitors book was maintained regularly. The student attendance was the major agenda in discussion, the other agenda varied from area to area and included enrolment, irregular attendance, dropouts etc. In rural areas the focus was on completing construction of school buildings, discipline, cleanliness, performance of backward children and their attendance. Patil (2004) studied the role of Gram Shikshan Samiti in primary school of Murbad and Shahpur educational blocks of Thane district in various aspects i.e. enrollment,

institutional planning etc. It was found that Gram Shikshan Samiti took up enrollment scheme in their villages, so more children join schools, for such job they motivated parents and children to take admission. The Gram Shikshan Samiti carried out survey of the children eligible to go to school, drop out children, children unwilling to go to schools due to different reasons, parents reluctant to send their wards to school due to their personal problems and difficulties and educational needs. The Gram Shikshan Samiti promoted education by checking attendance registers of these centers after every three months, providing annual budgets and by getting sanctioned sufficient amount by Panchayat Samitis. Gram Shikshan Samiti understood its role in bringing about universalization of primary education but still far. The Gram Shikshan Samiti had actually performed quality work.

Sharing the experiences of community participation in seven states viz. Andhra Pradesh, Orissa, Madhya Pradesh, Maharashtra, Uttarakhand, Haryana and Bihar, Menon (2008) recorded significant variations in the manner in which community participation and community based bodies are structured. In Andhra Pradesh, Bihar, Madhya Pradesh and Uttarakhand, a legal statutory basis has been provided to community participation through Acts. In Bihar membership of these bodies is based largely on elections, but in Andhra Pradesh there has been a move to increase the number of nominated members. In Madhya Pradesh, the criterion used is that parents of children who obtained good marks in the school are also represented in the VEC. It has been observed that VECs in many states have ceased to be merely bodies which conduct enrolment drives, but also have significant responsibilities of school construction and disbursement of grants. In Bihar the VEC/ Vidyalaya Shikshan Samiti has the responsibility for enrolment, retention, mid day meal supervision, regular attendance of teachers and school development. In Orissa the functioning of EGS centers have strengthened with the strong commitment from local community. Here the empowerment of VECs in the context of teachers leave and salary has led to reservation on the part of teachers. Subsequently authorization of teachers' salaries is no longer routed through VECs though leave application are. In Uttarakhand, a discussion with members of VECs and SMCs revealed that they were not fully aware of their responsibilities and roles under the programme. While several detailed training programmes have been developed, the training needs to be reoriented. In Madhya Pradesh as per the Jan

Shikshan Adhiniyam (2002) powers have been delegated vertically and laterally from the state to the district and sub district levels and from the Directorate and its offices to the Panchayati Raj Institutions (PRIs) and to institutionalized stakeholder groups. The VECs in Maharashtra had come into existence long before SSA, hence community participation in the overall school improvement activities has been very strong. The community had led to visible improvements. Also where this relationship had failed to work the impact of the programme is clearly less. Patel (1975) and Shinde (1975) studied the role of Panchayati Raj Institution in elementary schools. The study by Patel (1975) revealed that the weaker sections of the people boosted up by government and politician played a dominant role in the decision making process at village, block and district levels. The Panchayati Raj appeared to be desirable in terms of improving school quality, expanding and enriching pupil welfare services, raising teacher morale and bringing rural community closer to the rural school. While, Shinde (1975) revealed that The Panchayati Raj did not achieve expected amount of improvement in elementary education. Further, Sharma (1973) studied administrative and financial problems of elementary education. A sample of 300 headmasters and 300 teachers was randomly selected. Findings revealed that District Education Officer reported that educational administration was ineffective on account of weak officers and Assistant Director reported that junior officers were not being properly guided and encouraged by senior officers, heavy political pressure was being exerted at district level particularly in the matter of transfer of teachers, other problems such as inexperienced and inefficient clerks, supervisors, teachers negligence and unpunctuality, faulty curriculum and defective textbooks and lack of adequate and suitable accommodation were reported.

Dube (1969), Jones (1991), Naik (1992), Williams (1994), Colette and Perkins (1995), Mehrotra (1995), Heneveld and Craig (1996), Epstein (1997), Swain (1998), Menon (1999), Muzzamil (1999), Benson (2001), Carlvaho (2002), Menon (2003), Reddy and Reddy (2003) and Sinha (2008) studied community participation and school effectiveness. Mehrotra (1995) observed the vitality of the Mahila Mandals in Sirmaur district of Himachal Pradesh, which allowed women to discuss their concerns in an empowering and productive environment. Women requested local leaders and senior government officials that uniforms should not be made compulsory because of the increase expenditure. Colette and Perkins (1995)

illustrate various forms of community participation: (i) research and data collection (ii) dialogue with policy makers (iii) school management (iv) curriculum design (v) development of learning materials and (vi) school construction. Carlvaho (2002) revealed that matching interests and respecting each other's routines were important in the school-community partnership. Participants expected more participation from state and better public schools to reach the vision they have for children. Sinha (2008) studied the impact of community participation in terms of the opinion of the VEC members. The study revealed that the community now thinks that the school belongs to them. VEC has mobilized people and created awareness among them for increasing enrolment, attendance, retention and achievement of children especially girls. The results of study highlighted that effective functioning of school committees can improve enrolment, arrest dropout and enhance quality of education.

