

ments. It contains information about the existing position of education among backward classes of all the States and Union territories.

# AN ANNOTATED BIBLIOGRAPHY ON TRIBAL EDUCATION IN INDIA

NATIONAL  
COUNCIL OF  
EDUCATIONAL  
RESEARCH &  
TRAINING

# REPORT ON TRIBAL EDUCATION IN INDIA

This is a report of the National Seminar on Tribal Education in India held at Udaipur from 13th to 18th September 1965, organized by the Tribal Education Unit of the Department of Adult Education. The purpose of the Seminar was to bring together on a common platform the administrators, educationists, anthropologists and voluntary

*Compiled and annotated by*  
**L. R. N. SRIVASTAVA**

**R. N. SRIVASTAVA**

...tribal welfare to discuss the problems of education of the tribal people, to share their experiences and to make recommendations for future course of action. The following papers were presented and discussed in the seminar : a) 'Working Paper' by L. R. N. Srivastava, (b) 'Existing facilities, Coverage, Wastage, Stagnation and Utilization of Financial Assistance in respect of Tribal Education' by S. K. Kaul, (c) 'Basic Problems of Tribal Education' by L. R. N. Srivastava, (d) 'Socio-Economic Aspects of Tribal Education' by Chhachidananda, (e) 'Curricula



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# AN ANNOTATED BIBLIOGRAPHY ON TRIBAL EDUCATION IN INDIA

*Compiled and annotated by*  
**L. R. N. SRIVASTAVA**  
*Field Adviser*

*Assisted by*  
**S. V. GUPTA**  
*Technical Assistant*

**TRIBAL EDUCATION UNIT**  
**DEPARTMENT OF ADULT EDUCATION**  
**National Council of Educational Research & Training**  
**37, 38-A, Friends Colony**  
**NEW DELHI**  
**1967**

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## P R E F A C E

Education of the tribal people in India has assumed great significance since independence as the tribals also should be able to exercise fully their rights and privileges as citizens of the democratic republic. In order to do that, one of the first essentials is to provide them education. As their social organization, culture and level of economy are different from those of the more advanced sections of Indian society, problems of education of the tribals are also different. To solve these special problems, considerable research and studies ought to be undertaken.

As a first step in this direction, the Tribal Education Unit of this Department has prepared an annotated bibliography on tribal education in India. The material included in this bibliography has been collected from the tribal section of the Department's library as well as from several other libraries.

I hope that research workers and others interested in education of the tribal people will find this to be a useful reference material.

February 1966

**T. A. Koshy**  
Head of the Department  
Department of Adult Education



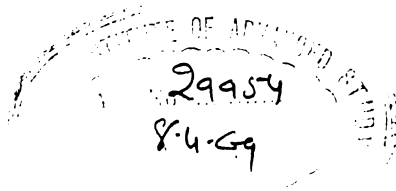
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## INTRODUCTION

The Government of India in the Ministry of Home Affairs (now the Department of Social Welfare) have established a Tribal Education Unit at the Department of Adult Education, a constituent unit of the National Council of Educational Research & Training to take up investigation and research into the problems of tribal education as may be selected from time to time; to co-ordinate research in tribal life developed in other institutions and universities in the country; and, to undertake special studies or evaluation into special problems of tribal education, at the request of the Government of India or the State Governments.

The Unit started functioning by the end of 1964. The first and almost formidable obstacle in its way was a lack of relevant data and information on tribal education in India. I contacted the various State Governments, universities, research institutions and voluntary organizations engaged in the field of tribal education, and could collect some basic material. To carry out any research work it is essential to have a complete information on the type of work done on similar subject in and outside the country. This we did not have and so we decided to first prepare an annotated bibliography on tribal education in India. And the result is here.

Our work had perforce to remain confined to Delhi. We visited many libraries and offices and, when we settled down to collect references we found that quite a large number of papers dealing with tribal education had been published. We also came across papers dealing with educational problems of the

tribes outside India, which we have not included in this bibliography. We are quite certain that there are still many references which we have missed partly due to non-availability of the journals in which they were published and partly due to absence of any record of their publication. Though we managed to procure many journals from outside Delhi which were not available here, yet many more still eluded us, and for the time being we had to remain content with whatever we could lay hands upon. The present work can, therefore, in no case be considered as complete in itself. In fact, before we finished it we had thought of bringing out a supplementary volume to the present work or a revised edition of it in the near future incorporating therein all those references which could not be included in the present work.

The fact that the work has been completed in the teeth of many difficulties makes me conscious of the gratitude and thankfulness I owe to many people who have given their unstinted co-operation in its preparation. Thanks are due to the officers and staff of the Delhi Public Library, Delhi University Library, Library of the Ministry of Home Affairs, Library of the Delhi School of Social Work, Bharatiya Adimjati Sevak Sangh, Office of the Registrar General of India, and, of course, our own library. I owe a special sense of gratitude to Dr T. A. Koshy, Head of this Department who has taken a keen interest in this bibliography which may claim to be the first on the subject of tribal education. He has gone through it in its various stages and has very kindly written the preface. S. K. Sehgal and Harish Kant have typed the manuscript.

L. R. N. Srivastava

New Delhi  
December 18, 1965

# **C O N T E N T S**

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ADIGAL, R.

'Suggestions for Tribal Welfare in Nilgiri District', *Report of the Fifth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1959, p. 201.

The writer has given various suggestions with regard to tribal welfare in general and for educational development of the tribal people, in particular.

ADIVASI  
SEVA MANDAL

*Adivasi Seva Mandal*, Seventh Annual Report (1st October, 1948 to 31st March, 1951), Bombay, 51, Mahatma Gandhi Road, 1951, pp. 7-10.

Free and compulsory education among the Adivasis has been discussed. It contains an account of schools during 1950-51. The educational activities of the Mandal during 1950-51 have been given in detail.

AIYAPPAN, A.

*Report on the Socio-economic Conditions of the aboriginal tribes of the Province of Madras*, Madras, Superintendent, Govt. Printing Press, 1948, pp. 43-44.

Chapter V of the report contains general suggestions. The present state of

affairs in the field of education has been described and suggestions have been made concerning schools, vocationally biased education, prizes, literacy programmes for youths, etc.

AIYAPPAN, A. 'Tribal Languages of Orissa', *Adivasi*, Cuttack, Tribal Research Bureau, 1963-64, No. 3, 1964, pp. 5-6.

The author has given the salient features of tribal languages of Orissa. He has discussed the two broad divisions—Mundari and Dravidian—of the languages, and how many tribal people have given up their own languages and adopted Oriya.

ALL INDIA  
PUNARVASIT JATIS  
(DENOTIFIED  
TRIBES)  
FEDERATION

*Report of the All India Denotified Communities Seminar held on 31st March, 1st, and 2nd April, 1963 at Delhi, Delhi-9, Udyog-sala Press, Kingsway, 1963, Section IV, Supplement, pp. 1-4.*

The Seminar was held in the Central Hall of the Old Secretariat, Delhi to discuss the problems of these communities and to suggest a correct approach for the solution thereof. The participants have expressed their views on the problem of their education. Adult education has also been described. It also contains a Memorandum submitted to the late Shri Lal Bahadur Shastri, the then Minister for Home Affairs, Government of India, New Delhi by the Committee appointed by the All India Denotified Tribes Communities (ex-criminal tribes) Seminar. Educational activities and spread of education in

different states have been described in connection with the denotified tribes. Suggestions concerning special schools, girls' education etc. have been made by the Committee.

APTE, J. S.

'Talwada Ashram School—an experiment in Tribal Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1960, Vol. VIII, No. 3 (April, 1960), pp. 81-82.

The writer has first discussed the tribal problems in general and then the ashram school and calls the latter a more effective weapon and instrument of social transformation. He has laid down objectives and programme of ashrams and enumerated extra-curricular activities. The article contains a tabular analysis of tribal children in ashrams.

APTE, J. S.

'A pioneer in Tribal Children's education', *Social Welfare*, Delhi, The Publication Division, 1962, Vol. IX, No. 3 (June, 1962), p. 35.

The writer has given an account of efforts made by Smt. Tarabai Modak for the education of tribal children.

BANERJEE, S. K.

'Some differential Effects on Primary Education of the Tribal students of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1962, Vol. 1, No. 2 (1962), pp. 46-53.

The author in this paper has tested his

two main hypotheses : medium of instruction is the determinant factor of the primary education among the students and it hampers the progress of education of some tribal communities because this aspect has been overlooked in the past; and, geographical factor is not the barrier to the progress of primary education.

BANERJEE, M.

*Primitive Men In India*, Ambala Cantt., The Indian Publications, 1964.

The author has discussed in brief the lives of the primitive men in India. Literacy and language with regard to particular tribes have been discussed in brief.

BAPAT, N. V.

'Tribal education—a problem', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1961, Vol. IX, No. 1 (January, 1961), pp. 37-39.

This is a summary of the address delivered by the writer as the Chairman of the Aborigines Section of the 35th All India Educational Conference, Kanpur. The writer has revealed his experience gained as a teacher for more than three decades. He has described in brief the present educational system and pointed out the defects in it.

BAPAT, N. V.

'A few thoughts on Tribal Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1964, Vol. XII, No. 4 (October, 1964), pp. 190-194.

The writer has suggested that ignorance which is prevalent among the tribes should



be fought with well planned system of education in tribal areas. He has suggested the type of education for tribal children and adults. Reasons for the slow progress in the field of education have been given. It has also been suggested that girls' education should get priority. Objectives of adult education have been laid down and suggestions on various measures to bring improvement among the tribesmen in the field of education have been made.

**BARTHAKUR, P. B.** 'Development of Nagaland', *Yojana*, Delhi, The Publication Division, March, 1965, pp. 13-15.

The history of development of education in Nagaland since 1957 and the present state of affairs have been discussed. It has been explained how education is taken to their doors. Number of primary and middle schools, and an account of free books, free rations in certain areas, free-ships etc. have been given.

**BARUAH,** *The Idu Mishmis*, Shillong, North-East  
**TAPAN KUMAR M.** Frontier Agency, 1961, pp. 38-40.

In chapter II of the book the author has described the language of the Idu Mishmis.

**BASU, M. N.** 'The role of Anthropology in the education of Aborigines in India', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1958, Vol. III, No. 2, pp. 1-8.

The author has discussed the role of anthropologists in imparting education to

the tribal people. He has discussed about the type of education to be given to them and has given suggestions for the educational plan of the aboriginal people of India. He has also discussed the importance of mother tongue as the medium of instruction, scientific collection of vocabularies of tribal children and proper planning of tribal education.

**BASU, M. N.**

'Suggestions for the Educational plan of the Aboriginal People of India', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1961, Vol. IX, No. 3 (July, 1961), pp. 123-126.

The writer has described the concept of education and has criticized the present educational system of educating the aboriginal population in India and has given suggestions for the educational plan for them with regard to books, medium of instruction, building for schools, collection of vocabularies etc. The writer holds the view that education of the aboriginals should be subjected to proper planning and supervision by a board of scholars who have done actual field work.

**BASU, M. N.**

'Anthropology in Tribal Education', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1963, Vol. II, No. 1, pp. 22-27.

The author has given much stress on the importance of tribal education in free India. He has discussed the various

committees formed to suggest ways and means to develop the tribes. He has given details of informal education through tribal dormitories and how education could be linked with every stage of human life. He has suggested that books should be written on topics related to tribal culture in regional, local or Devanagari script; the medium of instruction at elementary stage should be their mother tongue; the people should be educated for economic usefulness; schools should be within the village and the education should be well planned and properly supervised.

BERREMAN,  
GERALD D.

*Hindus of the Himalayas*, Bombay, Oxford University Press, 1963, pp. 330-335.

The book throws light on the economic, social and cultural aspects of the Hindus of the Himalayan region. The author has tried to acquaint the readers with the various types of economy prevalent among them. Education, a successful programme there, has also been discussed.

BHARATIYA  
ADIMJATI  
SEVAK SANGH

'Tribal Development through Bharatiya Adimjati Sevak Sangh', *Tribal Souvenir*, New Delhi, Bharatiya Adimjati Sevak Sangh, p. 179.

The above note contains an account of activities carried on by the affiliated, recognized and directly managed institutions of Bharatiya Adimjati Sevak Sangh. The detailed account of the activities of the Sangh also contains the educational activities carried on by the Sangh.

BHARATIYA ADIM- *Tribes of India*, Bharatiya Adimjati Sevak JATI SEVAK SANGH Sangh, 1951.

It is a collection of articles on various tribes contributed mostly by people who are engaged in rendering practical service to them. The description of tribes under study also contains notes on language, education etc.

BHATTACHARYA, S. N. 'Community Development Programme', *Adivasi*, Delhi, The Publication Division, 1960 (Revised edition), p. 144.

The writer has discussed about the responses of the Adivasis to the community development programmes regarding education. He has pointed out that now they are eager to send their children to school.

BHOWMICK, P. K. 'The Lodhas of Midnapur—West Bengal', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, Vol. III, No. 4 (October, 1955), p. 153.

The article contains a brief note on existing literacy among the Lodhas.

BHOWMICK, P. K. *The Lodhas of West Bengal—a Socio-economic Survey*, Calcutta, Punthi Pustak, 1963, pp. 27-28.

The author has discussed the existing state of literacy among the Lodhas. The total number of literate persons in the various age-groups in the different subdivisions of the district of Midnapur has

been given in a form of table. Not a single Lodha woman was found literate at the time of conducting the survey.

BIHAR TRIBAL  
RESEARCH  
INSTITUTE

*Impact of Industrialisation on Bihar Tribes— a Report*, Ranchi, Government of Bihar, 1961, pp. 25, 30, 32, 44 and 45.

The report contains a detailed account of the impact of industrialization on the tribal communities of Bihar. Education in the areas of Jamshedpur, Khunti, Murhu, etc. has been discussed.

BISWAS, P. C.

'The Utility of Research for the Rehabilitation of the Tribal people', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No. 1 (January, 1954), pp. 8-9.

The writer has described the type of education which should be imparted to the tribal people. He has emphasized the need for carrying out investigations with regard to tribal population. Problems of language and vocationally biased education have been discussed in brief.

BISWAS, P. C.

'Anthropology and Tribal Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1955, Vol. 3, No. 2 (April, 1955), pp. 81-83.

The articles is an extract from the address of Dr P. C. Biswas delivered by him as the Chairman of the Anthropological Section of the Third Tribal Welfare Conference held at Jagdalpur. Need of tribal

education has been much stressed. Implementation of basic education has been suggested. Suggestions have also been made with regard to the problem of medium of instruction, language etc.

**BISWAS, P. C.** 'Address of Dr P. C. Biswas, Chairman of the Anthropological Section', *Report of the Third Conference for Tribes and Tribal (Scheduled) Areas, Delhi*, Bharatiya Adim-jati Sevak Sangh, 1955, pp. 38-43.

Dr Biswas has put forward the various problems of the tribal people. For the achievement of the aims enumerated by the speaker a twofold movement is imperative, namely, a proper educational programme and a cadre of trained personnel to operate the scheme. Dr Biswas has suggested a possible method for the education of the people and pointed out the need for a special type of education for them due to their peculiar cultural background. He has further suggested that basic education should be adopted on scientific lines and has laid down its various aspects to be borne in mind. In theory a syllabus having a 'tribal bias' should be devised and more emphasis should be laid on practical training such as agriculture, fishery etc. Need of adult education along with the education of children of the aborigines, has been emphasized.

**BISWAS, P. C.** *The Ex-criminal Tribes of Delhi State*, Delhi, Hindustan Publishing House Corporation, 1960, pp. 73-92.

This study was sponsored by the Research Programme Committee of the Planning Commission. Chapter VII deals with education. It gives the general literacy figures and an assessment of the programmes of the institutions that are being run to impart education to these people. Special attention has been paid to the educational aspects of the young boys below the age of 16 years. Tables III, IV and V give the actual figures of literate males and females and the educational level attained by them respectively. Graphic representation showing trend in growth of literacy has been made. Social Education Centres for Adult Education in different colonies have been discussed. Problems of school-going children have also been enumerated.

