CHAPTER - VI

MAJOR FINDINGS
CONCLUSIONS AND SUGGESTIONS
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Study in Retrospect:

Title of the study:
A Study of certain Problems Experienced by Tribal Students studying in the High Schools of Kerala.

Objectives of the Study

01. To find out the problems of tribal students studying in high schools of Kerala with special reference to:-

1. School environment
2. Teachers and Teacher behaviour in classroom environment
3. Class assignments
4. School Examinations
5. Use of school library
6. Extra-curricular and co-curricular activities
7. Study habits

02. To enumerate the problems related to home environment.

03. To reveal the problems related to self-concept.

04. To identify the peculiar problems of tribal girl students.

05. To list out difficulties of tribal students in tribal hostels.

Sample for the Study

The sample for the study consists of 1500 tribal students belonging to different 20 tribal communities studying in high schools of Kerala. (Only those communities, which represented a minimum of 50 students were selected as sample). Hundred teachers, 150 parents and 50 social workers were also included.
Methodology

Since the study deals with present conditions, practices and problems of tribal students, survey method was used for the study.

Tools

1. Problem inventory
2. Interview (unstructured)
3. Observation

Area wise findings, conclusions and suggestions are presented below.

MAJOR FINDINGS

1. Problems related to school environment.

There were fifteen statements in this area and the first ten statements in the rank order showed more than 60% of the difficulty. Further analysis showed that tribal students belonging to different tribal communities had different problems but they differed in intensity and variety.

Kannikar group of students experience maximum difficulty in problems like irregular attendance of teachers (58.18%), lack of noon meals in schools (78.18%) and educational concessions are not distributed at proper time (76.36%).

Adiyan group of students experienced maximum difficulty in problems like no safety among peers in school (64.71%) and nobody recognises them in school (65.68%).

Students belonging to Erulan tribal community experienced more difficulty in problems like un-interesting classes (74.67%), lack of opportunity to play with other children in school (80%) and irregular attendance due to rigid time table (70.67%).

Malayarayan group of student experienced more difficulty in problems of negligence on the part of teachers (60.15%) and the problem of discrimination by school pupils (67.69%).

In the problem absence or presence in not noted by any body the Kurichiyyar group showed maximum percentage (84.21%).
Students belonging to Ulladen community experienced more difficulty in problem like school time is not conducive to do traditional occupation (88%) and to do household duties (80%) and they have also difficulty in understanding school language. The problem, school time is not helpful to do household duties, Malavedan group of students also showed maximum percentage (80%).

2. Problems related to teachers and teacher behavior in classroom environment.

Sixteen problem statements were given to find out the problems of tribal students related to teacher behavior in classrooms and out of them 11 statements showed more than 60% of difficulties. In this area problem No.27 'beating for not doing homework, comes in the top rank among other statements and 100% of the Ulladan group of students responded positively to this problem. They also pointed out that there was no benefit from learning school subjects (96.67%).

Students belonging to Hill pulayan community experience difficulty on necessity of hard work in learning (78.67%), no help for learning difficult part of the lesson (86.76%) corporal punishments without any reason (65.33%) and severe punishments for silly mistakes. (62.67%).

Malayarayan group of students experienced more difficulty in shortage of textbooks in learning (83.08%), paucity of teachers in school (81.54%) and no class notes for all school subjects. (70.77%).

Kuruman group of students experienced more difficulty in unnecessary control by teachers (83.08%), difficulty in learning school subjects (71.46%) and no teaching after school hours. (75.38%).

Erulan group of students experienced more difficulty in teaching is not to the level of comprehension and the non-availability of supplementary reading materials (77.33%).

Adiyian group of students experienced more difficulty in the problem that teachers are not correcting their notebooks (52.94%) and Uruli group of students experienced difficulty in inadequacy of science equipment for doing scientific experiments.
3. Problems related to doing assignments.

Out of the fourteen statements students belonging to Malayan tribal community experienced maximum difficulty in nine statements with respect to the problems related to doing assignments. They felt difficulty in time management to do homework (76.36%), doing the homework accurately (83.64%), approaching teachers for correction of homework (89.09%), getting help from family members (87.27%) getting suggestions in advance in doing homework (81.82%), forgetting to do homework (83.64%), doing independently the homework (74.55%), inadequacy of reference books in doing homework (83.63%) and the problem of getting punishments for not doing homework (85.45%). The analysis revealed that they felt more than 75% of the difficulty in all these problems.