The following studies by Barbarino (1987), Rivera (2001), Burke (2002), Schrodder (2003), Webster (2005), Patel and Awasthi (2006), Perini (2006) and Taylor (2006) were conducted on perception of parents and teachers on community participation. The studies by Patel and Awasthi (2006) and Taylor (2006) showed that wherever the parental involvement was there in elementary schools, it exhibited the positive results. Barbarino (1987) conducted a study on comparison of the perceptions of high school principals and of parent organization presidents regarding actual and ideal parental involvement in the school, district and community. The results indicated general agreement between the principals and presidents regarding perceptions of actual parental respect to ideal involvement particularly in areas of program and personnel. The presidents want more parental involvement in evaluation and consideration of courses while high school principals do not want involvement of same degree and not necessarily in same areas. Rivera (2001) conducted study of elementary teachers and parents perception of parent's involvement. The study analyses the differences between the perceptions of teachers and parents regarding parental involvement in the schools using the following research questions what is the degree of parental involvement perceived by teachers?, what is the degree of parental involvement as perceived by the parents?, how do the perceptions of the teachers differ from those of parents on Epsteins six dimension of parents involvement in elementary schools?, is there a relationship between demographic characteristics of the parents and their

perceptions of parents involvement?, what implications are there for public policy regarding parental involvement in the elementary schools?. Consequently, family and community strength in the schools is addressed. A qualitative research approach was used. Analysis of data was presented through descriptive statistics. Subjects were 152 elementary school teachers and 320 parents. The following conclusions were teachers and parents had high expectations regarding parental involvement in all six dimensions, teachers perception differed from those of parents on Epstein's dimensions of parental involvement in the areas of communication and decision making, parents gender evidenced no significant relations with the six dimensions of parental involvement, however, relationship between parents' age and educational level and the dimension of parental involvement, the parental involvement policy needs to focus on teachers and parents expectations if it is to cope with the existing laws and regulations. The parent's perception of family and community strength was higher regarding how the community was schools and partnership, while schools effectively evidenced similar perceptions between teachers and parents. Burke (2002) conducted study on isolating elementary school student's perception of family process in relation to student self-concept/attitude and achievement. The results of this study indicated that parent monitoring and time management has a significant effect on student's achievement. The monitoring of a child's time and the scheduling of specific time for homework and study, as well as the monitoring of television programme selections and the amount of time spent watching television, proved to help student achievement. On the other hand, this study discovered that help and pressure indicate a significant negative effects on student achievement. Schroder (2003) revealed that the informants referred to an unwritten rule or perception about engagement that appeared to characterize the community support to the school and its programs. The importance of welcoming climate projected by the school made informants feel welcomed and encouraged to become engaged with the high school. Webster (2005) also studied perceptions of parents and their involvement in one such program called No child left behind in New Orleans districts. The study suggest that resources for implementation were, at best slow; and parent and teachers have been left behind, not having been significantly involved in or informed about the policy and its implementation. Thus formalization of community participation or its being a mandate makes it just a mechanical law

whose implementation can be enforced but its functioning cannot be ensured. Patel and Awasthi (2006) conducted study on the perception of community members regarding the implementation of SSA, a government of India initiative for universalizing elementary education. The study revealed that the committees constituted were status quo and largely met for celebration of national festivals and utilization of grants. Neither the teachers nor the members on any of the committees were clear regarding the goals of SSA and their responsibilities therein. The positive note was that SSA had at least brought the parents and other community members to school although a much marginalized participation was registered but wherever the participation was from all sections the school exhibited excellent results. Perini (2006) studied the perceptions of rural teachers and the influence of the local community on their teaching practice. Findings suggest that the teachers in this study do not purposefully engage with the local community, specifically regarding curriculum and pedagogical practice, thus reflecting the attitude of teachers towards community involvement. Taylor (2006) studied parents and teachers perceptions of parent involvement practices in the elementary school. Research has shown the importance of parent involvement in a child's academic, psychological and emotional well-being. This study examines the relationship between parents and teachers and the areas where it may be problematic or adversarial.

The studies by Clark (2005), Nderu (2005), Piper (2005), Weems (2005), Mitchel (2006) and Shearer (2006) were on parental involvement in education. Clark (2005) conducted study on the relationship of parental involvement and home culture factors to student achievement. The study was conducted to examine the relationship among student achievement, responsive parent involvement and home culture factors such as reading aloud, shared reading, oral language, monitored television viewing and library/bookstore visits. Nderu (2005) conducted study on parental involvement in education: A qualitative study of Somali immigrants in the Twin Cities area. The purpose of this study is to listen to voices of Somali parents about their children's education. Focus group interviews with Somali parents were the primary method of data collection. Individual interviews were conducted to supplement information gathered during focus groups. Findings suggest that Somali parents are extremely supportive of and value their children's education. However, being newcomers to the United States, many are not sure of expectations

of their roles within the educational domain. Meanwhile, they have other pressures on their time and resources that may inhibit their active participation as expected in Minnesotans. Piper (2005) conducted study on parental involvement in schools with a focus on high and low achieving students. The purpose of this study was to examine how parental attitudes and involvement can influence the performance of children in schools. The data was gathered from parent's interview, student report cards and Pennsylvania system of school assessment scores. The sample was selected randomly. Findings indicated that parent involvement in school activities seemed to directly relate to academic performance. The data also revealed that the socio-economic status of parents does relate to a child's academic achievement. The data also revealed more married people had high levels of involvement compared to single, separated or divorced parents. The parent's educational level was also found to be a good predictor in the level of parent involvement. Weems (2005) conducted study on raising student achievement: The effects of parental involvement and modeling. This investigative study explored whether there is a connection between parental involvement and modeling and reading achievement of sixth grade students. Data for the study were acquired from questionnaire given to the parents of the sixth grade students. Reading achievement scores were acquired from spring administrations of the reading comprehension subset from the Iowa Test of Basic Skills. Findings did not indicate any significant relationships between reading achievement and the total degree of involvement by parents. However, a significant positive correlation was found between Iowa Test of Basic Skills reading scores and the number of resources in the home as reported by the parents as well as how often students see their parents or another adult in the home read. Mitchel (2006) conducted study of parent involvement in suburban western Pennsylvania elementary school and their perceptions of the No child left behind act of 2001. The mix method study utilized interviews and survey to gather information from participants. The interviews with five elementary educators revealed that principal and teachers' attitudes, beliefs, and communication styles affected teacher-parent relationships, school-to-home communication and parent involvement practices in the home and school. This study also found that socio-economic and race had modest influences on parents' involvement among lower income and African American parents. Education levels demonstrated significant differences between parents with high school diplomas and some college and