BISWAS, P. C.

'Tribal Education', *Report of the Symposium on Problems of Education of the Tribal People of India* (Cyclostyled), New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research & Training, 1966, pp. 3-5.

The writer has pointed out some of the dangers which are inherent in the methods of education for the tribal people and has suggested the creation of a separate Board of Tribal Education which may be constituted of experts on tribal affairs. He has further given guidelines for the proposed Board for formulating educational schemes and has emphasized that intensive effort should be made to bring all the adult

tribesmen into the fold of education.

- BRAHAMA, R. N. 'A short note on the Education, Economy etc. of the tribal people living in the plains districts of Assam', *Report of the Second Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, pp. 125-126.

The writer has discussed about the primary schools and holds that primary schools are sufficient in number in the tribal areas but in regard to secondary and higher education much remains to be done yet. He has mentioned the difficulty of finding qualified teachers for the tribal areas. Reservation of seats in colleges, schools and in technical schools has been suggested. Problem of language has also been discussed. He is of the view that arrangement should be made to give training in carpentry, weaving, blacksmithy, etc. and some training centres should be opened in the localities predominantly inhabited by the tribal people.

CENSUS OF  
INDIA, 1961

*Village Pachhatardi*, Delhi, The Manager of Publications, 1962, Census of India, 1961, Vol. V, Part VI, No. 1, p. 3.

Pachhatardi was selected because of its being exclusively inhabited by the pastoral tribe called Rabaris and also because it offers opportunity for studying the mixed economy of farming and animal husbandry in the socially and economically backward areas of the Barda Hills. Table IV contains figures on literacy in different age groups. Spread of literacy has also been described.



CENSUS OF  
INDIA, 1961

*Kothi—a village survey*, Delhi, The Manager of Publications, 1963, Census of India, 1961, Vol. XX, Part VI, No. 1 (Himachal Pradesh), pp. 63-64.

The village is dominated by the Kinnauras, a scheduled tribe of Himachal Pradesh. Chapter 7 deals with Education. The position of literacy in the village has been given. It contains a description of Government Primary School at Kothi and of Government High School at Kalpa situated about two miles away from Kothi. Statement showing the literacy position according to age groups has been given.

CENSUS OF  
INDIA, 1961

*Jojobatu—a Munda village*, Delhi, The Manager of Publications, 1963, Census of India, Vol. IV (Bihar), Part VI, No. 1, pp. 36-37.

Jojobatu was selected as a representative village for the study of the Munda tribe. In chapter IV 'Social and Cultural Life', education in the village has been described. Table No. 18 indicates the spread of literacy and education in the village in different age groups. History of the schools in the village has been traced out.

CENSUS OF  
INDIA, 1961

*Tandi—a village of Lahaul and Spiti district of Punjab State*, Delhi, The Manager of Publications, 1963, Census of India, 1961, Vol. XIII, Part VI, No. 1, p. 45.

The scheduled tribes in the Punjab are exclusively confined to Lahaul and Spiti district. The village Tandi is their represen-

tative village and is inhabited by the Bodhs, Lohars and Shippis. Chapter IV deals with social and cultural life which also contains description of educational facilities. The class-wise distribution of students of this village has been given in a tabular form.

CENSUS OF  
INDIA, 1961

*Rajderwa Tharu*, Delhi, The Manager of Publications, 1964, Census of India, 1961, Vol. XV (Uttar Pradesh), Part VI, No. 1, pp. 42-43.

This village is populated by the Tharus, a tribe in U. P. The position of literacy and education has been described. Table No. 4.8 shows literacy and education in different age groups. Literacy by castes has been shown in Table No. 4.9 which contains description of the educational institutions in the area. Table No. 4.10 shows the yearwise number of students.

CENSUS OF  
INDIA, 1961

*Waromung—an Ao-Naga Village*, Delhi, The Manager of Publications, 1966, Census of India, 1961, Vol. I, Part VI, Monograph No. 1, pp. 19-20, 86-88.

Chapter II of the monograph contains a note on languages and dialects spoken by the Nagas. Two tables have been furnished showing the agewise and sexwise distribution of literacy and association between income and literacy. It also contains a description of the present state of education in the village.

CENSUS OF  
INDIA, 1961

*Jara—a Dafla Village in N. E. F. A.*, Delhi, The Manager of Publications, 1966, Census

of India, 1961, Vol. I, Part VI, Monograph No. 2, pp. 4-5, 44-45.

A note on language of the Daflas containing a table showing subsidiary languages spoken by them has been given in this volume. The monograph also contains a brief account of the village under study.

CENSUS OF  
INDIA, 1961

*Ghaghra—a Village in Chotanagpur, Delhi*, The Manager of Publications, 1966, Census of India, 1961, Monograph No. 3, pp. 4-5, 59.

The monograph contains the educational composition of the village. Educational development in the village has been described and literacy figures of the different communities have also been furnished in a tabular form. Education and tribal interactions in the village has also been studied in brief.

CHALIHA, P. (ed.) *The outlook on N. E. F. A.*, Jorhat, Assam Sahitya Sabha, 1958, pp. 29, 42-47.

In one of the articles of the book the position of Assamese language in the North-East Frontier Agency has been discussed. The writer has suggested that the earliest course of education should centre round the activities familiar to the tribal folk. In appendices the decision, in brief, of the Commission of the Central Education Ministry appointed specially to go into the question of script and language for the agency areas has been given. It decided that after primary stage, the

medium of instruction should be Hindi till textbooks and other literature becomes available in the mother tongue of the pupils.

- CHANDERKER, K. S. 'Progress of work done in the special multipurpose Project, Aheri, Chanda District up to 30th September, 1958', *Report of the Fifth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bhartiya Adimjati Sevak Sangh, 1959, p. 88.

The writer has reviewed in brief the progress in the field of social education. He has shown the expenditure incurred under the head 'Social Education'.

- CHATTERJI, B. 'Model Community Centres in Tribal Areas', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIV, No. 3 (December, 1953), pp. 281-291.

The writer has given an outline of the welfare schemes at the model community centres. Welfare activities of a Model Centre should, according to him, include basic and vocational education for children, social education for adults and a section for training the tribal teachers. The writer has discussed these educational activities in detail.

- CHATTERJI, S.K. 'Tribal languages', *The Adivasis*, Delhi, The Publication Division, 1960 (Revised edition), pp. 65-72.

The writer has given a detailed account of the tribal languages in India.

CHATTOPADHYAY, *Report on Santals in Bengal*, Calcutta K.P. University of Calcutta, 1947.

This is a report on the Santals of northern and western Bengal. Maldah, Balurghat, Birbhum, Bankura, Midnapur and Jhargram areas were studied. The economic and social aspects have been dealt in detail along with literacy with respect to each district under study, and, in appendix, a consolidated table has been given showing literacy percentage in each district.

CHATTOPADHYAYA, 'Tribal Education', *Man in India* K.P. Ranchi, 18, Church Road, 1953, Vol. 33 No. 1 (January-March, 1953), pp. 1-18.

The writer has first of all given a picture of general background of tribal population and analyzed the characteristics of educational system as found among the tribes. He has then dealt with the syllabus, and an outline of a syllabus up to class IV showing how to link agriculture and farming with school teaching in a tribal area has been given in the appendix. He has also described the contents of textbooks, and has dealt with the problem of medium of instruction, script, methods of teaching, types of schools, training of teachers, etc.

CHATTOPADHYAYA, 'Education', *The Adivasis*, Delhi, The Publication Division. 1960 (Revised edition), pp. 121-125.

The writer has discussed the importance of education for the Adivasis. He has

touched upon the problems of language, medium of instruction and the syllabus for the primary stages incorporating activities familiar to the tribal people. He has also pointed out certain shortcomings in the existing arrangements for tribal education.

CHINCHALKAR, J.H. 'Welfare of the Tribal Women', *Tribal Souvenir*, New Delhi, Bharatiya Adimjati Sevak Sangh, pp. 170-171.

The writer has described the programmes and work which should be undertaken for the welfare of the women of the tribal communities. In this connection, the writer has emphasized upon the need of social education centres where subjects like family planning, nursing of the children, dieting, value of food stuff etc. may be impressed upon the minds of the women through the use of audio-visual appliances.

CHOWDHURY, BHAGIRATHI 'Bhumij', *Adibasi*, Bhubaneswar, Tribal Research Bureau, 1963-64, No. 3, pp. 119-122.

The language of the Bhumij has been discussed in this paper.

DAS, A.K. 'Language and Dialects of the Tribals of West Bengal', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1958, Vol. VI, No. 3 (July, 1958), pp. 130-136.

The writer has discussed about the various languages spoken among the tribal people of West Bengal viz., Santali, Bhumij, Mundari etc.

DAS, A.K. .

'The Lepchas of Darjeeling District', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1962, pp. 4-5,141.

In chapter one the language of the Lepchas has been described. Chapter 8 of the book is devoted to health, education and recreation. The low literacy level among the Lepchas has been pointed out. Table 28 shows the figures of students of different scheduled tribe communities in secondary and post-secondary stages of Darjeeling District which gives an idea about the spread of education among the tribes of the district and also the position of the Lepchas.

DAS, A.K.

'Influence of City life on Educated Tribals', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1962, Vol. 1, No. 2, pp. 69-78.

The author has selected 181 tribal students and studied the subject from a number of different angles like their attitude towards formation of different residential types, their educational standards, occupational levels, marital status, mother tongue, extent of polylingualism, leisure time activities and their association with clubs and other organizations.

DAS, A.K.

'Impact of Industrialisation on the life of the Tribals of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1962, pp. 72-73.

The author has described the impact of industrialization on the attitude of the tribes of West Bengal towards education. He has further pointed out that 80% of the tribal workers think that technical education is the best and most suitable for them. A few tribal non-workers hold, according to the author, that after getting modern education their sons do not like to be tied up with the traditions of their own society. Tribesmen, according to the author, lack reading habits.

**DAS, G.N.**

'The Adivasi of Orissa and their Welfare', *Vanyajati*, Delhi, Bharatiya Adim-jati Sevak Sangh, 1957, Vol. V, No. 2 (April, 1957), pp. 79-80.

The writer has discussed about the ashram schools and has revealed the present state in the field of education among the Adivasis of Orissa. He has discussed about the spread of education by way of ashram schools, educational facilities, training of tribal girls in social welfare etc.

**DAS, G.N.**

'New Horizon', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1963-64, No. 1, pp. 61-64.

The author has outlined the plans and programmes of tribal education contemplated to be undertaken in Orissa.

**DAS, G.N.**

'Some Aspects of Tribal Education', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1963-64, No. 2, pp. 21-24.



The author has discussed some important problems of tribal education like intelligence of the tribal students, non-realisation of the importance of education, importance of tribal dialect, economic aspects of education and attachment of the tribal people to their traditional values and evolving a new pattern of education.

DAS, G.N.

'Three essentials', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1964-65, No. 1, pp. 63-68.

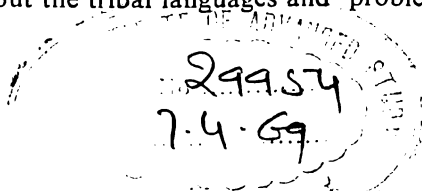
The paper gives some statistical information about educational achievements of the scheduled tribes of Orissa.

DAS GUPTA, N.K. 'Tribal Language and Education', *Man in India*, Ranchi, 18, Church Road, 1959, January-March, 1959, pp. 61-64.

The writer has stressed upon the problem of the language to be used as the medium of instruction. He has given a detailed account of schools of West Bengal, in general and described in particular the educational problems of the Santal children.

DAS GUPTA, N.K. *Problems of Tribal Education and the Santals*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1964, pp. 39-124.

The author has discussed about the philosophy of the Santal life, their religion, social life and related problems. He has also discussed in a greater detail about the tribal economy with reference to education, about the tribal languages and problems of



education with reference to the Santals. He has devoted one more chapter on nature and contents of tribal education with reference to the Santals.

DAS, H.C. 'Santal', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1963-64, No. 3, pp. 65-68.

The language of the Santals has been discussed in this paper.

DAS, N. 'Glimpses of Aborigines' Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1958, Vol. VI, No. 3 (July, 1958), pp. 122-129.

The writer has described the aim of education. Life in tribal areas has been described; efforts of missionaries in promoting education have been pointed out; and problems of language, scripts, medium of instruction have been discussed.

DAS,  
NITYANANDA 'Glimpses of Aborigines Education', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1958-59, Vol. III, No. 1, pp. 31-40.

The paper discusses the general problems of tribal education. It also discusses the life in tribal areas, sense of co-operation and competition and sexual maladjustment among the students. Tribal education in transition has also been discussed. The author feels that Hindi and regional language should also be taught to the tribal children along with their own language. He proposes to introduce Devanagari or regional script for tribal languages.

DAS,  
NITYANANDA      'Reorientation of Ashram School Education',  
Adivasi, Bhubaneswar, Tribal Research  
Bureau, 1963-64, No. 1, pp. 14-20.

The author has discussed the various facets of ashram school like its origin, function, importance and evaluation. The routine in the ashram school and the problems faced by such schools have also been discussed.

DAS, T. C.      *The Purums—an old Kuki Tribe of Manipur*,  
Calcutta, University of Calcutta, 1945,  
pp. 226, 293-295.

The author has presented an account of the life cycle of an individual and education has been discussed under it. There is no particular method of imparting education to individuals of either sex. He has pointed out the aim of education in primitive society and has given the view point of W. G. Groves. He has suggested that in the curriculum for study, greater emphasis is to be laid on instruction in hygiene and agriculture with practical demonstrations. Problem of language has been pointed out and teachers' role has also been discussed.

DAS, T. C.      'A Scheme for Tribal Welfare', *Indian  
Anthropology in Action*, Ranchi, 1960,  
pp. 108-109.

This book is a collection of various articles contributed by experts and experienced workers in the field of tribal welfare. Some of them contain notes on

education. The writer has suggested three different types of educational institutions viz., (1) Primary schools up to class IV, (2) Schools with vocational bias, and (3) Training centres, and has given a brief description of each.

DAS, T. C.

‘Aspects of Tribal culture under modern impact in Eastern India’, *Anthropology on the March*, Madras, Social Science Association, 1963, pp. 138-139.

The article contains a reference about the agents of detribalization in which role of primary and secondary schools, language etc. has been discussed.

DAVE, P. C.

‘Report on Ashram Schools, Sevashrams and Training Centres in Orissa State’, *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No. 3 (July, 1954), pp. 99-103.

The author of the article has given a detailed account of ashram schools and Sevashrams and training centres in Orissa. The general routine of the ashram schools has been given along with staff number, their pay scales etc. The details of stipends and scholarships which the residents get have also been given.

DAVE, P. C.

‘An outline of the Welfare Schemes suited for the ex-criminal Tribes’, *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1955, Vol. III, No. 1 (January, 1955), pp. 17-22.

In this paper a scheme of education for the ex-criminal tribal population has been given. The writer is of the view that ashram schools may prove more useful in spreading out education. Scholarships, programme of recreation and social activities should be arranged for their welfare.

DAVE, P. C. 'Ashram Schools in Bombay State', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, Vol. V, No. 2 (April, 1957), pp. 94-100.

The author has discussed literacy among the Grasias. He has also proposed a scheme for education and has suggested to impart industrial and social education. The language of the Grasias has also been discussed in chapter XII.

DE MEULDER, E. 'Missionary approach to aboriginal welfare', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences. 1954, Vol. XIV, No. 4 (March, 1954), p. 373.

Missionary approach to aboriginal welfare has been discussed in detail. The following extract is important and concerned with education of the tribal people. 'Educate the aboriginals. Fight illiteracy. Throw open hundreds of schools, colleges and positions to them. Train first class agriculturists, nurses, doctors, engineers, administrators. Trust the aboriginal. Train him as an Indian citizen. Give him back his

self-respect, his self-reliance, his belief in free will; if possible his lands. Do not isolate him in schools, in hostels, in reserves. Even Tenancy Acts should be there to help him grow and not to cripple him. Aborigines should know their own languages and culture as well as the national language of India. Their leaders should also know international English.'