Students belonging to Ulladan tribal community experienced more difficulty on seeking the help of other students in doing homework (65.71%), getting help from teachers in doing homework (68.57%), carelessness of teachers in seeing the assignments done (75.00%) and they felt that assignments were not related to lesson currently teaching (75%).

Students belonging to Kadar and Malakuravan tribal community felt the same percentage of difficulty in the problem of attending school without doing homework (73.85%) and Kadar boys and girls showed significant difference in this problem. Kadar boys (85.29%) showed more difficulty in attending the school without doing the homework.

4. Problems of doing examinations

Analysis showed that Ulladan group of students showed more difficulty in writing examination due to paucity of teachers (81.67%), fear in writing examination (80%), feeling of nervousness and forgetting everything during examination (78.33%), fear of failure (96.67%), lack of suggestions from teachers (80%), difficulty in getting help from high achievers (85.67%) and difficulty in preparing important points (80.00%). Analysis showed that all these problems were more than 80% of difficulty for the students belonging to Ulladan community.
5. Problems related to use of school library

In order to find out the problems of tribal students related to school library eight problem statements given and analysis showed that students belonging to Hill pulayan community showed maximum percentage of difficulty in five statements like unavailability of newspapers (70.67%) and no help to choose right kind of books (73.33%).

Hillpulayan boys and girls showed significant difference in their problem that no help from teachers to choose right kind of books (80%). Hillpulayan girls showed more than 80% difficulty in this problem.

Students belonging to Adiyan community showed maximum percentage of difficulty in problems like do not use school library during spare time (70.54%), childrens books are not available in school library (68.24%) publications related to current events are not available (71.76%) and pictures related to current events are not available (71.76%).

Students belonging to Erulan community showed maximum percentage of difficulty in not getting books for school library (73.33%).

Analysis shows that Erulan boys and girls showed significant difference with respect to the problem not getting books from school library and the girls showed more difficulty (84.62%) than boys (61.11%).

6. Problems related to Extra Curricular Activities

Fifteen statements were included in this area to find out the difficulties of tribal students related to extra curricular activities. Tribal students belonging to different communities showed different problems related to extra curricular activities.

Erulan group of students felt difficulty due to lack of training in sports and games (72%) and non-availability of physical education teachers in school.

Adiyan group of students experienced difficulty in attending physical education classes (68.24%), lack of sports materials (71.76%) difficulty in doing project works (68.24%) tailoring classes are not useful (70.59%) and difficulty in singing traditional songs in schools (65.88%). With respect to the problem in
availability of sports materials, boys showed significant difference at .01 level with
greater percentage of difficulty (78.33%) than girls (56.00%).

With respect to the problem no opportunity to participate in arts and sports
activities Hillpulayan group of students showed maximum percentage of difficulty
(73.33%) and Kannikar students showed highest percentage (58.18%) in no chance
to advance in arts activities. Paniyan group of students felt more difficulty in
participating in class discussions and Kattunaikan students (65.88%) felt more
problems in getting no chance to advance in sports fields (77.65%) and not able to
attend the physical education classes due to other activities in school (76.47%).

7. Problems related to study habits.

Out of the fourteen statements Malayan group of students showed maximum
difficulty to nine statements showing that they experienced more problem related to
study habits than other groups. Malayan group of students showed more difficulty in
attending the class keenly by taking class notes (85.45%), in approaching teachers
for correction of notes (83.45%) reading loudly for impressing the members of the
family (80%) writing important points while studying (81.82%) difficulty in careful
listening in the class (83.64%) and in collecting important news from newspapers
etc.

Urali group of students experienced difficulty in taking class notes carefully
(78.57%) and in attending the class while teachers are teaching (80%) and the
analysis showed that the Urali girls had more problem (97.06%) in attending the
class keenly.