graduate education. Family status demonstrated significant differences with separated parents while age had impact on parents' perceptions of parent involvement roles. Shearer (2006) studied parental involvement: teachers and parents voices. The purpose of this study was to examine those barriers from perspective of educators as well as parents. A convenience sample was taken from the population of elementary schools in a Central Florida country. Parents of students from ethnic minorities were asked to complete a survey questionnaire, regarding their experiences with classroom teacher as well as involvement in their child's education. Five hundred and fifty parent survey and one hundred sixty six teacher surveys were completed.

The studies by Jackson (2003), Brenda (2003), Berustein (2003), Michael (2003), Pearce (2005), Winand (2006), Banerjee et. al (2007), Darek (2008) and Awasthy (2009) were conducted on community development models and intervention. Berustein (2003) prepared a school, family, community partnership predictor model based on principal's communication and action strategies. Jackson (2003) created community service organizations helping parents become active in their children's education and findings supported the concept that community service organizations helped parents to advocate for their children. Winand (2006) developed a model for community input into school decision. Banerjee et. al (2007) reported findings from a survey in a rural district in Uttar Pradesh. Rural households, parents, some lessons in one of the workshops, understanding bicycle was kept as an activity. Although everybody had used it, nobody knew it as machine. The cycle mechanic was invited to demonstrate bicycle as a complex machine and in the process he became teacher of teachers. For teachers, it was clear that illiterate or semiliterate parents are a big resource for giving children varied learning experiences and a proper planning can utilize their skills in the most fruitful way and parents also shed their hesitation with a feeling that they also could be useful in academics. Awasthy (2009) conducted study on development of an intervention programme to maximize community participation in implementation of SSA in schools of Gujarat. The study revealed that as per governmental norms committees were constituted, agenda made, meetings were conducted on records and grants were utilized but neither the teachers nor the community were aware of the basic philosophy underlying the concept of community participation. The intervention program developed focused on aspects

of awareness, sensitization and motivation. The intervention programme opened school as a centre of community gatherings and brought everybody together. The participation was at its helm during the intervention but gradually saw relative fading because of the discontinuity of programmes that brought community closer to the schools.

The studies on school and family relationship were conducted by Sharma (1992), Creemers and Werf (1999), Ed. CIL (1999), Brenda (2003), Pearce (2005) and Botticelli (2006). Sharma (1992) reported a lone finding on the community support i.e. the attitude of the community was supportive. Only in 40 % cases; the majority was indifferent and 6.67 % of the community members were obstructive. Creemers and Werf (1999) on similar lines studied the cost effectiveness of community participation and found that positive relationship between schools, parents and community reinforces effective school characteristics and a positive, safe and rewarding learning environment. Homework also was considered to be a school practice which links the role of parents and teachers as well as home reading. This was found to have a very positive impact on student's achievement and in comparison to other school improvement programmes was highly cost-effectiveness. Ed. CIL (1999) reported that linkages of the school with the community have also emerged in the preparation of teaching learning material. Brenda (2003) also reveals that community is a concept that is difficult to quantify. The larger implication of this study is the new sense of community that was experienced within the research group at the end of research process. Thus if communities were made to develop through self inquiry would lead to individual, group as well as development of society. Pearce (2005) in community as relationship: a narrative inquiry into the school experiences of two children revealed new possibilities for imaging community not as a place but an unfolding, fluid, complex series of relationships. Botticelli (2006) studied the impact of family-school partnership on student achievement, a case study of an elementary school in Connecticut. Evidence abound that students whose families are involved in their education have more academic success at school than students whose parents are less involved. Student's scores on the developmental reading assessment and the parent's scores on the parent questionnaire were used as quantitative data. Interviews with teachers and administrators, document analysis and focus groups discussions with parents were used as qualitative data.

The studies conducted on role of principals and parents in improving community participation were by Wandu (1981), William (1984), Charg (2001), Howard (2001), Arnold (2002), William (2002), Almeida (2005), Barenno (2005), Carden (2005), Piper (2005), Caines (2006) and Michelle (2006). Participation of teachers in school and their attitude was studied by Wandu (1981) and Howard (2001). The study by Wandu (1981) attempted to assess the relative impact of the participation of primary school teachers in village community leadership at both formal levels of political socialization and situational pressures encountered on the job. The results indicated that attitudes were the most powerful predictors of teacher participation in community leadership. While, Howard (2001) investigated the factors concerning teacher attitudes viz. judgment about parental involvement, judgment about parental contact, actual parental contact and need for parental involvement and the findings highlighted that educators can instruct, serve as role models and provide various learning activities that are developmentally appropriated. They can supply the resources for learning. However without parental support and involvement, teachers fall short of their goal of educating the entire child hence parental involvement in teaching-learning is a must. William (1984) the study indicated that there was a moderate, positive and statistically significant correlation between parent opinion of the parent-teacher conference, opinion and attitude toward the school. Educational level of the parent and student grade level had little influence on the relationship between parent-teacher conference, opinion and attitude toward the school. Parents generally felt good about the parent-teacher conferences and agreed that the teachers were caring, well trained, hard working and dedicated to their profession. Charg (2001) investigated the instructional leadership role of the principal of elementary school identified district support strategies that promoted the success of student performance in literacy. The study was limited to one elementary school. The study suggested that alternative means to compare student performance must be identified in order to recognize the changing needs of the student population. Lack of correlation between what the student were taught and their learning needs impacted their outcomes. Arnold (2002) conducted a case study of parent involvement in three low socio-economic Spanish speaking elementary schools in orange county California. The study revealed that the success of schools parent involvement program was dependent on