- DE MEULDER, E. 'Saving human values in Tribal life and in Tribal education', *Report of the Sixth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1960, pp. 63-64.

The writer has described the types of education imparted to the tribal people and suggested that it should avoid the two extremes of either under or over development. 'Real education should prepare the tribals for a full life of service of the tribe, of the nation and of the world of 20th Century.' He has given figures of primary schools, high schools and University colleges run by Christian missions which are open to the tribal and non-tribal students.

- DUBE, S. C. 'The Kamars and Some Problems of Tribal Adjustment', *Eastern Anthropologist*, Lucknow, Lucknow University, 1949, Vol. II, No. 4 (June, 1949), pp. 196-197.

The writer has given an account of the problems of tribal adjustment among the Kamars which have resulted due to increase in culture contacts in the Kamar country.

He has emphasized the type of education they need. A mere literacy will be of no help to the Kamars. Literacy education will, of course, have its own place in the curricula, but useful crafts and arts, gardening and agriculture, carpentry etc. should also receive the degree of emphasis they deserve. According to the writer the school must really become an attractive place where play, literacy education and vocational training can be happily blended together.

DUBE, S. C.

*Planning for the Tribes*, Hyderabad, Department of Social Service, 1950, pp. 29-30.

The author has described the tribal problems in middle India and has pointed out certain aspects of tribal problem which deserve immediate attention according to him. He holds the view that in the planning of tribal education, we must try to rise above all linguistic rivalries and inter-provincial jealousies. Education and culture contacts will, according to him, gradually alter the socio-religious life and organization of the tribes.

DUBE, S. C.

*The Kamar*, Lucknow, The Universal Publishers Ltd., 1951, pp. 184-185.

Chapter VIII on 'Problem of Tribal Adjustment' throws some light on the education of the Kamars. The author is of the opinion that education for the tribal areas in initial stages must be planned differently. He has described the concept

of education and literacy for tribal population, and has touched, in brief, the problems of language, vocationally biased education etc. and is of the opinion that literacy education and vocational training can well be blended together.

DUTTA, P.

*The Tangsas of the Namchik and Tirap Valleys*, Shillong, North-East Frontier Agency, 1959, pp. 47-49.

Chapter two of the book deals with domestic life of the Tangsas and section XII has been devoted to language of the tribe under study. The author has pointed out that the different sub-tribes of the Tangsas speak dialects slightly different from one another. A table of cardinal numerals has been given to demonstrate the close relationship that exists between the five sub-tribes of the Tangsas.

EHRENFELS, U. R.

*Kadar of Cochin*, Madras, University of Madras, 1952, pp. 244-257.

The author has discussed social and economic institutions of the Kadar of Cochin. The education of children and rehabilitation has been discussed in Chapter X. The author has given an account of children's education and their proficiency, and has discussed the problem of language and teachers. He has given the main points of a scheme for the rehabilitation of the Kadar of Cochin in respect of education, incorporating curriculum, method of instruction, revitalization



of Kadar cultural life, re-establishment of Kadar 'self-respect and equal position for Kadar women and girls with men and boys'. The author opines that the staff of teachers entrusted with the execution of such a programme should be specially selected and instructed and that a basic knowledge of the problems of social and applied anthropology in this connection is indispensable.

ELWIN, VERRIER     *The Aborigines*, Bombay, Oxford University Press, 1943, pp. 15-16.

The author has discussed the aborigines and their education. He has specifically pointed out the effects of literacy education on people who can never afford a book to read or a piece of paper to write.

ELWIN, VERRIER     *A Philosophy for N. E. F. A.*, Shillong, North-East Frontier Agency, 1959 (second revised edition), pp. 190-203.

The author has discussed the functions which the school in NEFA should aim at and has suggested that school should become as much a tribal institution as a *morung* or *moshup* (dormitory). The aim of education in NEFA has been explained. He has expressed his views about the school textbooks and has also suggested the method of approach in NEFA. The importance of language has been pointed out.

ELWIN, VERRIER     *Nagaland*, Shillong, North-East Frontier Agency, 1961, pp. 93-94.

In chapter VII on 'Adventures in friend-

ship', the author has pointed out the adaptation of education so that it develops and does not destroy tribal culture and language. The author has also devoted a paragraph on education tracing out the educational progress in Nagaland and has given a brief account of number of schools and students and number of stipends and scholarships that have been given.

ELWIN,  
VERRIER (ed.)

*A New Deal for Tribal India*, Delhi, The Manager of Publications, 1963, pp. 84-90.

It is an abridged version of the Report of the Scheduled Areas and Scheduled Tribes Commission of which the editor was a member. Chapter Eighteen has been devoted to educational development. Tribal education has primarily been considered the responsibility of the state governments. The book contains a detailed account of education and economics of the tribes. The school programme, school buildings, types of schools, equipment and environment, medium of instruction, right type of teachers and compulsory primary education have been discussed. Some administrative problems have also been considered. Technical education, education of girls and informations about scholarships etc. have also been discussed.

FURER-  
HAIMENDORF,  
C. VON

'Aboriginal education in Hyderabad', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. V, No. 2 (September, 1944), pp. 97-106.

The writer has first traced out the background of aboriginals and discussed the problems of language, script, teachers etc. He has given a scheme for the educational development of the Gonds.

GHURYE, G. S.      *The Mahadev Kolis—a Scheduled Tribe*,  
Bombay, Popular Book Depot, 1957,  
pp. 216-220.

The author, in chapter 8 on 'Epilogue', has given a brief account of students' hostels and education among the Mahadev Kolis.

GRIFFITHS,      *The Kol Tribe of Central India*, Calcutta,  
WALTER G.      The Royal Asiatic Society of Bengal, 1946,  
p. 262.

In this book an account of the Kol tribe of Madhya Pradesh has been given. In chapter XIII on 'Economic life of the Kols', education and literacy have been discussed. The author has quoted census figures and has given percentages of literacy among males and females. He is of the opinion that responses of the members of the Kol tribe towards education is poor.

GONDWANA      *Gondwana Centre-First Annual Report*,  
CENTRE      1963-64, Bombay, Gondwana Centre, 1964,  
pp. 5-10.

The Centre is engaged in the study of the problem of the aboriginals. The report contains information about a programme developed by the Centre for the education of tribal children between the age group of

four and 16 years. It gives an account of the action research and the integrated education project for the welfare of tribal children in Madhya Pradesh.

GONDWANA  
CENTRE

*Gondwana Centre-Second Annual Report*,  
Bombay, Gondwana Centre, 1965, pp. 7-9.

The activities of the Gondwana Centre High School and Child Study Centre have been described.

GOVERNMENT OF  
ANDHRA PRADESH

*Report of the Andhra Pradesh Tribes Enquiry Committee*, Vol. No. 1 (1961-62), pp. 285-304.

The report is in cyclostyled form. Chapter XII deals with education. The Committee has given certain root causes of the slow progress of tribal education, and has revealed certain undesirable consequences. One of the findings of the Committee is the indifference of educated tribal people. Section IV of the chapter deals with adult education. Ashram schools have been discussed in detail. The Committee presented its views about religious education also. It has also gone into details of boarding grants and scholarships and other educational facilities. The problem of medium of instruction has also been discussed. The Committee is of the opinion that study tours or visual education may prove useful in enhancing literacy and education among tribesmen. The Committee has further described basic system of education and has given suggestion regarding it with reference to the tribal

people. At the end of the chapter, the Committee has suggested that a Tribal Chair may be created in all the three Universities of Andhra Pradesh.

GOVERNMENT OF  
ASSAM

'Tribal Education', *Tribal Affairs Conference*, New Delhi, Government of India, 1954.

The Government of Assam in this paper, contributed for the Conference, have laid down all the problems related to script, dialect, medium of instruction, dearth of textbooks etc. According to them the nature of the curricula should be such that a boy or a girl as a result of study should be enabled to settle in a useful occupation in his or her own area. Emphasis on vocational bias, more scholarships and stipends and opening of schools have been given. The paper has suggested that non-official organizations may be given more grant, good choice of right type of teachers, planned tours of pupils from the tribal areas to places of interest.

GOVERNMENT OF  
BIHAR

*Report of the Santal Parganas Inquiry Committee*, Patna, Superintendent, Government Printing Press, 1938, p. 44.

The Committee has presented its views on the expansion of education while dealing with the economic development of the district. It is of the view that there has been no development of aboriginal schools in recent years and has pleaded for more education.

GOVERNMENT OF  
BIHAR

*Adivasi and their Welfare*, Patna, Department of Public Relations, 1953.

The book contains detailed information on all the aspects of the various tribes of Bihar. Educational development and spread of education have also been described. It also contains an account of the actual number of students of the scheduled tribes as on 31st March, 1951.

GOVERNMENT OF  
BOMBAY

*Welfare of Scheduled Tribes and Scheduled Areas in old Bombay State, Programme for 1956-57*, Baroda, Government Press, 1957, pp. 28-30.

The brochure contains an account of welfare activities and programme for 1956-57 for tribal people in the old Bombay state. It contains full information on stipends given to scheduled tribe pupils under training in agricultural courses, expansion of facilities to scheduled tribe pupils in primary schools etc.

GOVERNMENT OF  
INDIA

*Papers received in connection with and speeches delivered at Tribal Affairs Conference*, New Delhi, Government of India, 1954, pp. 29-51.

Part I of the book contains the papers and is divided into five sections viz., (1) Tribal Economy, (2) Tribal Education, (3) Tribal Culture, (4) Grant-in-aid schemes for Tribal Welfare, and (5) Land Problems. References of the papers on Tribal Education contributed for this conference by various authors have been included in this

bibliography against the name of the respective authors.

*Report of the Backward Classes Commission*, Delhi, The Manager of Publications, 1956, Vol. I, pp. 122-124.

The Commission worked under the chairmanship of Shri Kaka Kalelkar. Educational aid by Government of India for backward classes has been discussed and facilities for advanced studies abroad and scheme of scholarships in the various states have been dealt with. At the end of the report, certain recommendations have been made showing causes of educational backwardness of the backward classes.

*Report of the Study Team on Social Welfare and Welfare of Backward Classes*, Delhi, The Manager of Publications, 1959, Vol. I, pp. 146-150, 334-335.

This Study Team was headed by Shrimati Renuka Ray. The report is based on a comprehensive study of the entire range of welfare activities including both social welfare and welfare of Backward Classes. In Part III, chapter II has been devoted to welfare and development programmes for scheduled tribes. Discussed in it are the record of progress in education, pattern of education, basic education, administrative responsibility, media of instruction, mother tongue, special textbooks, teachers and school hours and vacations. Recommendations No. 124 to

128 are concerned with education of the tribes, media of instruction etc.

**GOVERNMENT OF INDIA** *The Adivasis*, Delhi, The Publication Division, 1960 (Revised edition).

It is a collection of articles discussing the various walks of life of the Adivasis. The chapters on 'Tribal Folk', 'The Tribal Problem', 'Tribal language', 'Education', and 'Community Development Programme' contain notes on tribal education and languages.

**GOVERNMENT OF INDIA** *Report of the Committee on Special Multi purpose Tribal Blocks*, Delhi, The Manager of Publications, 1960, pp. 84-101.

The Committee was headed by D Verrier Elwin. Chapters twelve and thirteen have been devoted to education and social education respectively. The report contains information and findings about the fundamental problems of education in tribal areas. The Committee is of the view that a great deal of caution is necessary while starting with compulsory education. The report deals in detail with basic schools and schools with agriculture and forestry in their curriculum. The Committee has suggested making of orchards of fruit trees in the compounds of all schools. Suggestions about libraries and scholarships have also been given. Ashram schools and their problems and alternative suggestions have been discussed. In chapter thirteen adult education has been discussed.



GOVERNMENT OF  
INDIA

*Report of the Scheduled Areas and Scheduled Tribes Commission*, Delhi, The Manager of Publications, 1962, Vol. 1, pp. 216-234.

The Commission was headed by Shri U. N. Dhebar. It is a detailed report of the scheduled areas and scheduled tribes embodying such aspects as, educational, economic, social, and cultural life of the tribal people. Chapter 18 has been devoted to educational development of the tribes. It discusses about the responsibility of the states and role of the Central government towards education of the tribal people. Comparative progress of 1st Plan and 2nd Plan has been shown. Problems of primary education, economic conditions, distance, timings, buildings, types of schools etc. have been discussed. The Commission has also pointed out the problem of medium of instruction, stagnation and wastage and about right type of teachers. Policy and curriculum have been worked out and secondary and technical training has also been discussed. Recommendations have also been made.

GOVERNMENT OF  
INDIA

*Report of the Commissioner for Scheduled Castes and Scheduled Tribes—Part I (1962-63)*, Delhi, The Manager of Publications, 1964, pp. 50-66, 140-145.

This is a comprehensive report in which the social and economic life, health and education etc. of the scheduled castes and scheduled tribes have been discussed. Chapters 8 and 17 have been devoted to

'Education' and 'Research and Training' respectively. In the chapter on 'Education' primary education, ashram schools, secondary education, public schools and sainik schools have been discussed. The picture of post-matric scholarships, overseas scholarships, hostels and reservation of seats have also been presented. Recommendations and suggestions with regard to education, research and training have been given at the end of the report.

GOVERNMENT OF  
INDIA

*Report of the Commissioner for Scheduled Castes and Scheduled Tribes—Part II* (1962-63), Delhi, The Manager of Publications, 1964, pp. 18-29, 113-121.

Chapter 8 on 'Education' contains appendices. The allocation made for education in the Third Five Year Plan period under State and Central sectors, provision made and expenditure incurred during 1961-62 and provision made for 1962-63 and expenditure incurred/likely to be incurred during 1962-63 for the welfare of scheduled tribes have been shown in appendix VII. Appendix VIII deals with the number of applications received by the State governments/ Union Territory Administrations from scheduled tribe candidates for the award of post-matric scholarships, number of students paid and expenditure incurred during the year 1961-62 and 1962-63. In appendix IX, statement number 2 shows the allocation made during the Third Five Year Plan, expenditure incurred during the year 1961-62 and provision made and expenditure incurred,

physical targets proposed and achieved during 1962-63 under the scheme of 'Hostels for Scheduled Tribes'. Chapter 17 on 'Research and Training' contains activities of the Tribal Research Institutes and research work done by the office of the Registrar General of India, the Anthropological Survey of India, Research Department, N. E. F. A. and the Universities.

GOVERNMENT OF  
INDIA

*Report of the Seminar on Employment of Scheduled Castes and Scheduled Tribes*, New Delhi, The Manager of Publications, 1965.

The report of the Seminar organized by the Planning Commission contains observations of the Commissioner for Scheduled Castes and Scheduled Tribes on the educational problems of the tribes. Progress made in the field of education has been assessed. Problems common both to scheduled castes and scheduled tribes in the field of education have been enumerated. Pre-matric and post-matric education has been described. Mention has also been made of the reservation of seats in technical and educational institutions, of lowering of admission criteria and relaxation in age limit for entry into these institutions.

GOVERNMENT OF  
INDIA

*Report of the Education Commission 1964-66*, New Delhi, The Manager of Publications, 1966, pp. 139-143.

The report contains the description of the problems of education among the scheduled castes, scheduled tribes and denoti-

fied communities. Education among the scheduled tribes during 1961 has been given in a tabular form. It contains the observations of the Commission and recommendations in respect of primary education, secondary education and higher education of tribal children. Recommendations in respect of scholarship programme instituted by the Government of India have also been made. The Commission thinks it necessary to carry out special investigations into the important aspects of education among the tribes.

GOVERNMENT OF  
MADHYA  
PRADESH

*Activities of Government in the Tribal Welfare Department (1. 11. 1956—31.3.1958)*, Bhopal, Government Central Press, 1959, pp. 6-7.