Students belonging to Hill Pulayan community showed more difficulty in
reading silently (77.33%) and not in the habit of using library (72%)

02. Home Related Problems

In this section attention is given to find out the factors in home that adversely
affect their progress in studies. Out of the 25 problems identified, students
belonging to Kuruman community showed highest percentage of difficulty in 15
problems showing that they had more difficulties related to the home environment
than their counter parts. A good number of Kuruman group students felt that their
home environment was not conducive to their learning (83.08%). Analysis also showed that Malakuraven boys also had the same difficulty. Kuruman students experienced more difficulty due to the household duties (83.08%) and their family members believed that their regular attendance in school hinder their training in family occupation (72.92%), belief that school education will not help to get a job in future (86.15%) and regular attendance in school was not a boon to their family income (59.33%). No one in their family was a member of PTA in school (73.85%), did not visit the school during school occasions (83.08%) their relationship with teachers was not beneficial to their studies and advance in arts and sports (76.92%) and nobody in the home was capable of helping them in their studies (84.62%). Kuruman group of students also were aware of the difficulties of living in remote area (93.85%) as a result they were felt that they were alienated the developments taking place in the outside world (76.92%

Malakuravan students also showed the same difficulty that home environment was not conducive to their learning (83.08%) and boys belonging to Malakuravan community (72.41%) experienced more problem in this respect. Their family members also had no membership in PTA (73.85%). Kannikar community students were of the opinion that they were compelled to go to school by family members than other students in different communities (75.45%).

Erulan group of students had more problem in not getting enough money from family for school expenses (70.67%) and their family could not provide them auxiliary text books for extra reading (74.67%).

Students belonging to Ulladen community felt that they could not attend the school due to household duties (85.00%) and, school education was not necessary for family occupation (83.33%) and their family was not aware of the advantage of school education (76.67%). Ulladen students also experienced the difficulty that their classmates do not participate in their family functions (81.67%).

Regarding the problem ‘family members have no acquaintance teachers’ students belonging to Hillpulayan community experienced more problem (81.33%) than others and they thought that it was a hindrance to their studies and Adiyan
group of students also experienced that there was no close connection with teachers and family members that would be helpful in their learning (74.12%).

03. Problems related to Self Concept and relation with peers

From the above analysis it can be seen that students belonging to Hillpulayan tribal group experienced the maximum difficulty related to the self concept and relationship with peers like fear of ridicule from classmates (81.33%), cannot study due to illness (90.67%), nobody encourages (82.67%), no close affinity to classmates who often ridicule me (72%), classmates do not approve my talents and achievements (80%), unable to do creative activities (81.33%), unable to take up responsibilities (77.33%), no confidence in getting a job in future (74.67%), cannot do the commitments (77.33%), no one approve the ability to take decisions (74.67%), no close affinity to classmates who do not recognizes (60%).

Malakuravan group of students experienced highest percentage of difficulty in 'no place among classmates' (84.62%) and no time to play with friends (75.38%).

Students belonging to Adiyan tribal community experienced highest percentage of difficulty with respect to the self-concept and relation with peers, do not like the elders to intrude upon (73.65%) and disapproving the ideas and opinions by others (78.82%) and cannot learn things easily (60%).

04. Problems of Tribal Girls

Tribal girls felt difficulty due to their family background with respect to the following problems:-

1. Poverty of the family – unable to meet the educational expenses (78.53%)
2. Illiteracy of the family – not interested in sending the tribal girls to school.
3. Social taboos – The customs prevailing in the community is a hindrance to school education (76.67%), scared of being insulted in school being a girl (77.33%), afraid of boys (76%), family members have no interest in sending girls to the school (73.65%), nobody encourages them (72.40%), family members never believed that school education will favour their future
life (70%), they compel them to do household duties being a girl (68%), family members did not give due recognition to them (65%) and they compelled to stop school education and get married for family life (62%) and 60% of them like to remain home by doing household duties.

05. Problems of Tribal: students in Tribal Hostels

Students in tribal hostels, felt difficulty due to the fact their householders were not visiting them frequently (74%) and living in the hostel with other fellow mates, sixty percentage of them felt that their dressing was poor and they felt difficulty to understand the spoken language (58%) and they had complained their family members were not allowed to visit the hostel by hostel authorities (55%) and they had also the difficulty that in hostel there is no one to help them in their studies (54%), a good number students care of the opinion that they are more comfortable and safe in home than hostel (53.6%) and 52% of them get insulted by other inmates in the hostel.

Hypotheses

The following hypotheses were formulated in the beginning of the study.
1). Tribal students have difficulties in school and at their home for learning.
2). There is significant difference among various tribes with respect to their educational problems.
3). There is significant difference between boys and girls with respect to their educational problems.

