SUMMARY AND CONCLUSIONS

The Study in Retrospect – Major Findings –
A. Findings Related to Formal Education –
B. Findings Related to Nonformal Education –
Implications of the Study – Suggestions for
Further Research
THE STUDY IN RETROSPECT

The relative position of an individual in modern society can be judged on the basis of what type of education that the person has achieved. In the case of most of scheduled tribe individuals, formal or nonformal education to satisfy his or her needs still remains a myth. The tribal individuals have been facing rapid social transformation and their education has not proved support to their day to day life and not at all copes with the demands of their social set up.

Article 46 of the constitution of India lays down that: “The state shall promote, with special care to the education and economic interest of the weaker sections of the people, and in particular, of scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation”.

The Tribal Sub-Plan (TSP) of 1999-2000, published by the government recently for the development of scheduled tribes reads as follows. “In all the five-year plans, priority was given to educational development of scheduled tribes. The
main reason for the very slow spread of education among scheduled tribes is the peculiar nature of their habitations. Majority of scheduled tribes is living in remote areas far away from educational institutions. The social and economic conditions prevailing in the tribal settlements are not conducive for studies. Lack of sufficient educational institutions in tribal areas, poverty etc., curtails effective educational development among scheduled tribes. Moreover, the parents of the tribal children being generally illiterate, neither attach much importance to education nor insist their children to attend classes regularly.

The general education system seemed to be rigid and unscientific for the tribals to follow. They have their own limitations in the present condition. Illiteracy, inefficiency, lack of awareness, dropping-out are the common phenomenon in their life. In certain areas, school system has rarely been functional.

It is in this context that the present study was undertaken. The major objective of the investigation was to highlight the status of formal and nonformal education programme prevalent for scheduled tribe students in the state of Kerala.

**Sample, tools and technique**

For formal education programme, the study was conducted on the sample of 16 schools, including tribal schools, model residential schools and Ashram schools under five selected districts, in which in tribals have high concentration. For nonformal education programme, the study was conducted on the sample of 10 nonformal education centres in the selected districts.

Interview was conducted on 20 persons who are directly or indirectly involved in the formal and nonformal education of scheduled tribe students in Kerala. Educational welfare measures awareness scale was implemented among the
sample of 100 ST students, among twenty-two tribal communities, including three primitive groups.

In order to measure the formal education programme, an infrastructure facilities inventory was made up of. To measure the nonformal education programme, an NFE programme inventory was used. Interview schedule, and observation schedule were also prepared and used for collecting relevant data. For measuring the educational welfare measures awareness, an educational welfare measure awareness scale was used. Documents regarding various activities of Tribal Directorate and other departments were used for collecting relevant information regarding this area.

MAJOR FINDINGS

The investigation could reveal the status of formal and nonformal education programme prevalent for scheduled tribe students in Kerala. As per the criteria set by the KER, the existing scenario for scheduled tribe students was observed to be insufficient. With regard to nonformal education, the present status of the tribal students failed to reach the expected levels. The details are given below:

A. FINDINGS RELATED TO FORMAL EDUCATION

The study revealed that majority of the schools under investigation shows a standing of ten years to thirty-five years. The majority of the schools have an area around three acres. The number of buildings varies between one and four normally. Only eight schools out of the sixteen schools studied have done the annual maintenance.
The study revealed that 8 non-residential schools are functioning under tiled roof, which has 10 to 35 years old. Three schools have thatched sheds and not conducive for education during monsoon season. In the case of residential category 3 schools have thatched sheds and not suitable in the rainy season.

In the case of floors of building one residential school have mud floor. Other buildings under both categories have concrete floor. The study found that even residential schools have been using curtain, screen and bamboo to separate two classes.

The study found that kacha buildings have thatched roof and it is almost in a dilapidated condition. About the basic amenities of the schools, almost all the schools have proper ventilation, water facilities, electricity and none of the schools under both categories have been provided with fan.

Out of 11 non-residential schools, 7 schools have separate room for headmasters and only two schools under residential category have this facility. But visitors room, assembly hall, arts room, auditorium are available only in one school in the residential category.

About the adequacy of facilities in the office, the study found that 100% of the non-residential schools have adequate chair, table, hell etc. in the office. But none of the schools in this category has a typewriter in the office. In the case of residential schools 100% offices have sufficient chair, table, chalk, bell etc. But Almarah, typewriter, calendar, FA box, cupboard etc are available only in two schools.