the principal's belief, decisions and corresponding behaviors. The principal and teachers had to be willing to cater to the schools families, when this occurred the parents were able to become active participants because they knew how to help their children and be involved at school. The study concluded that a dedicated principal who understands and values the individuals who make up the school community drives the parent involvement. William (2002) conducted a study to determine the impact of positive parental involvement on student achievement especially for Afro-American inner-city students attending public elementary schools. The study was conducted with fourteen students and their families using interviews. The result showed that positive pre-school experiences and home helped to provide a solid educational foundation for formal school success; students had a broad knowledge base of reading and mathematical skills as well as love for learning prior to entering formal school. It further established that what occurs in the home has significant impact on what happen in school. Almeinda (2005) also studied principal behavior and influence on school culture. This study examined the role of the principal in developing sustaining elements of healthy school culture. Using the survey data, a questionnaire was developed to identify behavior of principals. A quota sampling method was used. The study revealed that the culture of school influences the behavior, attitudes and beliefs of those within the school community and this culture is governed by the principal and teacher behavior. Barenno (2005) attempted to study effective strategy and practices of principals in involving language minority or Hispanic parents. The study involved combination of interviews and questionnaire. The study revealed general agreement between principals and parents in reports of type and importance of parental involvement strategies and practices with respect to Hispanic parent involvement and parents felt more involved in their children's education with those principals who actively used strategies and practices to influence involvement. Carden (2005) studied parental expectations and the role of parental involvement in an independent school. Piper (2005) studied parental involvement in schools with a focus on high and low achieving students. The study highlighted that academic achievement was positively influenced by parent involvement. The socio-economic condition of parents also influenced the parent involvement but in schools with welcoming environment, motivation for participation the socioeconomic status did not prevent parents from participating. Caines (2006)

studied nature of parental involvement in educational decision making in a large urban school district. The case study method was employed using semi structured interviews. The study indicated that school council policy was problematic as it appealed specifically to higher income parents rather than serving as an open invitation for all parents to become involved in educational governance. In fact, a substantial difference existed between both research sites with the inner city school adopting a peculiar structure for parental involvement in educational governance and high income area adopting an altogether different structure. The research also highlighted the influential role of the principal in terms of promoting, shaping and fostering parental involvement. Michelle (2006) conducted a case study on the role of principal in rural schools receiving standard excellence award. The findings suggested strategies unique to rural setting such as sub-categories of programs, parent expectations, processes, relationships and school serving as unofficial social service agencies.

2.2.1 Some observations and implications

Examining the studies on constitution and functioning of the different committees of the school by Ed. CIL (1999), Creemers and Werf (1999), Kumar et. al. (1999), and Rao G. K. (1999) revealed that the positive relationship was there between school, parents and community. With regard to constitution of PTAs, maximum was in Kerala (22.3 %) then in Maharastra (18.3 %) and Tamil Nadu (17.7 %). The smallest number of PTAs was there in Utter Pradesh and Gujarat (both 0.5 %). Rao, P. D. K. (1999) revealed that VEC members who were selected were not aware of their selection. Only fifty percentages of the VEC members were aware of the provisions for VEC and teacher grants. With regard to functioning of different committees it was found that the members of VEC hardly knew their functions and the head masters were not really keen on informing them or accept their supervision in school. Hence members on different committees need awareness and training through appropriate training camps to initiate them in to educational activities. Sharing the experiences of community participation in seven states viz. Andhra Pradesh, Orissa, Madhya Pradesh, Maharashtra, Uttarakhand, Haryana and Bihar, Menon (2008) recorded significant variations in the manner in which community participation and community based bodies are structured. In Andhra Pradesh, Bihar, Madhya Pradesh and Uttarakhand, a legal statutory basis has been provided to community participation through Acts. In Bihar membership

of these bodies is based largely on elections, but in Andhra Pradesh there has been a move to increase the number of nominated members.

Dube (1969), Jones (1991), Naik (1992), Williams (1994), Colette and Perkins (1995), Mehrotra (1995), Heneveld and Craig (1996), Epstein (1997), Swain (1998), Menon (1999), Muzzamil (1999), Benson (2001), Carlvaho (2002), Menon (2003), Reddy and Reddy (2003) and Sinha (2008) studied community participation and school effectiveness taken together pointed that community participation developed a feeling of belongingness in the activities of the school which included contributions in raising enrolment, retention and achievement of students. A meticulous examination of the causes revealed that community participation was a result of initiation of teachers and leadership of head master. In this connection though most researches have endorsed that teachers should be organized and motivated to enhance community participation and further researches be conducted to find out different formal modes of community participation, the type of motivational or attitudinal training required and flaws in the present system of training which needs to be improved has not been mentioned. It was also felt that government should initiate discussion and dialogues with the community so that the latter is prepared to own the educational programme. A close analysis of the methodologies adopted by the scholars reveal that they were largely surveys and data were collected through questionnaire, information schedule and unstructured interview while in few cases observation schedule was used. Therefore, it failed to take in to account the actual participation hence neither could give comprehensive, authenticated results of the state of participation and its impact on school, nor suggestions for enhancing school effectiveness through community participation.