The educational activities of the department mainly consist of opening of primary and middle schools, organization of boarding houses, balwadis, night schools for adults and award of scholarships and stipends. All these activities have been described and progress made has been shown in brief.

GOVERNMENT OF  
ORISSA

*Welfare Work in Orissa (1948-49)*, Orissa, Government of Orissa, Backward Classes Welfare Department, 1950.

The brochure contains the aims of the Rural Welfare Department and an account of educational facilities—scholarships, stipends and free studentships. Free primary education has been described. It also contains information about the welfare work regarding residential ashram schools, night schools, extra assistance to individuals etc. Appendix

IV contains a list of places where Sevashrams have been established and appendix III gives a statement of student population in educational institutions.

GOVERNMENT OF  
ORISSA

*Tribal and Rural Welfare in Orissa*, Cuttack, Superintendent, Government Printing Press, 1950, pp. 3-4.

The brochure contains the welfare schemes undertaken by the Government of Orissa and gives an account of the residential ashram and sevashram schools, training centres, night schools for children and adults and training of women etc.

GOVERNMENT OF  
ORISSA

*Annual Report of the Tribal and Rural Welfare Department—1956-57*, Cuttack, Government of Orissa, Tribal and Rural Welfare Department, 1958, pp. 7-30.

Chapter II of the report has been devoted to educational and cultural advancements. Ashram schools for boys and girls have been described and a detailed account of ashram schools has been given with reference to each district of Orissa. Sevashrams (primary schools) have been described likewise. An account of special hostels for the Adivasi students has also been given. The activities of the Tribal Research Bureau have been described.

GOVERNMENT OF  
ORISSA

*Annual Administration Report—Tribal and Rural Welfare Department, 1963-64*, Cuttack, Government of Orissa, Tribal and Rural Welfare Department, 1964.

Chapter III of the report has been devoted to educational development including outlay on educational schemes, progress in the spread of education, an account of post-matric and pre-matric scholarships, midday meal centres, clothing, free supply of reading and writing materials, hostels, ashram schools, sevashrams, chatsalis, training centres and the working of the Tribal Research Bureau.

GOVERNMENT OF  
ORISSA

*Syllabus for Primary Schools in Orissa for Classes I to V*, Bhubaneswar, Government of Orissa, Tribal Welfare Department, 1965.

The compilation contains the syllabi for the above classes in mother tongue (Oriya), Arithmetic, English, Social Studies, General Science, Arts and Crafts, and Physical Training.

GOVERNMENT OF  
PUNJAB

*Report on the Administration of Scheduled Area of Lahaul and Spiti in the Punjab State for the year ending 31st March, 1965*, Chandigarh, Controller of Printing and Stationery, Punjab, 1966, pp. 8-11.

Chapter VI of the report describes in detail the progress made in the field of education in the scheduled areas of Lahaul and Spiti.

GOVERNMENT OF  
TRAVANCORE-  
COCHIN

*Preliminary Report of the Committee Enquiring into the conditions of the Scheduled Hill Tribes in Travancore-Cochin*, Govt. of Travancore, 1955-56.

The Committee made several inquiries

into the conditions of various hill tribes in the area. The report contains Pilot Schemes concerning the Muthuvans of the Idamalai country, the hill Pulayas of Champakad and of the Kadar and of Parambikulan. The schemes are concerned with education and vocational training, training of aboriginal staff etc.

GOVERNMENT OF  
WEST BENGAL

*Report of the Tribal Language Committee,  
West Bengal, Part I.*

The report is in typed form. It contains detailed information about mother tongue and subsidiary languages spoken by the tribal people. Chapter IV deals with preliminary notes on structural details and affinity of different tribal languages. Chapter V has been devoted to position of tribal languages in different stages of education. Effect of imparting education through languages other than mother tongue has been described in chapter VI. Chapter VII contains demands and suggestions received for recognition of tribal languages as media of instruction and as language subjects in different stages. Problem of employment of tribal-language-knowing teachers have been described in Chapter VIII. Chapter IX and XI are respectively concerned with the consideration of textbooks and other literature in tribal languages and technical problems with regard to the preparation of textbooks and other literature in tribal languages of this state.

GOVERNMENT OF  
WEST BENGAL

‘Impact of Industrialization on the life of the Tribals of West Bengal’, *Bulletin of the*

*Cultural Research Institute, Calcutta, Government of West Bengal, 1962, p. 54.*

The impact of industrialization on education of the tribes has been described. It has been suggested that facilities for technical education should be given to them so that they may not suffer later on from psychological tension.

HAMBLY, W. D. *Origin of Education among Primitive Peoples*, New York, Macmillan & Co., 1926.

The author has presented valuable data concerning primitive customs relating to moral, religious, physical and social education. He has given an account of the development and decline of educational ideals and methods. One chapter of the book is concerned with general education of boys in preparation for life.

HARI MOHAN 'The Cultural Perspective of Tribal Educational Schemes : Residential High School, Mahuadanr—a case study', *Bulletin of the Bihar Tribal Research Institute, Ranchi, The Bihar Tribal Research Institute, 1963, Vol. V, No. 2 (September, 1963), pp. 230-262.*

The author carried out a survey of various welfare schemes which are being executed in Palamau district by the Welfare Department, Government of Bihar. The paper discusses the activities of the Residential High School, Mahuadanr. The author has expressed the opinion of the experts dealing with various aspects of tribal problems and has described the school



building, its management etc. Table V in the paper shows castewise, classwise and yearwise enrolment (in December every year) of the students. Table VI contains number of different castes and tribes benefited by the school during 1956-63. Girls' education and Board's results have been given. The case study contains an account of the library of the school, journals contributed and subscribed, sports, popularity of the school, hostel and its daily routine including cultural programmes. Table XII reveals examination results of boarders while table XIII contains an account of stipends given during 1961-62. Suggestions regarding building, school management, library, sports, stipends and pattern of education have been given.

HEDA, H. C.

'Tribal Education : Integration Aspect, Rashtra-Santan, a novel scheme', *Souvenir*, Hyderabad, Andhra Pradesh Adimjati Sevak Sangh, 1965, pp. 18-20.

The writer has explained in brief the attitude of parents toward children's education and about the present school atmosphere. Objectives of education in an economically, socially and politically backward community have been described. He has also suggested the scheme of Rashtra-Santan and has explained in detail, the measures which may be taken to meet the educational needs of the tribal people.

HILDA RAJ

'Education of Adivasis', *The Eastern Anthropologist*, Lucknow, Lucknow University, 1952, Vol. V, No. 4 (June-August, 1952), pp. 174-178.

The writer has explained the type of education which the Adivasis of India require and has suggested that such education be imparted which may relate to their environment and mental make up after which they can be brought on the general middle school system. Special courses of training for the teachers engaged in Adivasi education have also been suggested.

HUSAIN,  
SYED KHWAJA  
MAHBOOB

*Social Service and Tribal Welfare in Hyderabad*, Hyderabad Social Service Department, 1949, pp. 26-30, 32.

This is a brochure on the work of the Social Service Department, Hyderabad for the year 1948-1949. Chapter IV contains Gond and Koya education schemes.

HUSAIN,  
SYED KHWAJA  
MAHBOOB

‘A new deal for Hyderabad Tribals’, *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XII, No. 3 (December, 1951), pp. 270-285.

The author has described various measures which the Government of Hyderabad state have taken to develop the aboriginals. Importance of education has been stressed and the question of educating the Gonds in their own dialect has been discussed. Necessity of adult education has also been realised. It has been pointed out that response of tribal students first to learn and then to impart knowledge was very quick and it was possible to entrust them with such Government posts as village officials, forest guards,

village teachers, clerks etc. Under social service schemes, the writer has described Gond and Koya education schemes.

INDIAN  
CONFERENCE OF  
SOCIAL WORK

*Report of the Tribal Welfare Committee of the Indian Conference of Social work (Memorandum on Tribal Welfare)*, Bombay, Indian Conference of Social Work, 1952, pp. 9-12.

The memorandum contains views of the committee on education and dialects and recommendations have been made for promoting education. Fundamental education for the adult has been described and recommendations made there on.

INDIAN  
CONFERENCE OF  
SOCIAL WORK

*The Social Work Forum (1947-57)*, Bombay, The Indian Conference of Social Work, 1958, p. 228.

Chapter X of the book has been devoted to Tribal Welfare. The Memorandum of Tribal Welfare Committee of Indian Conference of Social Work has discussed the subject of tribal welfare under various heads including the problem of education. 'In the opinion of the Tribal Welfare Committee services related to imparting suitable education to children and adults should be considered as having primary importance. As regards adult education, a comprehensive adult (social) education programme should be conducted through community centres. Fundamental education in health, hygiene, recreation work and family life should form the major contents of the programme'.

INDIAN JOURNAL OF SOCIAL WORK 'Reclamation of aboriginal Tribes', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. III, No. 2 (September, 1942), pp. 236-237.

The experiment conducted by the Kolaba District Rural Development Board to reclaim the aboriginal tribes of Katkaris has been described. Notes and comments on education have been given about the school situated in Negrothana. It has been proposed to establish a school with grant-in-aid in the settlement itself.

INDIAN JOURNAL OF SOCIAL WORK 'Tribal Welfare Committee and its report', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XII, No. 4 (March, 1952), pp. 468-469.

The Committee has suggested the approaches to a number of problems concerning the scheduled tribes in different states of India. It was of the opinion that an adult (social) education programme should be conducted through Community Centres and that the fundamental education in health, hygiene, recreation work and family life may form the major contents of the programme.

INTERNATIONAL LABOUR OFFICE *Indigenous Peoples—Living and Working conditions of Aboriginal Population in Independent Countries*, Geneva, International Labour Office, 1953, pp. 179-195.

Chapter VII of the book has been devoted to illiteracy and education of aboriginal population in independent countries.

This problem as existing in India has also been discussed. Figures of 1931 census have been quoted. Positions of middle and high school and college education have been discussed. Difficulties of students, teachers, and language have been pointed out.

KAR, B. C.

'Pattern of Tribal Education : a Psychological Approach', *Journal of the University of Gauhati*, Gauhati, University of Gauhati, Vol. VIII, 1957, pp. 59-72.

The writer has described the stages through which the tribal people are trained, and the agencies, methods and contents of tribal education which constitute an educational pattern having a psychological significance. He has further mentioned the history of educational development of tribal children with a view to compare it with the formal system of education. He has also described the educative value of the dormitories of the tribes. He feels that a good deal of re-thinking is necessary in respect of tribal education.

KAR, B.C.

'The Role of Teachers in a Tribal Community', *Journal of the University of Gauhati*, Gauhati, University of Gauhati, Vol. XIII, No. 1, Arts, 1962, pp. 57-63.

The writer has given an account of the background of tribal people and described the problems faced by them and the teachers. He has explained the role to be played by the teachers in tribal communities.

- KARVE, IRAVATI 'Social Education of Scheduled Tribes', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, Vol. V, No. 4 (October, 1957), pp. 164-169.

The writer has enumerated certain principles of social education of primitives and of the non-primitives after describing what primitives are, what our state and society are and what we wish to become. Problems of language and medium of instruction have also been dealt with.

- KALE, D. N. *Agris - a Socio-economic Survey*, Bombay, Asia Publishing House, 1950, pp. 278-279.

While discussing history of social evolution in the chapter on 'Conclusion', development of education among the Agris has been discussed.

- KALELKAR, K. S. 'Some Typical Problems of Tribal People', *Social Welfare*, Delhi, The Publication Division, Vol. III, No. II (February, 1957), pp. 15-16.

The writer has discussed the educational problems of the tribes. The concept of Gandhiji's basic education has been discussed. The writer has explained how to start in order to spread out education suitable to the tribal people. The question of language has also been dealt with.

- KAUL, S. K. 'Existing Facilities, Coverage, Wastage Stagnation and Utilization of Financial Assistance in respect of Tribal Education' *Tribal Education in India - Report of the*

*National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 67-76.

The paper was contributed by the writer to be discussed in the National Seminar on Tribal Education in India held at Udaipur from 13th to 18th September, 1965 organized by the Tribal Education Unit, Department of Adult Education, New Delhi. The writer has given an account of the existing facilities of education and has described primary, secondary and post-matric education.

KHWAJA,  
ABDUL GAFOOR

*Social Service among the Tribes and Backward Classes in Hyderabad*, Hyderabad (Deccan), Krishnavas International Printers and Publishers, pp. 28-33, 37.

Chapter VI of the book contains the Gond Education Scheme, Adilabad district (Marlavai & Ginnedhari centres) and Koya Education Scheme, Warangal district (Sudimalla and Kamaram centres).

KOPPIKAR, G. K. *The Education of the Adivasis*, Delhi, The Manager of Publications, 1956.

The entire brochure deals with the education of the Adivasis in Thana district, Maharashtra. One of the chapters include Wandrekar Committee Report, its recommendations and educational expansion. There is a chapter on 'An Adivasi School—Problems and Remedies'. Some educational experiments have been described and

analyzed. Some government schemes have also been discussed in this brochure.

**KRISHNA IYER,  
L.A.**

*Anthropology in India*, Bombay, Bharatiya Vidya Bhawan, 1961, pp. 229-230.

Chapter XIX on 'Impact of Modernism' contains a note on education. Need of suitable education for the tribes has been said to be essential. A brief account of educational progress has been given and a table showing the amount spent on scholarships from 1951-52 to 1957-58 has been given. Problem of language has also been touched.

**KULKARNI, P. D.** 'Impact of Industrialization on Tribal Life', *Tribal Souvenir*, New Delhi, Bharatiya Adimjati Sevak Sangh, p. 45.

The writer has discussed about the impact of industrialization on the tribal life. In this context, he has emphasized the need of education and expressed concern on insufficient education available to the tribal people.

**LALA, ARJUN**

'Welfare of Tribes including ex-Criminal Tribes', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XVI, No. 4 (March, 1956), pp. 300-305.

The writer has traced out the historical origin, and discussed the social organization, social and religious customs, appearance and dress, crime etc. of the tribal people. He has explained the language of the Chharas and has given an account of



the spread of primary education among them.

- LEUVA, K. K. 'Development Schemes in Malkangiri Taluk in Orissa State', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1955, Vol. III, No. 1 (January, 1955), pp. 26-27.

While discussing the various development schemes, the writer has given an account of the educational development schemes also.

- LEUVA, K. K. 'Paharias and their Welfare—some Glimpses', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1956, Vol. IV, No. 1 (January, 1956), pp. 11-14.

The writer has discussed about the promotion of education among the Paharias and has traced out its history. He has discussed all the four schools which were started for promoting education for the Paharias, and has suggested for experimenting Welfare Centres and has given broad outlines of the possible welfare activities.

- LEUVA, K. K. 'Social Education – the Sheet–Anchor of Tribal Welfare', *Report of the Fourth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, pp. 73-74.

The writer has pointed out that very little is being done in the field of social education which is the sheet-anchor of tribal welfare. He is of the opinion that educational schemes cannot be successful unless

the adults are tackled with the help of social education. He has defined social education and laid down its importance.

LEUVA, K. K.

*The Asur*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1963, pp. 116-126.

The book contains considerable details about the methods of agriculture, and education of the Asurs and their struggle to find a place in the modern world. Chapter VII of the book has been exclusively devoted to educational problems. It contains description of Dr Clyde Kluckhohn's visit to Asur residential school at Sakhuapani which is being run by Adimjati Sewa Mandal. This chapter discusses the mechanism of initiating the growing generations into cultural heritage, aversion of the Asur to school room education etc. The author has expressed his views about the aim of education and is of the opinion that teachers should know tribal dialects so that teaching may be made interesting. He has pointed out the defects in textbooks and has shown how adjustment of school hours and vacations can be made. He has expressed his strong feeling that backward people should be allowed to work out their own destinies.

MADAN, T. N.

'Education of Tribal India', *The Eastern Anthropologist*, Lucknow, Lucknow University, Vol. V, No. 4 (June-August, 1952), pp. 179-182.