Based on the analysis of data collected for the study the hypothesis one is accepted vide table No:5.9 and 5.67.

Hypothesis number.2 is also accepted, because there is significant difference among various tribes with respect to the educational problems. Please refer inter-tribal comparisons Table Nos:5.15, 5.25, 5.33, 5.41, 5.49, 5.57 & 5.65
Hypothesis No:3 is rejected, because there is no significant difference between boys and girls with respect to their educational problems (Please see the statistical comparison of boys and girls in different areas from 1 to 7 in educational problems.

CONCLUSIONS

The following conclusions have been arrived at:-
1. Rigid school schedule is not helpful to do household duties and not conducive to do the traditional occupation and it also result in irregular attendance of students in schools.
2. Teachers are either untrained, unqualified or ill-equipped in and their methods, approaches and processings and teachings are ineffective, insufficient and fruitless, especially in dealing with tribal students.
3. Majority of tribal students feel that they are not recognized by anybody in the school and their presence or absence in the class is not noticed, teachers are neglecting them and other pupils discriminate them in school.
4. Difficulty due to school language is a major problem for tribal students. So they feel that classes are uninteresting.
5. Long distance between home and school is a problem for them.
6. Inconsistency in providing noon meals and distributing educational concessions are also a problem for them. Free textbooks and uniforms are also not distributed in time.
7. Irregular attendance of teachers is shown as a problem by many of the tribal students. Required qualified teachers are not available in rural schools. Either they are on leave, unavailable in schools or not appointed.
8. Interaction with students and teachers at desired level in school is an obstacle for tribal students in their learning.
9. Although there is provision for basic facilities like drinking water, toilet and electricity, they are inadequate and not maintaining properly. School buildings are also not maintained properly.
10. Tribal students have the difficulty in accepting corporal punishments from teachers and they feel that they have no benefit from learning school subjects.

11. They have to do hard work in learning and no help from teachers to study the difficult part of the lesson.

12. They have the shortage of textbooks and supplementary books for learning, paucity of teachers in class for teaching subjects and unnecessary subjects and unnecessary control by teachers.

13. Tribal students have the difficulty in getting class notes and in teaching school subjects and no teaching after school hours and inadequacy of getting science equipments.

14. Nobody at home to help the tribal students in doing assignments.

15. Tribal students are not getting any help from teachers for doing assignments and they are not approaching teachers for correcting the homework.

16. Teachers are not bothered to see whether the homework is done or not. Tribal students very often forget to do the homework and they have the difficulty of doing it independently.

17. Tribal students feel difficulty to get help from other students in the class for doing assignments due to their lacks of interaction.

18. Tribal students have the difficulty due to the shortage of teachers in school for writing examination and lack of support from teachers in doing examinations.

19. They have fear of failure in writing examinations and teachers were not supporting to face it confidentially.

20. They forget everything on the eve of examination and feel the problem of nervousness during examinations.

21. Tribal students feel difficulty in getting help from high achievers in the class for preparing for the examinations.

22. Difficulty in writing important points in the lesson for examination.
23. Tribal students feel difficulty in getting Newspapers, publications related to current events and pictures and picture books etc. from school library.
24. Tribal students were unaware of the advantages of school library and the teachers were not giving proper guidance in choosing right kind of books.
25. Due to the shortage of physical education teachers tribal students felt difficulty in getting training in games and sports and in schools there was the lack of sports materials.
26. Due to lack of interactions tribal students felt difficulty in doing group discussions and class projects.
27. Regular study was not a habit of tribal children and there was no time schedule for study.
28. Tribal students felt that they had no opportunity to study in complete silence and learning alone without any disturbance.
29. Tribal students, home environment was not conclusive to their study. Their families were not aware of the advantages of school education and children not exempted from household duties.
30. Rituals and ceremonies affected their studies at home and they were unable to attend the school due to religious ceremonies and customs in home.
31. Tribal householders believed that school education was not necessary for family occupation and family income would increase if the children engaged in family occupation rather than going to school and they thought that regular attendance of students in school and did not benefit them very much and fear that school education would alienate their children from their culture and did not help to get job in future.
32. Tribal students were aware of the disadvantages of not living in a town to their studies and further progress and they also think that they were alienated changes in vogue due to their residence located in the hamlet.
33. Tribal students family members were not members of PTA in school and the family members did not maintain no close acquaintance with the teachers and school culture and activities. Tribal students felt that the
relationship with teachers and parents did not help in learning as well as advance in arts activities.