The studies by Patel and Awasthi (2006) and Taylor (2006) showed that wherever the parental involvement was there in elementary schools, it exhibited the positive results. The results of Burke (2002) indicated that parent monitoring and time management has a significant effect on student's achievement. Further, Patel and Awasthi (2006) found that the committees constituted were status quo and largely met for celebration of national festivals and utilization of grants. Neither the teachers nor the members on any of the committees were clear regarding the goals of SSA and their responsibilities therein but at the same time, the positive note was that SSA had at least brought the parents and other community members to school

although a much marginalized participation was registered but wherever the participation was from all sections the school exhibited excellent results. Similar findings were also exhibited by Webster (2005) that formalization of community participation or its being a mandate makes it just a mechanical law whose implementation can be enforced but its functioning cannot be ensured. Perini (2006) studied the perceptions of rural teachers suggest that the teachers do not purposefully engage with the local community, specifically regarding curriculum and pedagogical practice.

Parental involvement in education was studied by (Piper, 2005). The study revealed that parent involvement in school activities seemed to directly relate to academic performance and their educational level was a good predictor in the level of parent involvement. Rivera (2001) revealed that parental involvement policy needs to focus on teachers and parents expectations if it is to cope with the existing laws and regulations. The studies by Ed. CIL (1999), Creemers and Werf (1999) and Rao G. K. (1999) highlighted the positive impact of PTA/community in students enrolment, retention, achievement and also improvement and maintenance of school infrastructure. Further, Kumar et. al. (1999) observed that PTA helped schools in teaching academic subjects in the absence of regular teachers. Parents helped in computer classes, craft classes. They also helped financially and prevented antisocial elements from interfering the smooth functioning of the school.

The studies by Jackson (2003), Brenda (2003), Berustein (2003), Michael (2003), Pearce (2005), Winand (2006), Banerjee et. al (2007) and Darek (2008) were conducted on community development models and intervention. Berustein (2003) prepared a school, family; community partnership predictor model based on principals communication and action strategies. Jackson (2003) created community service organizations helping parents become active in their children's education and findings supported the concept that community service organizations helped parents to advocate for their children. Berustein (2003) and Jackson(2003) used rigorous scientific methodology subjecting data to series of factorial analysis of variance and discriminate analysis testing of hypothesis at 0.05 levels while others used qualitative content analysis technique and percentage and frequency wherever required. It is striking that except Darak (2008) none of the models or interventions

designed for research studies have been conducted in India. Moreover the target group also in all cases except Darak (2008) was urban populace.

Botticelli (2006) studied the impact of family-school partnership on student achievement; found that students whose families are involved in their education have more academic success at school than students whose parents are less involved. Creemers and Werf (1999) on similar lines studied the cost effectiveness of community participation and found that positive relationship between schools, parents and community reinforces effective school characteristics and a positive, safe and rewarding learning environment. Pearce (2005) studied community as relationship: a narrative inquiry into the school experiences of two children, revealed new possibilities for imaging community not as a place but an unfolding, fluid, complex series of relationships.

Participation of teachers in school and their attitude was studied by Wandu (1981) and Howard (2001). The results indicated that attitudes were the most powerful predictors of teacher participation in community leadership, the educators can instruct, serve as role models and provide various learning activities that are developmentally appropriated, they can supply the resources for learning, however without parental support and involvement, teachers fall short of their goal of educating the entire child hence parental involvement in teaching-learning is a must. Further, Arnold (2002) revealed that the success of schools parent involvement program was dependent on the principal's belief, decisions and corresponding behaviors. The principal and teachers had to be willing to cater to the schools families, when this occurred the parents were able to become active participants because they knew how to help their children and be involved at school. The study concluded that a dedicated principal who understands and values the individuals who make up the school community drives the parent involvement.

2.3.0 Studies based on participation of tribals in elementary education.

The nine studies conducted on participation of tribals in elementary education, were by Das (1991), Sathyabalan (1993), Banwasi Seva Ashram (1994), Ambasht and Rath (1995), Panda (1995), Roy (1995), Wilson (1997), Gandhi Vidyapeeth (2004) and Sahoo (2004). A study on participation of tribal community in school management at primary stage in the tribal districts of South Orissa was conducted by Sahoo (2004). In above study Interview Guide Line and Focus Group Discussion were used as tools. The findings revealed that most of the parents keep