The writer has first discussed about the meaning of education. He is of the opinion that educational activities should be carried

on together with economic uplift in such areas as are in contact with urban and civilized or partially civilized centres, and in areas where tribes are not in such contact education must have top priority. He has also pointed out that education through literacy is a very potent medium of instruction, propoganda and indoctrination. He has further enumerated certain fundamentals which are to be kept in mind while planning for the education of tribal India.

**MAHAJAN, P.**

'Himachal Pradesh Administration', *Report of the Fourth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, pp. 162-189.

The writer has given a detailed note regarding progress of development schemes for tribal areas in Himachal Pradesh. He has reviewed the achievements made in the field of education in the First and the Second Five Year Plans.

**MAHAPATRA, L.K.**

'Education—Old and New (in Siripur, near New Capital Bhubaneswar)', *Orissa Tribes Research Journal, Inaugural Number*, Bhubaneswar, Tribal Research Bureau, 1955, pp. 29-33.

The paper gives an account of the educational development in a village. Past efforts for and present conditions of education have also been discussed. Census data have been analyzed and details about sevashram, ashram school, learning of arts and crafts etc. have been given.

MAHAPATRA, L.K. 'Curricula, Methods and Textbooks in Tribal Education', *Tribal Education in India-Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 109-120.

The writer has given some basic assumptions related to curricula, methods and textbooks in tribal education. He has described the types of schools, contents of education, methods of teaching and has dealt with the problems of textbooks.

MAHAPATRA, P.K. 'Koya', *Adivasi*, Bhubaneswar, Tribal Research Bureau, 1963-64, No. 3, pp. 81-88.

The language of the Koya has been discussed in this paper.

MAJUMDAR, D.N. *The Affairs of a Tribe*, Lucknow, Universal Publishers Ltd., 1950, pp. 301-302.

The present state of education of the Hos has been discussed in Chapter XI, 'The Hos as they are today (Responses to Contacts)'. The author has given the number of upper primary schools and their situation and has pointed out the proficiency of the aboriginal boys. The Ho students, according to the author, can compete successfully with their non-tribal colleagues and do even excel them sometimes. He has pointed out that the teacher of the schools are mostly ill-equipped. The pay of the teacher is such that it does not attract capable men. Regarding students the observation of the

author is that the 'students, however, are receptive but not critical, lack confidence but are eager to learn'.

MAJUMDAR, D.N. *Himalayan Polyandry-Structure Functioning and Cultural Change—a field study of Jaunsar Bawar*, Bombay, Asia Publishing House, 1962, pp. 220-248.

It contains a study of social and economic structure, education and training and the problem of cultural change of Jaunsar Bawar. Chapter VIII of Part Two has been devoted to Education and Training. The author has first given a brief survey of the concepts and methods of education that prevail among the various groups of population in the Himalayan region. Importance of education as a means of ensuring the intellectual development of the younger generation has been emphasized. Kashmiri Vidya, a traditional training and the occupational training in general, has been discussed. The author has given two tables—one showing number of schools and students on the roll in Jaunsar Bawar, and the other showing progress of education, number of schools, number of students and number of teachers in 1956, 1957 and 1958. History and scope of the village schools have been discussed in a greater detail. The author has also explained the position of students, girl students and Harijan students and has pointed out the role of the teacher.

MAJUMDAR, D.N., 'The functioning of school system in a polyandrous society in Jaunsar Bawar, *et. al.*

Dehradun District, U. P.', *The Eastern Anthropologist*, Lucknow, Lucknow University, Vol. X, No. 3 & 4 (March - August, 1957), pp. 182-210.

The writers have discussed about education among the Khasas of Jaunsar Bawar. They have pointed out the educational problems and have emphasized the importance of school. Part II of the article deals with schools in Jaunsar Bawar, school going children of age group 6-15 years in village Lakhamandal, caste composition of school-going age group in village Lakhamandal, enrolment of students and their percentages etc. Part III deals with the attendance in the village primary school. It contains a graphic index and a tabular index of the village primary schools, attendance according to the frequency of students coming regularly or otherwise for the period from 1950-51 to 1954-55. Part IV is concerned with wastage in education. They have shown productivity and wastage, and discussed boys' and girls' education separately. Part V deals with the primary school curriculum.

MAJUMDAR, N. D. 'The Tribal Problem', *The Adivasis*, Delhi, The Publication Division, 1960 (Revised edition), p. 22.

The writer has touched upon the problem of language. He has pointed out that the majority of the languages belong to the Tibeto-Burman branch which include Lepcha, Bodo, Abor, Miri, Dafla, Mikir, Naga, Lushai etc.

- MAJUMDAR, S. N. 'The Ao Nagas', *Man in India*, Ranchi, Church Road, 1924, Vol. IV, Nos. 1 & 2 (March-June, 1924), pp. 41-42.

The writer has described the economic, social, cultural, religious and educational conditions of the Ao Nagas. While describing education, he has mentioned the efforts made by the missionaries and the present agencies engaged in the field of education. Present state of the Ao Nagas in the field of education has also been given.

- MALKAN, J. M. 'Adodias in Saurashtra', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIX, No. 1 (June, 1958), pp. 27-38.

The writer has presented an account of the customs, rites, rituals, dowry, bride-price, witchery etc. of the Adodias. He has also discussed their language.

- MAMORIA, C. B. *Tribal Demography in India*, Delhi, Kitab Mahal, 1957, pp. 79-81.

The writer has discussed literacy among tribal population and has compared them with other important religious groups in the country. He has also enumerated certain causes for low figures of literacy among the tribes.

- MATHUR, K. S. 'Some problems of Tribal Rehabilitation in Madhya Pradesh', *Indian Anthropology in Action*, Ranchi, 1960, p. 120.

In this paper the writer has discussed social education of the tribes.

- MEHTA, B. H. 'The problem of aborigines', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Volume X, No. 2 (September, 1949), pp. 88-89, 92.

The problems of aborigines have been discussed by the author who has spent several years among the aborigines of western India. He has described the problems of language, recreation and education. He has given views of Hambly as given in 'Origin of Education amongst primitive peoples' and has shown that the conditions given in the book may also be true to India. He feels that though the tribal people may be illiterate and their environments void of complexities, they have unique and practical methods of education and training. The writer has suggested that after dealing with difficult economic problem, the first duty of the public welfare department should be to organize health, primary and technical education of the aboriginal youths, under the guidance of Directors of Education and Physical Welfare.

- MEHTA, B. H. 'Historical Background of Tribal Population', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIV, No. 3 (December, 1953), pp. 236-244.

The author has dealt with the historical background of tribal population of India and has thrown light on the socio-economic and cultural life of the tribal people. Tribal culture and language have also been discussed.



- MEHTA, B. H. 'Training for Tribal Welfare', *Report of the Third Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adim-jati Sevak Sangh, 1955, pp. 57-62.

The author has felt that to deal with the problems of the tribes and to help them to participate in the nation building task, need of a new leadership is urgent. He has also discussed education and has pointed out the need of special training which should be given to pre-basic and basic school teachers in institutions specially created for this purpose in tribal areas. He has further suggested creation of teachers training institutions as well as at least one tribal university to be developed in suitable tribal areas and environments.

- MEHTA, B. H. *A Preliminary survey of the Tamia Development Pilot Project*, Bombay, Tata Institute of Social Sciences, 1957-58, pp. 109-116.

It is a study of 187 villages of Madhya Pradesh. The report is in cyclostyled form. Chapter VIII has dealt exclusively with education. Structures of schools have been explained. The objectives of education have been enumerated and the main difficulties and handicaps of education today have been pointed out. Boarding institutions and ashram shools for tribal areas and the positions of middle schools have been revealed. School curricula and girls' education have also been described and production-cum-training centres have been explained and general objectives of social education laid

down. Social objectives in tribal areas, audio-visual aids and literacy programmes have also been discussed. It has been revealed that maximum use of tribal dialects by social education would be useful, and the need of village social education has been felt.

- MEHTA, B. H. 'Tribal Welfare and Forest Economy', *Anthropology and Tribal Welfare in India*, Ranchi, Bihar University, 1959, p. 80.

In this paper the writer has discussed about education in forest areas. Basic education has been advocated. It has been suggested that the post-basic forest school must exist in a small natural forest area and it can serve as the basis of community life.

- MEHTA, B. H. 'Welfare of Tribal Children', *Kurukshetra*, Delhi, Director, The Publication Division, 1960, Vol. 9, No. 2 (November, 1960), pp. 10, 11, 20.

The writer has given his experiences gained while experimenting in the Gond area. He has discussed child welfare, women's welfare etc. He has also discussed the problems of health and education and has explained the bearings of migration to cities on education.

- MEHTA, B. H., *et. al.* *Gonds of the Central India Highlands*, Bombay, Tata Institute of Social Sciences, 1963-64, p. 15.

The report is in cyclostyled form. The authors have presented an account of the Gond society with special reference to the

political and socio-economic conditions, religion, economy and culture of the population of the Tamia Multipurpose Development Project. It also contains summary of the seven years of efforts and achievement of the community development administration of the Government of Madhya Pradesh. They have also discussed the problems of language and dialect.

MEHTA, M. N. 'The Bhils of the Gwalior State', *Man in India*, Ranchi, Church Road, 1938, Vol. XVIII, No. 4 (October-December, 1938), pp. 276-277.

The writer has dealt with the economic, social, physical and political life of the Bhils of Gwalior State. The article also contains a note on language spoken by the Bhils.

MODAK, TARABAI *The Meadow School*, Delhi, The Manager, Government of India Press, 1962.

This small booklet presents an account of the working of the experimental school at Kosbad (Thana district), Maharashtra. The school is being run for the children of Adivasis by the author for the last 20 years. She has traced the history of the meadow school and has given the experiences gained by her. She has further given an account of the tribal habits of cleanliness, subjects tackled in the meadow school and subjects on which daily talks were conducted. A chapter has been devoted to the Bhonar school—another experiment. Progress of the school has been revealed and certain broad conclusions have been drawn.

MOHAN KUMAR, T. 'Welfare Work among the Todas of Nilgiris', *Social Welfare*, Delhi, The Publication Division, Vol. IX, No. 4 (July, 1962).

The writer has given an account of the welfare work done among the Todas of Nilgiris. The existing position of literacy among them has also been given.

MUKHERJEE, C.L. 'The Santals in a changing civilization', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. IV, No. 2 (September, 1943), pp. 172-173.

The writer has pointed out many changes that are visible in the status of Santal women as well as in their religious and social customs. He has discussed their language and pointed out its certain striking characteristics.

MUKHERJEE, C.L. *The Santals*, Calcutta, A. Mukherjee & Co. (P) Ltd., 2, Bankim Chatterjee Street, 1962 (2nd edition), pp. 377-379.

In chapter on 'Population', the author has given the reader an idea of the literacy amongst the Santals. In Chapter XII on 'The Santals in a Changing Civilization', the author has presented an account of the need of education and has also described about the progress in education of aboriginal pupils.

MUKHERJEE, P. K. 'The aim of Tribal Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1961, Vol. IX, No. 1 (January, 1961) pp. 26-28.

An attempt has been made by the writer to analyze some principles which should underlie any effort to tackle the problem of tribal education in our country. He has described the aim of tribal education which according to him, 'is to help its members discover themselves and the world in which they live and desire to live, to see that nothing should prejudice them against their traditional way of life, when they learn about the new.'

- MUKHERJEE, S. 'Sadani—the Tribal Dialect of the Sundarbans', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1964, Vol. 3, No. 2 (1964), pp. 47-50.

The writer has discussed in detail Sadani—the tribal dialect of the Sundarbans.

- NAG, D.S. 'Education for Primitives', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No.4 (October, 1954), pp.117-120.

The problem of tribal education has been discussed. The writer has discussed about basic education, question of language, cultural activities, timetable, school buildings and hostels, aboriginal teachers etc. Need of a special department for aboriginal education has been expressed.

- NAG, D. S. *Tribal Economy*, Delhi, Bharatiya Adimjati Sevak Sangh, 1958, pp. 388-391.

The writer has discussed the aims of aboriginal education. He has touched the problem of language, presented his views

about basic education and cultural activities in schools; suggested about school time-table, buildings and hostels. He has emphasized the need for a special department of aboriginal education.

NAIDU, P. P.

'The Todas of Nilgiris', *Social Welfare* Delhi, The Publication Division, Vol. 1 No. 8 (November, 1954), p. 47.

The writer has given in brief the present system of education as it is prevalent among the Todas of Nilgiris.

NAIK, J. P.

'Education of Scheduled Castes and Scheduled Tribes', *Report of the Seminar on Employment of Scheduled Castes and Scheduled Tribes*, New Delhi, The Manager of Publications, 1965, pp. 161-191.

The paper deals with education of scheduled castes and scheduled tribes. The writer has examined some problems of education of scheduled tribe students with particular reference to the extent of wastage and extent to which the scheduled tribes show their preferences for different types of education, and the probable reasons why it is possible to get suitable persons from the community for appointment to the superior gazetted posts under the Central and State governments. He has given a table showing the percentage of enrolment of the scheduled tribes to total enrolment by type of institutions during the period 1960-61. Problem of enrolment of the scheduled tribe children at different stages of education has also been

discussed. A few recommendations have been made with special reference to the issues already mentioned above.

AIK, T. B.

'How to educate Aborigines', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XI, No. 2 (September, 1950), pp. 172-180.

The author has described the educational institutions of the primitives and the techniques adopted by them for teaching, the defects of the methods adopted by the Government and has also enumerated the principles on which the teaching of the aboriginal has to be imparted.

[AIK, T. B.

*The Bhils*, Delhi, Bharatiya Adimjati Sevak Sangh, Kingsway, Delhi-9, 1956, pp. 236-254, 337.

The writer has devoted a chapter on the language of the Bhils and has compared it with Gujarati and Marathi. In chapter XIII on 'Bhils in Transition', the position of education and literacy has been discussed. He has suggested that we should impart basic education through the people's own crafts and elementary education must be made compulsory in all the Bhil villages. The language of instruction for all the Bhils must be one and, as Bhili is structurally and basically akin to Gujarati, it is better that Gujarati is introduced as medium of instruction in the schools of this area under discussion.

NAIR, S. P.

'Culture Change and Social Education in Tribal Areas', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1960, Vol. VIII, No. 4 (October, 1960), pp. 163-165.

The article is an attempt to bring out the special significance of social education programme when applied to the tribal areas. The writer has stressed the importance of social education in the context of industrialization in tribal areas with special reference to the tribal belts of Bihar and Madhya Pradesh. He has pointed out that social education alone can meet the challenge of culture change in tribal areas.

NATIONAL  
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RESEARCH

*Socio-economic Survey of Primitive Tribes in Madhya Pradesh*, New Delhi, National Council of Applied Economic Research, 1963, pp. 83-96.

Part III of the Survey is concerned with the appraisal of tribal problems and recommendations. Chapters 11 and 12 have been devoted to tribal welfare and development programmes respectively. Programmes for education have been described and educational development has been discussed.

NATIONAL  
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EDUCATIONAL  
RESEARCH &  
TRAINING

*A Review of Education in India—First Year-book of Education*, New Delhi, National Council of Educational Research & Training, Ministry of Education, Govt. of India, 1961.

The compilation of this yearbook has been a co-operative endeavour of the Government of India and the State govern-



ments. It contains information about the existing position of education among backward classes of all the States and Union territories.

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RESEARCH &  
TRAINING

*Tribal Education in India—Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit; Department of Adult Education, National Council of Educational Research & Training, 1967.