34. Tribal students felt the difficulty that there was no one to clear their doubts and they were also not able to access the auxiliary text books for extra reading and so it was also found that some family members persuade them to go to school regularly. It showed their awareness towards the long run benefits of modern education.

35. Tribal students felt difficulty to mingle with classmates and no close affinity to their classmates due to their self-concept that they had no place among their classmates.

36. Tribal students tried to conceal their financial weakness from their classmates and friends and thus they did not enter into any financial dealings with friends and relatives for their expenses in school education.

37. Tribal students have the self-concept that they cannot take up responsibilities in school, unable to take commitments and they cannot do any creative activities in learning, arts, sports etc.

38. Tribal students felt that their ideas and opinions were disapproved by others and did not approve the ability to take decisions and they do not like the elders to intrude upon.

39. Tribal students believed that they cannot learn things easily and school education had no advantage to them and they had no ability and opportunity to achieve success in life.

40. Tribal students preferd solitude to the noises of the school.

41. Discrimination and poverty keep tribal girls away from the school.

42. In over-crowded mixed classrooms tribal girls were afraid of boys in the class. Classrooms were poorly managed and parents also were worried about the safety of their daughters.

43. Inadequacy of female teachers was a problem for tribal girls and teachers both male and female pay less attention to girls.
44. Belief in early marriage and early pregnancy also compel the girls to remain in home doing household duties and set up a strong foundation for her future family life.

45. Tribal girls experienced the problem of customs prevailing in the community and which was a hindrance to their school education.

46. Poverty and illiteracy of parents resulted in disinterest of sending the tribal girls to school.

47. Tribal girls have the problem of losing classes in school due to their engagement in the preparation of noon meals in schools. Involvement of tribal girls in domestic work like cooking clearing, sibling care, collecting water, fodder and fuel, engagement in remunerative works along with their mother and family members also result in losing classes in school.

48. Tribal students in pre-metric hostels find it difficult to see their parents and householders occasionally. They feel that it was more safe to stay at home than in hostel.

49. They have the difficulty due to spoken language and desired to have more affection and love from hostel staff and someone to help them in their studies.

50. Tribal students in hostel feel that they have shabby dresses, not getting food in time and very often other inmates insult them and there is no opportunity for recreation.

SUGGESTIONS

1. Facilities may be provided to tribal students for helping the parents in household duties and economic activities. The school time may be adjusted accordingly. Ulladan and Malavedan group of students must be given special attention on this aspect.

2. School time should be adjusted to the traditional occupation and also some of their occupations like weaving mats, baskets and bamboos work may be introduced in schools in SUPW programmes. In school projects like agriculture, gardening, the parents of tribal children can be given participation, so that they can have a close connection with teachers and students in school
and they also benefit from the tribal knowledge of traditional occupation; medicinal plants and other agricultural activities.

3. Teachers may be given special training programmes to interact with tribal students. Special Programmes may also be arranged in school, to inculcate social responsibility in tribal students. Erulan group of students felt difficulty due to uninteresting classes and lack of opportunity to interact with other children in the class. More attention is to be given by the teachers in schools where Erulan students are attending.

4. As their hamlets are away from school, the culture of the school is not entered in their life. They have the difficulty due to school language also. More learning centers will be an alternative to this problem. The services of unemployed educated youth in the society and retired teachers can be used there along with the school authorities of neighbouring school to organize such education centres.

5. Teachers can visit the tribal student's home and inter-tribal visit by students belonging to different communities also solve this problem. Cultural, co-curricular projects and assignments are to be done for close interaction of teachers and students. Through these programmes the distance between home and school, psychologically and geographically also can be remedied.

6. The inconsistency of supplying noon meals and not distributing educational concessions at proper time are a grave problem and steps may be taken to provide educational concessions at proper time. Regular supply of noon meals along with a morning and evening milk or tea is also important. A monitoring committee may be established which may include the members of local panchayat, youth organization and teachers in the school to monitor whether these concessions given by the government are reaching in the hands of tribal students. This committee can take responsibility of textbooks, uniforms, irregular attendance of tribal students etc. also. In over crowded classes teachers are not in a position to give due attention to tribals students. Tribals students must be provided with more self-learning materials specially
prepared for them and special training of teachers to handle tribal students also solve the problem of uninteresting classes.