interest but do not manifest due to lack of encouragement from outside or from teacher. Few parents keep on enthusiasm and interest in providing encouragement and facilities for child's study at home. PTA, MTA and VEC have been constituted but members are not very active and bothered about the said purpose. Interior schools suffer a lot due to irregularity in arrival of food materials. Teachers are normally observed reluctant to stay in interior tribal pockets. It was observed that the VEC members are seemed active only during in-flow of money in school account. The hindering factors traced are illiteracy; severe poverty Ignorance, social prejudices, cheating attitude, indifference passiveness, wine taking habit, lack of interest in education and outer world developments. Das (1991) conducted study on Innovative education in remote tribal block: A search for contents and methods in an innovation which has been carried out through Agramee in Orissa. It is an experiment in development of education, attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. The study also attempts to provide education with innovative features in remote tribal blocks and also to provide need specific content and suitable methodology. Co-curricular activities had a lot of impact in ensuring community participation and student attendance. Teachers from the village where the centre is located were found to be more effective than non tribal outsiders. Skills like song; dance and acting were found to be important assets to help the teacher not only to convey the message, but also to improve the self expression and creative abilities of the students. Community involvement was found to be essential; otherwise the qualitative performance of the schools could not be sustained. Strictness and rigidity of timings, schedules and behavior controls were often detrimental to the performance of the tribal children. Attendance of girls was very difficult to sustain due to various taboos. But in cases where the girls did study for a reasonable period of time their performance was as good as or better than that of the boys. The articulation of girls was suppressed due to traditional sanctions. Teacher performance needs to be supported through regular and frequent information inputs and training. Supervision was detrimental if the supervisor did not make a conscious effort to communicate with the children and give demonstration lessons. In these areas tribal children do not have any access to education and the literacy rate remains abnormally low. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings,

teacher training programmes conducted on regular basis and an effective supervision are helpful in promoting tribal education. A similar study was conducted by Sathyabalan (1993). The study reveals the effectiveness of primary education in rural areas of Tamil Nadu. The operation and development of primary education is not uniform across all regions. Among districts and talukas, there are variations in all aspects of primary education. UEE cannot be achieved if people are kept away from the management of primary school or brought in only when some administrative requirements are to be full filled. The functionaries at all levels should make genuine attempts to involve the local people in all matters concerning the operation and development of primary schools. The two projects were carried out by Banwasi Seva Ashram (1994) and Gandhi Vidyapeeth (2004) to see the impact of education of tribals and their participation in schools. In study by Banwasi Seva Ashram (1994), impact of Banwasi Seva Ashram on tribal community of remote district Sonbhadra in the State of Uttar Pradesh was studied. Instructors emphasized that the success of their work depended solely on the partnership with local community. As one of them stated, "Our work as functionaries is to give one idea; they used to tell us what type of programme they wanted. When their programmes were accepted by us, they cooperated fully." This partnership they felt was the cornerstone of entire project, since many of centers problems could be resolved on the spot. Financial support from VEC members helped in the procurement of essential facilities and conduct of school activities. Gandhi Vidyapeeth (2004) had brought awareness about development taking place in the outside world. The local tribals have slowly realized and understood the importance of education, health, hygiene, sanitation and cleanliness. Effective use has also been made of the tribal's knowledge of Ayurvedic medicines by the instructors in chhatrashalas. Schools that have been started in the remotest villages have helped illiterate parents in enrolling their children. Children have become highly motivated and eager to learn through joyful activities. The community around the schools has started getting need based services, over and above education like primary health care facilities, drinking water and electricity. School has provided toilet facilities, which was not available prior to the project being launched. In addition, the local people have benefited from soil water conservation technique. The project activities have helped to improve the educational facilities and quality of education by bringing in new and interesting activities for the

children, along with cultural activities to the schools. Ambasht and Rath (1995) carried out a study on the effect of household, community and school factors on enrolment, retention and achievement among tribal students. This was a derivative study, taking data from a number of studies conducted under District Primary Education Programme. It concluded that certain specific intervention strategies apart from household, community and school factors there were certain tribe specific contexts that called for consideration like ethnographic and demographic insight. Decentralisation of curriculum was not found. The degree of contact situation of the tribe with the dominant community conditioned the psyche due to various acculturative processes. Relevance to the experience of the child in the community called for development of the curriculum at the panchayat level, in the initial classes and made tribe specific pre-school programme with proper reorientation to the need of each specific tribe was found to be useful. The Village Education Committees need to be given special boost in these areas. Textbooks need to be rewritten, even though in small numbers, in the cultural context of the tribe concerned. Supervision of the schools was in need of revamp. In quite a few tribal communities, it was found that there was motivation for higher education but means do not permit, teacher truancy was found to be mythical in many cases. Similarly, some of the factors commonly believed to be responsible for low retention had been neglected. School health programme in tribal areas was a strong need to increase retention. The absence of pre-school facilities in consonance with local cultural need was recommended. The role of panchayat in increasing retention was further realized and greater emphasis was recommended. Panda (1995) conducted a socio-anthropological survey study on the functions, organization and impact of the tribal schools in the Koraput district of Orissa. The objectives were to study the manifest and latent functions of the schools for tribal children functioning in the Koraput district of Orissa; to study the organization of such schools and the impact of these schools on the community. The study has come out with a comprehensive profile of the tribals living in Koraput district. The non-enrolled children were higher than those of enrolled in the village schools. The schools were not equipped adequately with the required facilities such as the condition of the school building, proper lighting, proper ventilation and minimum comforts in order to make the teaching learning process more effective. There was lack of relevant teaching aids like charts, diagrams, maps, learning materials,