This is a report of the National Seminar on Tribal Education in India held at Udaipur from 13th to 18th September 1965 organized by the Tribal Education Unit of the Department of Adult Education. The purpose of the Seminar was to bring together on a common platform the administrators, educationists, anthropologists and voluntary workers in the field of tribal welfare to discuss the problems of education of the tribal people, to share their experiences and to make recommendations for future course of action. The following papers were presented and discussed in the seminar : (a) 'Working Paper' by L. R. N. Srivastava, (b) 'Existing facilities, Coverage, Wastage, Stagnation and Utilization of Financial Assistance in respect of Tribal Education' by S. K. Kaul, (c) 'Some Basic Problems of Tribal Education' by L. R. N. Srivastava, (d) 'Socio-economic Aspects of Tribal Education' by Sachchidananda, (e) 'Curricula, Methods and Textbooks in Tribal Education' by L. K. Mahapatra, and (f) 'Relative Roles of Government and Voluntary Agencies

in Education of the Tribal People' by B. K. Roy Burman. Recommendations have been made regarding the following subjects : (i) Policy of Tribal Education, (ii) Facilities and Coverage, (iii) School, (iv) Teacher, (v) Medium of Instruction, (vi) Socio-economic Factors of Education, (vii) Curricula, (viii) Methods, (ix) Textbooks, (x) Voluntary Agencies, and (xi) Research and Statistics.

NEGI, B. S.

*Anthropography*, Allahabad, Kitab Mahal, 1964, pp. 165-206.

The author has discussed the tribal languages of India in Chapter VIII. He has given a detailed account of the languages and the areas where these are chiefly spoken. He has given a table which has been taken from Dr Hutton's Census of India 1931 indicating the distribution of population of each sex by language.

NEHRU,  
JAWAHARLAL

'Right Approach to Tribal People', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIV, No. 3 (December, 1953), p. 234.

This was a speech delivered by Pandit Jawaharlal Nehru at the opening session of the Scheduled Tribes and Scheduled Areas Conference held at New Delhi on June 7, 1952. The language problem has been described by the speaker and suggestions made.

NEHRU,  
JAWAHARLAL

'The Tribal Folk', *The Adivasis*, Delhi, The Publication Division, 1960 (Revised edition), pp. 6-7.

The writer has explained the problem of language of the tribes and is of the opinion that these languages must be encouraged and there should be no compulsion whatsoever. He has suggested for future that it might be better if Devanagari script is used.

**NIGAM, R.S.** 'Vanwasi Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1961, Vol. IX, No. 3 (July, 1961), pp. 127-128.

The writer has presented his views on aboriginal education and has discussed other views held by different sections of people.

**NORTH-EAST FRONTIER AGENCY** *NEFA on the March*, Shillong, NEFA, 1964.

This is a fully illustrated brochure on NEFA containing a chapter on Education in which salient features of tribal education in NEFA like expansion of education, qualitative improvement, National Cadet Corps, Buniadi Siksha Bhavan and training etc. have been discussed.

**PAKRASI, K.** 'Some Aspects of Tribal Education', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1956, Vol. IV, No. 4 (October, 1956), pp. 127-133.

The writer has pointed out that in the field of tribal education the most immediate consideration is about the optimum pattern and foundation of tribal education. The article contains answer to the above

question and the writer has insisted on the need of a correct approach to the critical foundation of this new education which he has described.

PATEL, B.

‘Progress of development of Scheduled Tribes and Scheduled Areas in Bombay State’, *Report of the Fifth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1959, pp. 92-94.

In this paper progress of educational development has been discussed in detail. The writer has given the number of schools, students, and information about stipends etc. A further step for encouraging education amongst the scheduled tribes also has been advised to be taken.

PATIL, H. C.

‘A Scheme for Technical Training of Adivasi Youths’, *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, Vol. V, No. 3 (July, 1957), pp. 150-154.

The writer has discussed in detail the scheme for technical training of Adivasi youths and has pointed out the place and agency and nature of the scheme. The article contains budget estimates of the proposed scheme of the Adivasi Janata College, Kosbad, District Thana, Maharashtra State.

PATIL, H. C.

‘Agricultural Education of Tribal Youths’, *Tribal Souvenir*, New Delhi, Bharatiya Adimjati Sevak Sangh, pp. 46-48.

The writer has described agricultural education of tribal youth which is being

imparted at the Mahatma Gandhi Adivasi Janata Vidyalaya which was started in the year 1959. He is of the opinion that this will help increase the yield of the crops by adopting improved methods in agriculture.

PATNAIK, N.

'An Appraisal of Ashram School Education', *Report of the Fourth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1957, p. 200.

This appraisal report deals with the curriculum used in the ashram schools existing in Orissa. The relative importance of different subjects that are taught in ashram schools has been measured by way of taking proportion of school-time spent on each subject into consideration.

PATNAIK,  
NITYANANDA

'Education in the area of Barpali', *Man in India*, Ranchi, 18 Church Road, 1954, Vol. 34, No. 1 (January-March, 1954), pp. 20-39.

The writer has presented a general picture of the school, and given a background, life history of the teachers, statistical information on the total number of school-going students, the proportion of those who attend school, situation variation in attendance and annual caste-wise attendance figures. He has pointed out the lack of interest and distance as obstacles in this area for furtherance of education and literacy and has suggested to remove these obstacles.

PATNAIK, UMA  
CHARAN

*Aboriginals of India*, Berhampur, Orissa Printing Works, 1949, pp. 29-35.

This is a presidential address delivered at Aboriginal Education Section, All-India Educational Conference, Mysore, 1948. Education of Adivasi children, basic education with agriculture, adult education among the Adivasis and the defence personnel have been described.

PRASAD, N.

'Primary Education among the Adivasis', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1961, Vol. IX, No. 4 (October, 1961), pp. 161-162.

The state of primary education among the Adivasis has been described. The progress in primary education has been shown. Some problems which are encountered and suggestion for their solution have also been given.

PRASAD,  
NARMADESHWAR

*Land and People of Tribal Bihar*, Ranchi, Bihar Tribal Research Institute, 1961, pp. 285-320.

Part four of the book has been devoted to tribal organization. Under it chapters 38 and 39 have been devoted to education and language respectively. Traditional system of education has been discussed. Defects of modern education have been pointed out. The author has expressed his views that tribesmen desire education which may enable them to fit into the modern world and has pointed out certain difficulties which crop in. He has suggested that tribesmen should concentrate more on skilled occupations and it would be more effective if a number of scholarships are provided for education from the primary

stages. He has stressed the setting up of special schools for them where adequate attention is paid to their requirements. A brief account of the educational development in the scheduled areas of Bihar has been given which contains notes and informations on special schools opened by the welfare department, Asur educational schemes, schools opened by the education department, hostels, construction of hostel buildings, stipends at various levels of schooling, book-grant, college stipend, technical education etc. An account of schooling in Latehar subdivision (Palamau district), Singhbhum district (excluding Dhalbhum subdivision) and Santal Parganas district (excluding Godda and Deoghar subdivisions) has been given along with an account of the schools managed through Santal Pahariya Sewa Mandal. A brief description of the various languages viz., Korwa, Kharia, Asuri, Birhor, Bhumij, Koda etc. has been given. A table showing dialects spoken by tribal people in the various districts of Bihar has been given.

PUNEKAR,  
VIJAYA, B.

*The Son Kolis of Bombay*, Bombay, Popular Book Depot, 1959, pp. 119-125.

Chapter V of the book has been devoted to 'Preparation for life'. Under this chapter education of the Son Kolis of Bombay has been described. It contains two tables showing female education and male education according to age groups respectively. In part II of the above chapter the writer has described the language and literature of the Son Kolis.

- RACHAPPA, B. 'Hill Tribes of Mysore and Welfare Work among them', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1965, Vol. 3, No. 3 (July, 1955), pp. 122-123.

The writer has described the prevailing conditions and problems of the hill tribes of Mysore and has given measures adopted by the Mysore Government in 1953-54 for ameliorating the conditions of the hill tribes. The paper also contains measures adopted by the state government for their development.

- RAGHAVIAH, V. *The Yanadis*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1958, pp. 262-275.

In chapter on 'From the Digging Stick to the School House' a few pages have been devoted to school education. The writer has mentioned that the outlook on life determines the Yanadi's attitude towards education which, according to him, is an effective means of pushing himself and his problems to the front. Element of shyness in tribal children has been pointed out. In the field of education the Yanadis have not made considerable progress. In the order of priority of the Yanadi's requirements, education of himself or his children does not occupy any place.

- RAHA, M. K. 'The Rabhas of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1963, Vol. 1, No. 3 (1963), pp. 25-26.

The writer has pointed out that many



of the Rabhas speak Bengali and a few educated ones can speak Hindi and English too. Only a few old persons have retained their mother tongue and speak it. He has subscribed to the view of Endle by suggesting that the Rabha dialect forms a link between Garo and Kachari languages.

RAVAL, I. B.

'Tribal Community Development Survey', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XXI, No. 4 (March, 1961), pp. 369-371.

In this article the writer has given the findings of the socio-economic survey of the Bhils conducted in the Khed Brahma Taluka of Gujarat State. He has discussed the spread of education and social change.

RAWAL,  
INDUBHAI B.

'Tribal Community Development in Gujarat', *Kurukshetra*, Delhi, The Publication Division, 1961, Vol. 10, No. 1 (1961), pp. 50-51.

The writer has given his findings and recommendations on the basis of the evaluation of a special multipurpose development project launched on 2nd November 1957. The evaluation was undertaken by Gujarat Vidyapith, Ahmedabad. The writer has discussed about the spread of education and social change in the area under evaluation.

ROUT, J. K.

'Tribal Welfare in Orissa', *Adibasi*, Cuttuck, Tribal Research Bureau, Orissa, 1964, No. 3 (1963-64), p. 19.

The writer has reviewed the progress of

education in Orissa along with welfare of the tribes in different fields. It contains informations about stipends during 1961-62 and number of hostels by the end of 1962-63.

ROY BURMAN, B.K. 'A Note on the Scheduled Castes and Scheduled Tribes of West Bengal', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1956, Vol. IV, No. 2 (April, 1956), pp. 66-67.

The writer has quoted a few figures relating to tribal literacy which were based on census reports and has revealed the present state of affairs in the field of education with regard to literacy.

ROY BURMAN, B.K. 'Problem of Tribal Language in Education', *A supplement to the Special Tribal number of 'Vidyapith' published on 18th October, 1965*, Ahmedabad, Tribal Research and Training Institute Gujarat Vidyapith, pp. 18-22.

The writer has described the view point of the tribal representatives in different parts of India as to how children suffer due to primary education not being imparted through the medium of their mother tongue. He has explained the possible use of tribal languages in the primary stage. He has further enumerated several factors on which depends the exact form which the policy of use of tribal language in primary education would take.

ROY BURMAN, B.K. 'Relative Roles of Governments and Voluntary Agencies in Education of Tribal People', *Tribal Education in India—Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 121-132

The writer has traced the history of educational development of tribal people in brief, and in this context, has mentioned the efforts made by Christian missionary organizations. Classification of non-official agencies has been made. The reasons why the non-official agencies are losing ground have been enumerated and roles of governments and voluntary organizations in the educational development of the tribal people have been discussed.

ROY CHOWDHURY, 'Collection of educational data in the secondary stage through Mail Questionnaire : a case study', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1962, Vol.1, No 2, pp. 32-39.

The author has discussed the methods of collecting data through mail questionnaire, the type of information required, the type of respondents reached, the accessibility of respondents, the precision of hypothesis and various other related aspects.

ROY CHOWDHURY, 'The Mahalis—a basket-making tribe of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of

West Bengal, 1963, Vol. 1, No.3 (1963), pp. 31-32.

While discussing the language of the Mahalis the writer has pointed out that previously in their original homeland in Chotanagpur area, the Mahalis spoke a dialect of the Mundari group but nowadays they speak a corrupt form of Bengali.

**ROY CHOWDHURY, 'Comparative Study of the Progress of Secondary Education among the Scheduled Castes and Scheduled Tribes of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1963, Vol. II, No. 1, pp. 40-52.**

The author has made a comparative study of the data on the different tribal communities and discussed the present target of the progress in the secondary education and has determined the trend of progress of education among the different scheduled tribe communities.

**ROY CHOWDHURY, 'The Birhors', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1964, Vol. III, No. 1, pp. 19-30.**

Education of the Birhors has been discussed in brief. Literacy among the Birhors is almost nil. Poor economic condition is the main reason for non-development of education among them.

**ROY CHOWDHURY, 'Factors retarding Tribal Education in West Bengal', *Bulletin of the Cultural***

*Research Institute, Calcutta, Government of West Bengal, 1964, Vol. 3, No. 2 (1964), pp. 26-40.*

The writer has emphasized the need and importance of tribal education. Light has been thrown on the graver aspects affecting the progress of education in West Bengal on the basis of findings of the study conducted by the Cultural Research Institute. A detailed analysis of the study has been made. The writer has described socio-psychological and other associated factors which are connected with the spread of education.

**ROY CHOWDHURY**, 'A note on the Progress of Secondary Education among Scheduled Castes and Scheduled Tribes of West Bengal', *Bulletin of the Cultural Research Institute*, Calcutta, Government of West Bengal, 1966, Vol. V, No. 1 & 2, pp. 59-66.

The article contains an analysis of the data regarding scheduled caste and scheduled tribe students attending the secondary schools during 1962. The percentage distribution of the actual scheduled tribe students attending the secondary school during 1962 to the expected number of school-going students of the respective scheduled tribe communities has been shown in Appendix B. Table No. III gives the names of scheduled tribe communities which are far below the average progress made by the scheduled tribe communities as a whole in secondary education during 1962.

ROY CHOWDHURY, 'Technical Education for Tribals', *Vanyajati*, K. P. Delhi, Bharatiya Adimjati Sevak Sangh, 1957, Vol. V, No. 2 (April, 1957), pp. 87-93.

The writer has first discussed about population, culture, tribal economics, problem of segregation or amalgamation etc. Then he has described the aims of tribal welfare and welfare activities. Need of technical education has been stressed for raising the standard of living of the tribes. The writer is of the view that both education and economic uplift could be taken up side by side. He has suggested and explained in detail about the types of school which should be started. According to him these are (1) Primary schools, (2) Vocational schools, and (3) Technical schools.

ROY, SACHIN *Aspects of Padam Minyong Culture*, Shillong, North-East Frontier Agency, 1960, pp. 45-51.

The author has discussed in sufficient details about the language and literature of the Padams and Minyongs. He has pointed out that the literature is more or less public in character in so far as they are meant to be recited in or to entertain public gatherings.

RUHELA, SATYA  
PAL 'Some Educational Problems of Scheduled Tribes in Rajasthan', *Jan Jagriti, Annual Journal of Sociology*, Raj Rishi College, Alwar, Vol. II, No. 1, March, 1964.

The author of this article has tried to expose the pattern of education among the

scheduled tribe communities living in Rajasthan. It is a very brief article in which the problems have been enumerated and their solutions have been proposed. The author's diagnosis and prescription is of general nature, but the article gives some idea about the existing educational problems among the scheduled tribes of Rajasthan.

**SACHCHIDANANDA** *Some Problems of Bihar Aborigines*, Patna, Superintendent, Government Printing Press, 1947, pp. 28-30.

It is a memorandum submitted to the Tribal and Excluded and Partially Excluded Areas (other than Assam) Sub-Committee at their sitting at Patna. Part VII of the Memorandum deals with educational progress. It contains what the Government of Bihar had already done and what it proposed to do for the educational uplift of the aborigines in the area concerned. There is a mention of special note No. 2 which is given at the end showing the activities of the department of industries in Chotanagpur Division which have been described under the head of technical education and industrial development.

**SACHCHIDANANDA** 'Tribal Welfare in Bihar', *Report of the Third Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1955, pp. 94-96.

The writer has pointed out the low literacy rate among the tribes of Bihar. Education and economic uplift, according to him, may go side by side without placing

any priority. Education with vocational bias is the need of the hour for tribal people. The author has described the problems with regard to the type of education, the duration of school hours and the school session, the medium of instruction and the kinds of textbooks etc. Opening of hostels for the Adivasis should be an important item in the programme for the educational uplift of scheduled tribes in Bihar.

**SACHCHIDANANDA** *Culture Change in Tribal Bihar—Munda and Oraon*, Calcutta, Bookland Private Limited, 1964, pp. 107-108.