7. For more interaction among tribal students, teachers, parents and other non-tribal students more cultural programmes can be introduced by the school in tribal areas. More inter-tribal interaction is necessary to remove the problem of untouchability among tribals. This is to be done mainly in schools where the Adiyan, Malayarayan, Erulan and Hillpulayan groups are available. As agricultural labourers they can help and contribute to the school gardening, horticulture, medicinal plants and simple craft works. In order to facilitate close interaction with them, tribal folk dance and tribal folklores can be introduced in school entertainment programme.

8. For more close acquaintance tribal chieftains and those who are experts in music, dance, drums, among tribals can be invited to school and non-tribal students can be given training on it. This would help tribal students also acquire self-confidence and self-image to intermingle with teachers and students in schools.

9. In many schools there was shortage of teachers. Steps may be taken to ensure that teacher behaviour should not be a constraint to the educational progress of tribal students. Teachers are to be specially trained and extra allowances and concessions given to them to serve in rural area where there is tribal hamlets. Thus attendance of teachers can be improved.

10. Teachers are to be sympathetic towards tribal students. Teachers may help them in learning; beginning from alphabet if necessary. Sufficient guidance must be given for doing homework before and after it has been done. Correction and further guidance may be given in such a way that the tribal students can develop self-confidence in learning. No corporal punishment should be resorted to. Physical punishment causes fear and shame in children. Teacher may learn to:
   i. be more understanding
   ii. solve the problems of tribal children
   iii. take advantage of student's motivations and develop needed skills
iv. use of multiple methods of teachings – preferably craft-based teaching-learning approaches
v. stimulate classroom environment for the benefit of tribal students
vi. modify assignment and design classroom activities
vii. evaluate students individually and develop skills accordingly
viii. provide assess to all the students for encouragement in all their activities and teacher may:-
   i. have positive attitude towards students with special needs
   ii. be accountable for each student
   iii. have skills to work in a team with parents, special educator or resource teachers and other general teachers
   iv. expect students with special needs to perform well
   v. appreciate the student’s diverse abilities
   vi. Evaluate all students in the school regardless of their gender, culture, caste, socio-economic status, abilities or achievements

11. Teacher behaviour may increase the achievement level of students and also lowering the number of absents and remove the feeling that they are not wanted in school and the school has no advantage from them

   The teacher behaviour may:-
   i. be courteous and considerate
   ii. be conveying a sense of warmth
   iii. be listen and recognize student’s words and queries
   iv. be motivating and encouraging tribals students
   v. identify and deal with the tribal students’ problems rather than punishing as they have nobody to help in home in their studies
   vi. may develop an awareness of rich heritage flock lore stories and myth of the tribal people
vii. understand of the common words and usages that the tribal children use in their speech

viii. identify the nature of tribal girls’ mental makeup, their learning problems and developed competency to create a child friendly learning atmosphere

ix. introspect for self evaluation

x. realize that teaching is creative, challenging and rewarding and is the best method of learning

12. Teachers may be given freedom to experiment using new methodologies of teaching and innovative programmes like classrooms management, text books preparation for tribal students and teaching learning materials suitable for their special needs.

13. Teachers may develop an empathy towards the culture of various aspects of tribal people, conceptualized way of life, customs practices and beliefs of various tribes.

14. Teachers may know that use of negative words and punishments tend to reduce child’s confidence as a learner and as a person. Support and guidance of teachers is necessary for them in solving problems.

15. Difficulty of tribal students in doing assignments and examinations can be solved through the following:-

i. care and encouragement from teachers

ii. give less homework (or according to their capacity)

iii. test them orally if possible at the initial stages

iv. do not cut marks for spelling and grammatical errors, but correct them

v. make fewer red marks in notebooks and answer sheet

vi. give precise and clear suggestions in advance before class and before examination (a pre-examination counseling, if necessary)

vii. encourage to read question papers during examination

viii. avoid punishments, identify the problem and help them
ix. include the tribal students in all activities
x. encourage self corrective system – doing error analysis, re-reading, repeated learning, learning in groups, keen attention in the class.
xii. a self-learning centre and resource room in every school
xiii. encourage to understand previous question papers and its answers
xiv. conduct workshops for tribal students and parents for better understanding
xv. inculcate positive attitude towards school in tribal parents and tribal students and create happier and more productive atmosphere in school.