community involvement and special teaching classes for the backward learners. It was found that the classroom interaction was very limited and passive. No Special efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards the rituals, functions, fairs, festivals and ceremonies relating to the tribal communities. The funds were not available for the schools to make minor repairs and even to procure some teaching aids. Many of the teachers did not attend any in-service teacher training after joining the schools. The teaching methods varied from teacher to teacher. Poor economic conditions of the villagers resulted in to lower enrolment, non participation in the school activities and indifferent attitude towards the schools. The results showed that in spite of availability of various facilities like inexpensive hostels, provision of free textbooks, uniforms, stationary etc., these schools are not able to maintain a high retention rate and reduce the dropout rate. The instructional activities in these schools were found to be monotonous and teacher centered, which resulted poor student performance at class V level. Even the parent's response to the functioning of the school and its relevance to the community was not positive. Roy (1995) conducted a study on innovative practices to ensure school effectiveness among deprived groups. The objective of the study was to diagnose the extent of autonomy exercised by the Lai Autonomous district council and to identify the impediments in the exercise of its autonomous functioning. The sample of the study covered 10 % government lower primary schools in lowngthlai semi urban area of Chhimtuipui district of Mizorum. The findings of the study were that the superior infrastructural facilities even in rural areas resulted in a comparatively low dropout rate in the lower primary stage. It was also found that the accountability of teachers increased substantially due to decentralisation of management. Further, the community participation increased substantially as a result of the transfer of power from the state to the local body and administrative decentralisation included the sense of hygiene, pride and belongingness to the school. Wilson (1997) undertook a Case study on people's participation in management of schools in Tribal areas Vishakhapatnam district (Andhra Pradesh). The attempt was to study impact of participation of the tribal community in the growth and development of school management in the tribal areas of Vishakhapatnam district. The main objectives of the study were (i) to study the gaps in establishing the working condition and performance of Maa Badi (our school) as per the guidelines lay out

by the integrated tribal development agency and (ii) to find out the extent of the participation of the tribal community in the growth and development of Maa Badi schools. The major findings were (i) the peoples participation to establish the Maa Badi school was successful in both the villages (ii) the factors on the school location basic infrastructure, teaching aids and teaching procedures were satisfactory in both villages (iii) it was observed that the school performance system such as conducting tests regularly was being undertaken in both villages however, promotional procedures were not very well structured in the guidelines (iv) the tribal peoples participation in the management of Maa Badi school was found to be highly satisfactory.

It has been observed that most of the studies were survey type except the case studies, by Muzzamil (1999), Benson (2001) and Carlvaho (2002) wherein they tried to study particular school or group and the developmental studies conducted by Williams (1994), Colette and Perkins (1995), Heneveld and Craig (1996) and Epstein (1997) that tried to study the means or channels through which communities could be involved. Among the surveys conducted most were confined to the boundary of specified district of a state except Reddy and Reddy (2003) who surveyed the entire state of Andhra Pradesh. Greater importance has been given to questionnaire, information schedule, interview, report card and focus group discussion.

2.3.1 Some observations and implications

The nine studies were found conducted on participation of tribals in elementary education. The different committees PTA, MTA and VEC have been constituted but members are not very active and bothered about the said purpose, VEC members are seemed active only during in-flow of money in school account, the reasons traced are illiteracy; sever poverty Ignorance, social prejudices, cheating attitude, indifference passiveness, wine taking habit, lack of interest in education and outer word developments (Sahoo, 2004). In spite of availability of various facilities, the instructional activities in these schools were found to be monotonous and teacher centered, which resulted poor student performance, Even the parent's response to the functioning of the school and its relevance to the community was not positive (Panda, 1995).

The studies conducted by Das (1991), Sathyabalan (1993), Banwasi Seva Ashram (1994), Ambasht and Rath (1995), Panda (1995), Roy (1995), Wilson (1997), Gandhi Vidyapeeth (2004) and Sahoo (2004) revealed that tribal community participation was found to be essential to sustain quality education in schools. Further, the study by Ambasht and Rath (1995) suggested that Village Education Committees need to be given special boost to increase the participation of tribals in school activities. Even functionaries emphasized that the success of their work depended solely on the partnership with local community (Sathyabalan, 1993 and Banwasi Seva Ashram, 1994) therefore, functionaries at all levels should make genuine attempts to involve the local people in all matters concerning the operation and development of primary schools. The role of panchayat in increasing retention was further realized and greater emphasis was recommended (Ambasht and Rath, 1995). It was also found that the accountability of teachers increased substantially due to decentralisation of management. Further, the community participation increased substantially as a result of the transfer of power from the state to the local body and administrative decentralisation included the sense of hygiene, pride and belongingness to the school (Roy, 1995). Sahoo (2004) the findings revealed that most of the parents keep interest but do not manifest due to lack of encouragement from outside or from teacher, they are few who keep on enthusiasm and interest in providing encouragement and facilities for child's study at home, teachers are normally observed reluctant to stay in interior tribal pockets. Das (1991) suggested that co-curricular activities had a lot of impact in ensuring community participation and student attendance. Teachers from the village where the centre is located were found to be more effective than non tribal outsiders. Skills like song; dance and acting were found to be important assets to help the teacher not only to convey the message, but also to improve the self expression and creative abilities of the students. Community involvement was found to be essential; otherwise the qualitative performance of the schools could not be sustained. Strictness and rigidity of timings, schedules and behavior controls were often detrimental to the performance of the tribal children. Attendance of girls was very difficult to sustain due to various taboos. But in cases where the girls did study for a reasonable period of time their performance was as good as or better than that of the boys. The articulation of girls was suppressed due to traditional sanctions. Teacher performance needs to be supported through regular and frequent

information inputs and training. Supervision was detrimental if the supervisor did not make a conscious effort to communicate with the children and give demonstration lessons. In these areas tribal children do not have any access to education and the literacy rate remains abnormally low. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher training programmes conducted on regular basis and an effective supervision are helpful in promoting tribal education.

2.4.0 Implications of the Related Literature for the present study

From the review of studies under three sections in this chapter, it can be observed that a total of one hundred fifty studies were reviewed. There were seventy six studies related to tribal education and sixty five related to community participation in elementary education, while only nine studies based on participation of tribals in elementary education were reviewed. This however does not mean there was dearth of studies in this sections but the area being very wide, most befitting studies were only taken.