The author has contributed to an understanding of the difficulties and problems of the tribal population of Bihar. Chapter VII on 'The Church in the life of the Tribals' gives a picture of education and influence of church in the field of education with regard to the Mundas and Oraons. He has pointed out that education has been one of the biggest achievements of the Christian missions even in the interiors of Chotanagpur. Education has not only resulted in literacy but has served as means of enlightenment in all aspects of life.

**SACHCHIDANANDA** 'Tribal Education in India', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1964, Vol. XII, No. 1 (January, 1964), pp. 3-6.

The author has laid down the role of education under changing conditions. He has discussed the type of education, content of education, medium of instruction, school



vacations and holidays and has pointed out that basic education will be suitable to tribal areas. Importance of girls' education has been stressed upon. Utility of ashram schools has also been pointed out.

- SACHCHIDANANDA 'Socio-economic Aspects of Tribal Education', *Tribal Education in India—Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 99-108.

The author has described in detail the economic aspect of tribal education and the relation that exists between education and economy. He has pointed out the need of having vigorous programme of social development. The influence of tradition on education has also been described in the paper.

- SAKSENA, R. N. *Sociology and Social Policy in India*, New Delhi, Orient Longmans, 1964, p. 89.

Chapter V has been devoted to Tribal Welfare in India. The author has described, in brief, the educational development of the tribal people.

- SANGANNA, T. 'Tribal Education', *Tribal Affairs Conference*, New Delhi, Government of India, 1954.

The author in this paper has pointed out that the nature and form of education imparted through the schools is not appreciated by the tribal people. He has suggested to set up a committee to go into the

merits and demerits of the present system of education. He has pointed out the various practical difficulties which the tribal people face. Visual equipments, according to him, may serve as effective instruments. He has also touched upon the problem of language.

**SANGMA,  
WILLIAMSON A:**

‘Tribal Economy’, *Report of the Third Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1955, p. 154.

The writer has described the importance of land to the tribal economy, protection of the land in the tribal areas, forests, agriculture etc. Along with these he has shown the importance of education for the Adivasis. According to him if the agricultural production of the tribal people is to be improved and stimulated, education is very necessary.

**SARKAR, S.**

‘The Malers of the Raj Mahal Hills’, *Man in India*, Ranchi, Church Road, 1933, Vol. XIII, No. 2 & 3 (April-September).

The writer has discussed the language of the Malers.

**SARMA, B. S.**

‘Tribal Welfare’, *Man in India*, Ranchi, Church Road, 1951, Vol. XXXXI, No. 1 (January-March, 1951), p. 92.

The writer has discussed plans for the welfare of the tribal people. He has devoted one paragraph on education and has suggested the type of education to be given to them.

- SATPATHY, G. N. 'Bhuiyan', *Adibasi*. Bhubaneswar, Tribal Research Bureau, 1963-64, No. 3, pp. 89-96.

The language of the Bhuiyan has been discussed in this paper.

- SAXENA, R. *Tribal Economy in Central India*, Calcutta, Firma K. L. Mukhopadhyay, 1964, p. 296.

The book contains information regarding tribal economy in Central India. The author has emphasized the need of education for the tribes. He has suggested that the best medium of educating them would be their own tribal language and has emphasized upon the preparation of special books for them.

- SEN, G. N. 'The Primary Education for Tribals', *Report of the Second Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, pp. 135-136.

The writer has laid down the importance of education and pointed out that the tribal education should have a distinctive feature of its own. According to him there should be three fundamental educational systems : (1) Health, (2) Economics, and (3) Technical. The educational system of India has been discussed in detail. The writer has described the literacy drives and language problem, folklore, medium of education, library and museum for the community centre and education for women.

SEN, G. N.

'Tribal Welfare Work among the Workers', *Report of the Sixth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1960, pp. 123-124.

The classification of tribal labourers in India and the welfare work among them has been given by the writer. He has suggested that adult education centres, primary schools, basic and similar institutions where practical training can be given to the tribal people, should be opened in industrial areas where tribal population is found. The medium of education, according to him, may be tribal languages. He has further suggested that tribal workers should be encouraged to organize libraries and study classes. They may have their own journal through which the tribal folk-literature and art should be expressed.

SEN, P. K.

*Land and People of Andamans*, Calcutta, The Post-Graduate Book Mart, 1962, pp. 172-173.

The author has devoted a paragraph on extension of educational facilities and has emphasized upon the need of education in Chapter XVII on 'Over-all Assessment'.

SENGUPTA, A. K.

'Tribal Welfare in India', *Social Welfare*, Delhi, The Publication Division, 1962, Vol. IX, No. 2 (May, 1962), pp. 21-22.

The writer has given the tribal population and various schemes for their development. He has also discussed in brief the

educational schemes.

- SHAH, P. G. 'Dangs—a paradise for Tribal uplift', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, Vol. 1, No. 1 (January, 1953), p. 18.

The writer has described the conditions prevailing in Dangs district which is wholly populated by the aboriginals. The article contains descriptions of educational progress made in Dangs.

- SHAH, P. G. *The Dublas of Gujarat*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1958, pp. 221-226.

Chapter XV of the book has been devoted to 'Education and Literacy'. The author has presented a picture of general literacy level in the region. He has given the percentage of literacy among 91 Dubla families. Children's education and literacy and economic condition have also been discussed. He has emphasized the acute necessity of adult education. He has given the statistics on attendance in schools, and number of students in schools under the District School Board, Surat on the 1st working day of academic year 1965-1966.

- SHAH, P. G. *Naikas-Naikdas—a Gujarat Tribe*, Bombay, The Gujarat Research Society, 1959, p. 43.

The book is divided into two parts. In part I, chapter 8 has been devoted to the socio-economic conditions. Under it literacy and educational characteristics of the tribe

have been discussed. Some figures of literacy have been given. In part II, chapter 12 deals with the Naika-Naikda dialects.

**SHAH, P. G.**

*Tribal life in Gujarat*, Bombay, Gujarat Research Society, 1964, pp. 196-203.

The book presents a survey of the important tribes of Gujarat and the cultural changes that have affected them with special reference to the Dhanka tribes. The author has presented a detailed account of education and literacy of the important tribes of Gujarat and has discussed the spread and progress of education and has given an account of the Dhanka School at Jheria. He has dealt with the question of medium of instruction in tribal education and has also suggested ameliorative measures in education.

**SHAH, VIMAL**

'Tribal Education in Gujarat', *Vanyajati*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1966, Vol. XIV, No.3 (July, 1966), pp. 109-112.

The article is based on a paper read in a seminar organized during the 23rd Gujarati Literacy Conference at Surat on 27th December, 1965. The writer has examined the problem from two points of view : what progress tribal education has made during the past several years and what gap is still existing between tribal education and general education. He has pointed out the difficulties experienced by tribal children on account of medium of instruction being other than their own mother tongue.

- SHARMA, T. R. 'Primary Education in Ranchi Tribal Village', *Bulletin of Bihar Tribal Research Institute*, Ranchi, Bihar Tribal Research Institute, 1962, Vol. IV, No. 1 (July, 1962), pp. 76-89.

The article contains detailed information about Jobhipat School and Dumarpat School. The writer has given the school working hours and their subjectwise distribution. The article contains a table giving comparative views regarding time and total marks allotted to each subject of examination. A routine life for residential scholars has been described.

- SHARMA, V. D. 'Tribal Education in Rajasthan', *Tribe, Journal of the Tribal Research Institute and Training Centre*, Udaipur, 1966, Vol. II, No. 1-2, pp. 1-4.

The writer has described the progress of education in Rajasthan and pointed out that the pace of literacy among the scheduled tribes is much lower in comparison to that among the general population. Educational levels among scheduled tribes in 1961 have been described. The suggestions of the working group which was constituted for suggesting programmes of welfare of backward classes in the Fourth Plan have been given. The writer has further discussed the problems of wastage and stagnation and has suggested steps which could be taken to arouse the interest of the people to receive education.

- SHASTRI, D.D. 'The Impact of Economic Conditions on the Social life of the Tribes', *Social Welfare*,

Delhi, The Publication Division, Vol. III, No. II (February, 1957), pp. 19-20.

The writer has shown the impact of economic conditions on education and literacy. He has suggested that suitable education should be worked out and languages should be developed.

SHAW, B. N. 'Success of Ashram School', *Adibasi*, Bhubaneswar, Tribal Research Bureau, 1958, Vol. III, No. 2, pp. 31-32.

The author has discussed the purpose of opening ashram schools in Orissa, the method of teaching and the curriculum in these schools and their primary aims.

SHAW, B. N. 'Vocational Education in the Ashram School', *Adibasi*, Bhubaneswar, Tribal Research Bureau, 1959, Vol. III, No. 3 and 4, pp. 31-34.

In this paper the importance of vocational education with reference to ashram school has been discussed, and the necessity of a syllabus, type of instructional staff, necessity of examination and inspection of and guidance to ashram schools have been described.

SHRIKANT, L.M. 'Tribal Welfare in Western India', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1956, Vol. IV, No. 4 (October, 1956), p. 101.

This is the summary of the paper read by the writer at the Town Hall, Bombay



on 5th May, 1956. It contains a note on education. The scheme of ashram school has been described. A note on training of teachers, system of freeships and payment of stipends has also been given.

- SHRIKANT, L. M. (ed.) 'The Scheduled Tribes of India', *Social Welfare in India*, Delhi, The Publication Division, 1960 (Revised and abridged edition), pp. 226-228.

The writer has described educational development of tribal people including ashram schools and facilities extended to the tribal students by State and Central governments. The paper contains a note on training of workers and about the study of tribal culture.

- SHRIKANT, L. M. 'Tribal Welfare with special reference to the Tribal Development Blocks', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1962, Vol. X, No. 1 (January, 1962), pp. 4-12.

In this article the author has shown the importance of education for the tribal people and has given the progress made in tribal welfare and emphasized on the proper functioning of the Tribal Development Blocks, which have been discussed in detail.

- SHRIKANT, L. M. 'Education of the Backward Classes', *The Indian Yearbook of Education—Second Yearbook*, New Delhi, National Council of Educational Research and Training, 1964, pp. 173-194.

The present yearbook is devoted to an examination of the problems of elementary education in India. The writer has defined 'Scheduled' tribes, 'Denotified' tribes, and 'Nomadic' tribes. He has traced out the history of educational development among them. Progress of education in the post-independence period has been described. The paper contains a table showing enrolment of scheduled tribes in primary schools, middle schools and elementary stages in 1960-61. Recommendations of Dhebar Commission have been described and education among the denotified tribes and nomadic tribes has also been discussed.

SHRIKANT, L.M. 'Measures proposed for the Spread of Education Amongst the Scheduled Tribes', *Vanyajati*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1966, Vol. XIV, No. 3 (July, 1966), pp. 133-138.

The writer has pointed out that education amongst the scheduled tribes has not been even or satisfactory in various parts of the country and has proposed measures for the spread of education. He has laid much emphasis on education of tribal girls and need of trained teachers, opening of ashram schools, and has also suggested that their education should be job-oriented. The article contains a table showing percentage of enrolment of the scheduled tribes to total enrolment by type of institution in various states (1960-61).

- SHRIKANT, L.M. 'Education Commission and Backward Classes', *Vanyajati*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1966, Vol. XIV, No. 3 (July, 1966), pp. 96-98, 128-130.

The writer has enumerated the thirteen recommendations of the Working Group on Education of the Backward Classes which have been accepted by the Education Commission and have found a place in the summary of recommendations. These recommendations relate to existing programmes of education, problems of nomadic and semi-nomadic tribes, hostel facilities etc. Reference is also made to the recommendations of the two seminars organized by the Planning Commission and the Tribal Education Unit of the National Council of Educational Research and Training regarding education among the tribes, ashram schools, administration of scholarships and about the collection of statistics etc. The writer has given a statement showing the number of post-matric scholarships awarded and the expenditure incurred by the Government of India and the State governments for the scheduled tribes during the years 1961-62 to 1965-66. A table containing the number of ashram schools and students studying in these schools in various states and Union territories has also been given.

- SINGH, A.P. 'Tribal Welfare in General', *Report of the Fifth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1959, p. 214.

The writer has dealt with illiteracy while describing general welfare of the tribal population and has given suggestions for educational development among them.

**SINGH, A.P.**

'Indebtedness of the Tribals and the Provision of Credit and Marketing in Tribal Areas', *Report of the Sixth Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1960, p. 55.

The writer has attributed environment and ignorance as the two main causes of indebtedness among the tribal people. He has given suggestions to do away with the problem of indebtedness. Education according to him is most essential. He has given the type of education which may be imparted to the tribal students.

**SINGH, NARESH  
CHANDER**

'Tribal Education', *Tribal Affairs Conference*, 1954.

The author of this paper, contributed to the above mentioned conference, while dealing with the educational problems of the tribes, has pointed out that the question of medium of instruction has created certain practical difficulties. Problems of mother tongue, scripts, textbooks, teachers, and tribal dialects have been discussed.

**SINHA, R.**

*The Akas*, Shillong, Research Department, Adviser's Secretariat, NEFA, 1962, pp. 13-15.

The author has discussed the language

of the Akas in the first chapter of this book.

SORAN, S.

'Higher Education', *Report of the Second Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, pp. 126-129.

The writer has first dealt with the problem of script. Missionary work has been discussed. Educational development showing figures of ashram schools and number of students getting benefit and amount sanctioned annually has been given. While dealing with the higher education, the writer has suggested that after the students have passed their middle examination course, there should be an intelligence test and general check up. Those who are found fit for higher studies should be allowed to read in high schools and colleges and the rest should be allowed to choose some subject in polytechnics and schools having vocational, agricultural or industrial bias. The writer has liked the scheme of agriculturally and vocationally biased education that is being worked out in the ashram schools of Orissa and desired that it may be extended not only to the tribes but to all Indians irrespective of caste and creed.

SRIVASTAVA, B.N.

'The Education Commission Recommendations—some Reflections', *NIE Journal*, New Delhi, National Council of Educational Research & Training, 1966, Vol. 1, No. 2, pp. 78-82.

The article contains the main recommen -

dations of the Education Commission, appointed in July, 1964. The writer considers that wastage is the main weakness in tribal education. He is of the view that education should necessarily relate to the public services. He has further examined the recommendations made by the Education Commission concerning opening of hostels, scholarships and shortage of teachers and has given his own observations and suggestions.

·SRIVASTAVA,  
L. R. N.

*The Gallongs*, Shillong, Research Department, Adviser's Secretariat, NEFA, 1962, pp. 6-7.

The author has taken the issue of language while dealing with the land and the people in chapter I. The Gallongs use a form of speech which conforms to the general characteristics of Adi language differing from it in a number of slight phonetic peculiarities. The writer's finding is that a word pronounced differently expresses different meanings. The author has also suggested the introduction of Devanagari script in the area.

SRIVASTAVA,  
L.R.N.

'Some Aspects of Integration of the Tribal People', *Problems of Education of the Tribal People of India—Report of the Symposium on Problems of Education of the Tribal People of India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1966, pp. 10-20.

The paper was read in a Symposium on

Problems of Education of the Tribal People of India organized at New Delhi by the Tribal Education Unit. The writer feels that 'it will be impossible and dangerous to bring about a wholesale assimilation of the tribal people into the dominant and developed communities.' They have to be slowly integrated. There is a wide gap in the educational levels of the tribal communities and the non-tribal societies. Enough educational facilities will have to be given to the former to achieve an equal status with the latter. According to the writer the tribal dialects will have to be improved and teaching imparted to the tribal children through their mother tongue. 'To bring about an emotional integration teaching of Hindi should also be given due importance.' The courses of study should be in keeping with their cultural values, folklore, and folktales, and other social institutions should be encouraged. These, according to the writer, are some of the steps which may be taken to achieve tribal integration.

SRIVASTAVA,  
L. R. N.

'The Problem of Integration of the Tribal People', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, 1966, Vol. XXVII, No. 1 (April, 1966), pp. 51-57.