16. Adult education centres may be extended to tribal areas in order to drive home among the tribal householders regarding the advantages of school education

17. Volunteers may be appointed to give guidance on health, hygiene and education and removing blind superstitions and obsessions among them.

18. Tribal chieftains can be invited as guests in school occasions.

19. Multi grade learning centres can be started in tribal areas.

20. Free supply of food materials with the help of local panchayat and voluntary agencies will be a great help to tribal students to compensate for their poverty in the family.

21. New panchayat library can be opened and existing libraries are to be developed for tribal students’ collateral reading.

22. Newspapers, children magazines and current magazines and related materials can be supplied by well to do families, teachers and other voluntary organizations and clubs in rural areas.

23. Craft based programmes can be organized in school in which traditional occupation of tribals could be given prominence.

24. Tribal students can be taken to nearby towns and field trip excursions are to be conducted to acquaint them with the outside world.
25. For strengthening the socialization of tribal girls and boys better training programmes are to be organized for their confidence building.

26. A caring teacher can make the class room a secure place for the child. It would keep children emotionally resourceful to deal with unexpected situations outside the classroom.

27. For tribal students, contextual teaching and learning is to be given importance. It is a system of instruction based on the philosophy that students learn when they see meaning in academic materials and schoolwork and can connect new information with their prior knowledge. It can strengthen the link between school, home and the community.

28. For bringing tribal students to the mainstream; suggestions given by National Curriculum Frame Work for school education (NCFSE 2000) is to be taken into consideration. It emphasizes the need for culture specific pedagogic approaches like story telling, dramatics, puppetry, folk play, community living etc. The ‘Cultural Specificity, should get embedded in the pedagogic practices to be evolved for tribal, rural, urban and other ethnic groups and communities’ (NCFSE 2000). For example, the pedagogy for the tribal child should be shaped to foster the specific socio-tribal features of the community and transacted contextual specific. There is need to emphasize that cognitive basis of curriculum transaction is derived from socio-cultural experiences of the child. Hence there is an argument that imposition of uniform pedagogy based on ‘mainstream culture’ may result in cultural alienation of tribal students. In this perspective National Policy on Education 1986 emphasizes that the curriculum and processes of education will be enriched by cultural context in as many manifestations as possible. Therefore it is very much imperative that our curriculum content pedagogy need to reflect this philosophy to imbibe tribal students in mainstream.

29. It is very crucial to involve local community in the affairs of rural school to bring about quality in education and the education of tribal students in the locality. Involvement of the community will significantly contribute in promoting
a learning environment leading to the achievement of the goals of secondary education in schools.

30. The role of Panchayat Raj Institutions, Village Education Committees, Mother Teacher Associations, Mahila Sanghams are also considered to be significant in mobilizing community towards improving the tribal educational scenario in the respective districts, blocks, clusters, panchayats, villages, habitations etc. For this, first of all local people from the community who are willing to get associated and can give time to school should be identified. Once the core group of the local people is established they should be encouraged and supported to motivate and mobilize women, youth and other community members to actively participate in organizing various awareness, campaigns, school based social, cultural and other vocational activities.

31. The community can also assist by providing quality education to tribal children by

i. Collecting locally available materials / information / resources

ii. Helping teachers to design low cost teaching aids.

iii. Helping in organizing school functions, fairs, festivals and celebrations in school.

iv. Creating a possible learning environment through sensitizing parents about the importance of education.

v. Organizing meetings of the community with agencies working in the field of tribal education, health, agriculture etc.

vi. Providing financial support for purchase of educational materials, equipment, furniture, repair work and construction of building.

vii. Providing information and feedback, exchanging ideas and views is with different agencies.

32. A continuous co-operation among all partners responsible for education and health of tribal children is necessary to break the barriers between home, school and community in the education of tribal students.