The review of studies on tribal education has shown that several efforts were made to raise the level of tribal education but the results have remained far from the expectations. Although, various educational schemes, scholarship, free hostel scheme, ashram schools, book bank facility, special scholarship, tribal sub-plan etc had positive impact on raising level of education among tribals, it is with slow pace. Even, there is no serious analysis of the slow progress of educational development among tribals. Further, various educational schemes and facilities were available for the tribals, but they had been not in a position to utilize it fully because of their educational backwardness. The education among tribals is still lagging behind the non-tribals. The rate of wastage, stagnation, low literacy and low academic achievement were high among the tribals. The problems such as enrolment, utilization of financial assistance in inappropriate way, medium of instruction, supervision, and monitoring, negative attitude of teachers, parents and administration were also found in the schools. Ashram schools are the special efforts in the direction of tribal education but, teaching learning process in these schools was not found to be satisfactory. The educational programmes and interventions were planned at the state level instead of in accordance with nature, need and culture of tribals. However, it must be mentioned that all the comments made in this section stem from the review of studies. The review of studies reveals

that majority of the studies are limited in scope, they describe how the things are but there is a lack of rigorous attempt why things are as they are among the tribals. This depicts a very sad picture of tribal education and thus in the context of tribal education both the types of studies are essential. The macro level studies will provide valuable inputs for policy planning while micro level studies will be helpful in providing the needed educational inputs in the local specific context.

All the studies reviewed on community participation in elementary schools have accorded that the positive relationship was there between school, parents and community, the community participation develops a feeling of belongingness in the activities of the school which included enrolment, retention, strengthening school infrastructure, organizing functions and festivals and also brings regularity in student attendance. But, in studies community participation was thought in a narrow context, only in terms of involvement of community for enrolment drive, utilization of grants or at the most celebration of some festivals. This means the concept of participation as equal partners or ownership of school by community members fundamental to community participation and school development were conceptually missing in the researches. The researches implies a need for comprehensive status studies including survey of resources both physical and human, the teaching learning processes and the academic and social environment at school interlinking the parents, teachers and students to portray the role of each partners in enhancing quality of education. Sharing the experiences of community participation in seven states viz. Andhra Pradesh, Orissa, Madhya Pradesh, Maharashtra, Uttarakhand, Haryana and Bihar, Menon (2008) recorded significant variations in the manner in which community participation and community based bodies are structured. Further, studies showed that committees constituted were status quo and largely met for celebration of national festivals and utilization of grants, neither the teachers nor the members on any of the committees were clear regarding the goals of SSA and their responsibilities therein but at the same time, wherever the parental involvement was there in elementary schools, it exhibited positive results. The studies on family school partnership found that students whose families are involved in their education have more academic success at school than students whose parents are less involved. Even, studies also revealed that attitude of teachers and principals were the most powerful predictors of their participation in community leadership, the educators can instruct, serve as role

models and provide various learning activities that are developmentally appropriated, they can supply the resources for learning, however without parental support and involvement, they fall short of their goal of educating the entire child hence parental involvement in teaching learning is a must. This implied that a need for teacher attitudinal development and awareness building on the part of the community members was required for enhancing community participation. While role of principals has also been acknowledged in the assessment and shaping of the culture within a school, research and literature however has provided little or no guidance for principals on the specific behaviors for developing and sustaining a healthy school culture. Previous researchers have identified the essential elements of healthy school cultures but how these elements could be developed in school culture is not studied. It reflects that the studies are limited in their scope and themes chosen for researches are broad and general rather than pointed and specific. Very few studies are micro level studies with intensive analysis of the problems. Even in case of researches with intervention description of facts is in quantitative form using statistical techniques.

The studies conducted on participation of tribals in elementary education found that community participation was found to be essential to sustain quality education in schools. Further, studies also revealed that different committees PTA, MTA and VEC have been constituted but members are not very active and bothered about the said purpose, VEC members are seemed active only during in-flow of money in school account, the reasons traced are illiteracy; sever poverty, ignorance, social prejudices, cheating attitude, indifference passiveness, wine taking habit, lack of interest in education and outer word developments. In spite of availability of various facilities, the instructional activities in these schools were found to be monotonous and teacher centered, which resulted poor student performance. Even the parent's response to the functioning of the school and its relevance to the community was not positive. The Village Education Committees need to be given special boost to increase the participation of tribals in school activities. Even functionaries emphasized that the success of their work depended solely on the partnership with local community. The role of panchayat in increasing retention was further realized and greater emphasis was recommended to decentralisation of management. The studies suggested that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher

training programmes conducted on regular basis and an effective supervision are helpful in promoting tribal education. Examining the studies on participation of tribals in elementary schools revealed that very few studies were there but wherever the participation of tribals was there in school, it helped in sustaining quality. Further, VEC, MTA, PTA and VCWC need to be given special boost to increase the participation of tribals in school activities. Even functionaries emphasized that the success of their work depended solely on the partnership with local community (Sathyabalan, 1993 and Banwasi Seva Ashram, 1994) therefore, functionaries at all levels should make genuine attempts to involve the local people in all matters concerning the operation and development of primary schools. The role of panchayat in increasing retention was further realized and greater emphasis was recommended. Therefore, more studies are required to explore the significance of community participation in sustaining tribal education.

With the premise of review of related literature and inferences, as mentioned above, and considering the importance of the investigation of participation of tribals in elementary schools, an attempt was made to define objectives and problems of the present study in the following chapter. Accordingly, the methodology preferred to investigate the problem is presented in the next chapter.