The writer has analyzed the various approaches to tribal integration. He has laid great emphasis on the principle of reciprocity which has to be followed to achieve the goal of integration. In the field of education unless the tribal people make enough prog-

ress so as to achieve a status equal to that achieved by their neighbouring communities, integration cannot be achieved. There should be a feeling of equality between the tribal and non-tribal societies. When the percentage of literacy among the tribal communities has been increased, when they have attained sufficiently high level of educational development and when they have properly understood their rights and privileges, the integration will automatically be achieved.

SRIVASTAVA,  
L. R. N.

'Working Paper', *Tribal Education in India—Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 17-32.

The working paper was written for discussion in the National Seminar on Tribal Education in India held at Udaipur from September 13-18, 1965. It has covered a wide ground and has thrown up various questions pertaining to tribal education for discussion by the delegates of the Seminar. It provided the basis of discussion for the Seminar, and after giving a brief background and the present position of the various aspects of tribal education, has posed the questions. The important subjects covered are : existing facilities, coverage, wastage, stagnation and utilization of financial assistance in respect of tribal education; some basic problems of tribal education like school, teacher, mother tongue and medium of instruction, and policy; socio-



economic aspects of tribal education; curricula, methods and textbooks in tribal education; and relative roles of governments and voluntary agencies in education of tribal people.

SRIVASTAVA,  
L. R. N.

'Some Basic Problems of Tribal Education', *Tribal Education in India - Report of the National Seminar on Tribal Education in India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1967, pp. 77-97.

The paper was contributed for the purpose of discussion at the National Seminar on Tribal Education in India held at Udaipur from 13th-18th September, 1965. The Seminar was organized by the Tribal Education Unit, Department of Adult Education, New Delhi. The writer has discussed in detail some of the basic problems of tribal education related to school, teacher, mother tongue and medium of instruction and policy. A detailed account of the number of schools, their adequacy, one-teacher school, consideration for opening new schools in tribal areas and the enthusiasm of the parents for opening schools has been given. The author has also given a complete picture of the number, qualification, training, emoluments and service conditions of the teachers posted in tribal areas and has discussed about the importance of mother tongue and medium of instruction in tribal education. At the end, the need for a sound and uniform policy has been emphasized.

SRIVASTAVA,  
L. R. N.

'Education for the Tribes', *Applied Anthropology in India*, Allahabad, 1967.

The writer has emphasized the necessity of giving enough educational facilities to the tribal people so that they achieve their development at a much quicker pace. He has discussed at length such topics as type of education, method of education, content of education, mother tongue and medium of instruction, school—the citadel of learning, teacher—the pivot of educational structure, sociological aspects of education, economics of education, facilities for education, wastage and stagnation in tribal schools, social education and need for a uniform policy.

SRIVASTAVA, PREM, 'Education of the Underprivileged', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIII, No. 3 (December, 1952), pp. 175-181.

The authors of the above mentioned article have made valuable suggestions for the proper education of India's tribal population. Development of education has been discussed in brief. Need for the education of the tribes has been felt and the writers have suggested that education of the tribes should be such as to enable them to adjust to their own environment which may help them to develop their own resources—human and material--and enable them to make an orderly progress. The authors of the article have first considered the education of the young and the institutions through which this education should be given. Language problem

has also been discussed in detail and few alternatives have been suggested. A programme of fundamental education has been chalked out.

**SRIVASTAVA, S. K.** *The Tharus—A Study in culture dynamics*, Agra, Agra University Press, 1958, pp. 298, 300, 304.

The author has discussed the benefits derived from culture contact by the Tharus. According to him the opening of primary schools has brought new and sure techniques of imparting instruction and education. He has also discussed in brief the present state of affairs in the field of literacy with reference to the Tharus of a particular region under study. Some light has also been thrown on the language aspect.

**SUNDARAM, N.** 'Tribal Welfare Schemes : Agencies and Programmes', *Report of the Symposium on Problems of Education of the Tribal People of India*, New Delhi, Tribal Education Unit, Department of Adult Education, National Council of Educational Research and Training, 1966, pp. 6-9.

The writer has presented a general picture of the tribes of India. He is of the view that various tribes in various parts of the country or the problems affecting those tribes cannot necessarily be tackled in a similar way all over the country. He has traced out the history from 1944-45 of the agencies and programmes of tribal welfare and has also thrown light on educational

development. He has discussed the three Plans and also described the role played by missionaries and voluntary organizations.

TAPASE, G. D.

'Tribal Education', *Tribal Affairs Conference*, New Delhi, Government of India, 1954.

This paper was contributed by the author in the above mentioned conference. In it he has dealt with the difficulties that are likely to be experienced in the field of education among the scheduled tribes and the remedial measures by which these difficulties can best be overcome. He has discussed the special facilities which were provided particularly to the Adivasi pupils in these areas. He has discussed the history of educational development and certain common problems which may be present in all states. Creation of a suitable environment congenial to the progress of education and lack of clear concept of what should be the object of such education has been discussed. He has suggested that tribal education must conserve and develop the aboriginal culture and religion. In miscellaneous problems he has explained the problem of medium of instruction, problem of scattered villages, school names and inspection. In remedial measures he has pointed out the question of the teachers who may be working among them. Education, according to him, should be imparted in tribal dialects for the first two standards and more ashram schools should be started. The role of non-official agencies and that of Central government in the cause of tribal education has been pointed out.

- THAKKAR, A. V. *The Assam Tribal and Labour Welfare Works (Sixth Annual Report)*, Delhi, Harijan Niwas, Kingsway, 1941.

The report contains an account of the welfare of the tribes in educational field and gives the progress made in education of the tribes. It deals with primary education, middle schools, scholarships etc. Ashram schools have been described and an account of the present state in which they are, has been revealed.

- THAKKAR, A. V. *The Problem of Aborigines*, Poona, Gokhale Institute of Politics and Economics, 1941; pp. 14-17.

The brochure contains illiteracy figures of the tribes according to 1931 census. The problem of language, opening of schools, and teachers have been discussed and measures have been suggested. Need of vocational residential schools has been stressed by the author.

- THAKKAR, A. V. *Five Year Plan for the betterment of the condition of the people in the backward areas of the Central Provinces and Berar.*

In this brochure the writer has enumerated and described the welfare activities. He has dealt with the topics related to primary schools, pay of teachers, the teachers' residence and hostels, middle schools, scholarships, midday meal and girls' education.

THOMAS, M.M.  
(ed.)

*Tribal Awakening*, Bangalore, Christian Institute for the study of Religion and Society, 1965.

The chapter on 'Social and Cultural Change' contains a note on education. The general characteristics of the tribal people have been described in brief, and literacy figures of Assam and Madhya Pradesh have been given. The pattern of education in the tribal areas and impact of education on the tribes have also been given in brief.

UNIVERSITY OF  
ALIGARH

*Report of the Socio-economic Survey of Aherias, an ex-Criminal Tribe of Aligarh District*, Aligarh, University of Aligarh, pp. 55-61.

The report is in typed form. It gives the causes of low literacy and the attitude of the Aherias towards receiving education. Poverty was a main cause according to the report of the survey. Chapter VII contains tables showing the educational standard of males and females separately. Agewise literacy figures have been given. Literacy percentage among the Aherias has also been given.

UPPAL, R. C.

'Progress of Education for Tribal people in India', *A Supplement to the Special Tribal number of 'Vidyapith' published on 18th October, 1965*, Ahmedabad, Tribal Research and Training Institute, Gujarat Vidyapith, 1966, pp. 13-17.

The writer has given a general back-

ground of the tribal people in India and has traced out the history of educational growth among them during the three Plans. Progress of education in these Plans have been described in detail and the causes of educational backwardness among the tribal people have been enumerated.

#### VANYAJATI

‘Schemes of Assam State Government for the Welfare of Scheduled Tribes, included in the Five Year Plan’, *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, Vol. 1, No. 3 (July, 1953), p. 72.

It contains educational schemes of Assam Government like basic and primary schools, provincialization of high schools and M. E. schools in the plains tribal areas, development of education in tribal areas, social education, training of teachers for basic schools, payment of scholarships to students and providing hostel accommodation etc.

#### VANYAJATI

‘News—Bharatiya Adimjati Sevak Sangh’, *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No. 1 (January, 1954), pp. 35-36.

It contains a note on tribal education in Assam and the educational facilities in Vindhya Pradesh during 1952-53.

#### VANYAJATI

‘Resolution passed at the Second Tribal Welfare Conference, Lohardaga (Bihar)’ *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No. 1 (January, 1954), p. 31.

It contains a resolution on basic education which was passed at the Second Tribal Welfare Conference. This Conference of 1952 was of the opinion that basic education should be encouraged in tribal areas and the Central and State governments should take early step for it.

VANYAJATI

'Note on the progress of the Tribal Welfare Scheme in Madhya Pradesh from 1-1-53 to 31-12-53', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II; No. 1 (January, 1954), p. 27.

The note contains educational activities and the progress made in the field of education showing increase in number of schools, students and the amount of stipend and scholarships disbursed to tribal students.

VANYAJATI

'Activities conducted under the Tribal Scheme, Madhya Pradesh during 1953-54', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, pp. 64-65.

Progress achieved under different activities of the scheme has been described. It contains a description of educational progress in Madhya Pradesh among the tribal people.

VANYAJATI

'Notes', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1954, Vol. II, No. 4 (October, 1954), pp. 107-109.

It contains a detailed note on social education for the tribal people which is very necessary and has to play a role in



development of rural society. The problems concerned with social education with reference to the tribes have been discussed in brief.

VANYAJATI -

'Ashram Schools', *Vanyajati*, Delhi, Bhartiya Adimjati Sevak Sangh, 1958, Vol. VI, No. 3 (July, 1958), pp. 93-95.

The note describes how schemes of basic education and then the ashram schools came into existence. Life at ashram schools have been discussed and its merits have been pointed out. 'The merit of the scheme of Ashram Schools lies in that it makes the students self-reliant, moulds their character and trains them in leadership.'

VANYAJATI

'Report of the Planning Committee of the Bharatiya Adimjati Sevak Sangh on 4th Five Year Plan on Tribal Welfare', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1965, Vol. XIII, No. 2 (July, 1965), p. 82.

Measures have been suggested by the Planning Committee of Bharatiya Adimjati Sevak Sangh for spread of education among the tribal people.

VANYAJATI

'Education Commission, Government of India, Questionnaire on the Education of the Backward Classes', *Vanyajati*, New Delhi, Bharatiya Adimjati Sevak Sangh, 1966, Vol. XIV, No. 3 (July, 1966), pp. 139-144.

Questionnaire on the education of the Backward Classes contains general questions,

questions on literacy and adult education, elementary, secondary and higher education, ashram and residential type of schools and hostels and on facilities, medium of instruction, teachers, administration and finance.

- VIDYARTHI, L.P. 'Education in Tribal Bihar', *Man in India*, Ranchi, 18, Church Road, 1955, Vol. 35, No. 1 (January-March, 1955), pp. 39-45.

The writer has discussed the concept of education. He has discussed the economy and education on the one hand and education and seasonal activities on the other. Problems of medium of instruction and training of teachers have also been discussed, and questions of script, syllabus, textbooks, and method of teaching were taken and suggestions have been made in these respects.

- VIDYARTHI, L.P. 'Anthropology, Authority and Tribal Welfare in India', *The Eastern Anthropologist*, Lucknow, Lucknow University, Vol. XI, No. 1 (September - November, 1957), pp. 21-22.

The writer has described the tribal welfare work being done by the Government of Bihar. The educational scheme consists of opening new schools, hostels, stipends and grants-in-aid to non-official organizations engaged in the work of tribal education. The writer has also given an account of work done in the field of education by non-official agencies.

VIDYARTHI, L. P. *Cultural Contours of Tribal Bihar*, Calcutta, Punthi Pustak, 1964, pp. 195-203.

The topics included in the book cover a wide range. Tribal education, welfare, economic progress, as well as a diagnosis of economic ills to which the tribes are subjected have been discussed. Chapter XI of the book has exclusively been devoted to 'Education in Tribal Bihar'. The author has discussed in great detail various aspects related to education. An account of schools run by the Adimjati Sewa Mandal has been given. Economy versus education and seasonal activities have been dealt with. The author has also peeped into the problem of medium of instruction and training of teachers, question of script, syllabus, text-books and methods of teaching.

• VYAS, A.

'Tribal Education in Orissa', *Report of the Second Conference for Tribes and Tribal (Scheduled) Areas*, Delhi, Bharatiya Adimjati Sevak Sangh, 1953, pp. 129-134.

The writer has given an account of educational development in Orissa tracing out its history and dealt with ashram and sevashrams. He has further explained the present position with regard to tribal education. The writer has given details of ashram schools and sevashrams and pointed out various problems like problem of students due to wayward nature and apathy of guardians, problems of personnel, language, want of co-operation from the public and paucity of funds. The article contains a map

and a table showing Orissa's scheduled caste and scheduled tribe population (districtwise) and the number of ashram schools.

VYAS, A.

'Why this emphasis on Vocational Bias in Education in Ashram ?' *Adibasi*, Bhubaneswar, Tribal Research Bureau, 1957-58, 2nd Year, 1st Issue, pp. 45-49.

The paper discusses the aims and objectives of ashram education. Traditional methods of education have also been discussed in detail. The author has outlined the type of education given in ashram schools.

VYAS, AMBALAL

'Ten Years progress of Ashram Education in Orissa', *Vanyajati*, Delhi, Bharatiya Adim-jati Sevak Sangh, 1958, Vol. VI, No. 4 (October, 1958), pp. 157-160.

The author has presented a detailed account of ten-year progress of ashram school education in Orissa from 1947-48 to 1957-58. It contains the history of ashram schools and the present state of affairs. The article contains a table which gives a graphic picture of the backwardness of certain areas and tribes living there.

VYAS, AMBALAL

'The test of a Good Ashram School', *Adibasi*, Bhubaneswar, Tribal Research Bureau, 1958-59, Vol. III, No. 1, pp. 22-24.

The author has stressed on certain aspects of ashram schools which he thinks are essential for a good ashram school. These are proper utilization of funds, purity of atmosphere, honesty and integrity

of the school staff and the like.

- VYAS, AMBALAL '15 years progress of Tribal Education in Orissa', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1963, Vol. XI, No. 2 (April, 1963), pp. 51-54.

The writer has traced out the history of educational progress since July, 1947 when the first ashram school in Orissa was started. The writer has given the number of students in ashram schools in different years. The article contains a table showing percentage of literacy, number of ashrams and seva-ashrams etc. in different districts of Orissa.

- ZUTSHI, G. L. 'Preliminaries regarding Applied Research among backward classes', *Vanyajati*, Delhi, Bharatiya Adimjati Sevak Sangh, 1959, Vol. VII, No. 3 (July, 1959), p. 90.

The writer has dealt with the preliminaries essential for applied research in the field of education for the tribes and other backward classes.



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in 'Education of the Tribal People' by B. K. Roy Burman. Recommendations have been made regarding the following subjects : (i) Policy of Tribal Education,, (ii) Facilities and Coverage, (iii) School (iv) Teacher, (v) Medium of Instruction, (vi) Socio-economic Factors of Education, (vii) Curricula, (viii) Methods, (ix) Textbooks, (x) Voluntary Agencies, and (xi) Research and Statistics.

NEGI, B. S.

*Anthropography*, Allahabad, Kitab Mahal, 1964, pp. 165-206.

The author has discussed the tribal languages of India in Chapter VIII. He has given a detailed account of the languages and the areas where these are chiefly spoken. He has given a table which has been taken from Dr Hutton's Census of India 1931 indicating the distribution of population of each sex by language.

NEHRU,  
JAWAHARLAL

'Right Approach to Tribal People', *The Indian Journal of Social Work*, Bombay, Tata Institute of Social Sciences, Vol. XIV, No. 3 (December, 1953), p. 234.

This was a speech delivered by Pandit Jawaharlal Nehru at the opening session of the Scheduled Tribes and Scheduled Areas Conference held at New Delhi on June 7, 1952. The language problem has been described by the speaker and suggestions made.

NEHRU,  
JAWAHARLAL

'The Tribal Folk',  
Publication Division  
pp. 6-7.



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