33. Like formal schools, government can introduce Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers for creating
proper learning environment for secondary education also. Since these centers are located in un-served habitations where learners are first generation learners and family support to them is not available. The new scheme for EGS and AIE makes provisions for diversified strategies and has flexible financial parameters. There are certain broad-based areas in this schemes

a. full time community schools for small un-served habitations
b. mainstreaming of tribal children through bridge courses of different duration
c. specific strategies for special groups of tribal children like child labourers, street children, adolescent girls, children of migrating families
d. innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum programme, class management, text book and teaching learning materials
e. all tribal children not having a school within one kilometer and having a minimum of 15 to 20 years of age will be entitled to have an Education Guarantee Scheme (EGS) school. Children who have dropped out of school will also get an opportunity to avail this bridge course.
f. Basically the objectives of EGS and AIE is the realization of Universal Elementary Education, it can be extended to secondary level also as the condition are the same. These schemes may be supported by DIET and SCERT at Government level for its proper functioning.

34. Provide leadership and self esteem training to assist tribal women and tribal girls to strengthen their self esteem and to encourage them to take up decision making position.

35. Strictly enforce laws concerning the minimum legal age for Marriage of tribal girls.
36. Promote the full and equal participation of girls in extra-curricular activities such as sports, drama and cultural activities.

37. Provide education and skills training among tribal girls to increase opportunities for employment and thereby attract them to formal schooling.

38. Create safe and supportive environments for tribal girls in their families among their peers in schools and in the wider community.

39. Provide tribal girls with the skills and opportunities to communicate and intermingle with boys in the school through guidance and counseling.

40. Teachers may develop a non-discriminatory attitude towards girls, especially teachers must give them full support.

41. More girls schools are to be opened in rural areas by government and more divisions must be given entirely for girls in existing schools.

42. More guidance and counseling and awareness programmes are to be launched to make the parents aware of long run benefit of education and the importance of girls in family and nation building.

43. More trained counselors and volunteers are to be appointed in eradicating the evils of child marriage, early marriage of girls, untouchability and other social taboos that hinder girls’ education.

44. More pre-metric hostels are to be provided in rural areas with all facilities.

45. More permanent hostel staff with better salary and training are to be appointed in tribal hostels as wardens and cooks.

46. A government monitoring system may be established to check whether the benefits of welfare measures are reaching the tribal students and whether they are comfortable in hostel with better food and accommodation.

47. A permanent tutor is to be appointed in hostels to help them in their studies.

48. Periodical medical check up is to be ensured.

49. Buildings are to be constructed in places where hostels are run in rented buildings.
Teachers may provide consistency in teaching learning process along with supportive environment in classroom and in school as a whole.

Education is a human concern and the single most important factor for development and the denial of it should be viewed as Human Rights violation. Right to education is a basic 'Human Right', which means providing opportunity to avail facilities and influence creation of facilities that suits all and especially those like to be marginalized, like the tribal people. Denial of education leads to 'information poverty' which in turn leads to material poverty. Creating a vicious circle as is the case with tribal people. Education is a critical input in all spears of life- production, health, nutrition, controlled reproduction, child care and so on. An illiterate community has many enemies, epidemics, hunger, disorder, humiliation etc. It is in this contest that it has become imperative to take a re-look at the educational scenario of the tribal communities. After more than fifty years of developmental efforts in measurable polices and programmes they almost remain where they begun.

Although, Governmental programmes and policies are there in many manifold there is no expected response from tribals to tribal education. The end aim of all education is the man to grow. It is man-making education around we want, that result in a happy unified individual – a world citizen without which no society can develop. Opportunities are to be created with by providing an environment for developing themselves the self and living happily in this world. So with a humane attitude, we have to work for the development of this section of our society in order to achieve a Sovereign Socialist Democratic Republic at the shortest possible time.

Suggestions for further research

In the present study the researcher focused on the problems of tribal students in the high schools of Kerala.

After successful completion of the present study, the researcher felt that the following related topics are to be studied to strengthen the tribal education in the state.
1. A study of the psychological problems / issues faced Tribal students in school education.
2. Attitude of Tribal parents towards schooling of tribal boys and girls.
3. Problems faced by Tribal students in high education.
7. Development and testing of certain modules for teaching Malayalam in tribal schools.
8. Development of library assisted learning packages for tribal students in high schools of Kerala.
9. A study on development of specific printed and electronic materials for strengthening the education of tribals.
10. Role of literacy and continuing education for tribal parents in developing awareness towards education of children.