About the facilities in the classroom, the study found that, table, chair, blackboard are not available in all the schools including residential schools. It is
found that only 7 schools under non-residential category have newspaper facility. But book resources, non-book resources, encyclopaedia, schemes of organization and arrangement are not come up to the level in the case of in almost all the schools of both category.

About the adequacy of facilities in the laboratory, the study found that almost all schools have electrified but other lab facilities are not available in almost all the nonresidential schools. But two model residential schools have these facilities.

About the adequacy of the audio-visual aids, the study found that, none of the schools have these facilities. But only one school has film, only are school have chart, models, globe, maps, film/slide are available in two schools.

The study found that only two schools have facilities for athletics. But in residential schools this family is available only in three schools. But facilities for tennis, basketball, and gymnasium are not available in any of these schools. The study found that none of the schools have the facilities for art education. While, two residential schools have the facilities for music, dance and painting.

In the case of extra-curricular activities, the study found that the opportunities for NCC, guides, gardening, scouts, agriculture club, social service league, science club are not available in almost all schools. 80% of the residential schools have the opportunity for NCC.

About co-ordinator activities, 72.7% of the schools have the opportunities for youth festival and none of the schools have facilities for children’s day celebration, Gandhi Jayanthi, exhibition are not celebrate in the nonresidential category. But opportunities for anniversary, republic day celebrations are provided in the residential schools only.
The study found that only 9 nonresidential schools have the lavatory facilities in the hostels. But none of the hostels have separate room for sick persons. Only 36% of the schools have pacca building but the remaining hostels are functioning under old dilapidated buildings. The facilities such as chair, table, almarah, cot are insufficient in the case of majority of the hostels. But the hostels of residential schools have sufficient facilities in this regard.

The study found that the residential schools have pacca building, mess facilities, chair, table, almarah and lavatory facilities in the hostels.

The study found that three nonresidential schools have quarters facilities for teachers, staff. But none of the quarters have full families for teachers. The buildings of a few quarters under nonresidential category are not conducive for living. In the case of residential schools, the staff quarters are sufficient and accommodation facilities are sufficient for all category of staff. The study also found that most of the nonresidential schools are functioning without sufficient teachers and staff.

Most of the residential schools (Ashram schools) are functioning without sufficient staff and teachers. Moreover, the study found that SC/ST teachers are rare in these schools. Majority of the schools has no special teachers. Only three residential (one Ashram school) has the facilities for arts, music, dance and painting. Above all, the study revealed that majority of the schools under both categories has been working without sufficient staff in the schools.

B. FINDINGS RELATED TO NONFORMAL EDUCATION

1. About the local survey hundred per cent of the respondents have marked that before starting NFE centres in most of these places, they were not conducted a local survey.
2. Fifty five per cent of the respondents have marked that they have started NFE centres after considering the local, socioeconomic and cultural aspects.

3. Fifty five per cent of the respondents were reported that the NFE centres have started in the places in which the tribals can reach.

4. Eighty five per cent of the respondents have remarked that they have done enough publicity before starting the NFE centres in tribal areas to attract the tribal students.

5. Ninety five per cent of the respondents have marked that the NFE centres have started the place in which the tribals have enough concentration.

6. Fifty five per cent of the respondents have marked that the day-to-day activities of NFE centres have started according to the time of learners.

7. Sixty five per cent of the respondents have reported that voluntary agencies have came forward to help the NFE centres.

8. All the respondents have marked that local teachers are not available for the service of the NFE centres.

9. All the respondents have marked that trained local teachers are not available to run the NFE centres.

10. Fifty per cent of the respondents have marked that the social workers have been involving in the NFE activities.
11. About the participation of the leaders of the religion in the NFE programme, 50 per cent of the respondents have marked positively.

12. Majority (55%) of the respondents remarked that political leaders have often participate in the NFE programmes.

13. a. Seventy five per cent of the nonformal education centres are working in the community halls.

b. Fifty five per cent of NFE centres are functioning in the cresh

c. Fifty per cent of the NFE centres are functioning in the clubs of the tribal areas.

d. None of the NFE centres are functioning in temporary sheds.

e. Fifty five per cent of the NFE centres are functioning in the houses in tribal areas.

f. Thirty five per cent of the NFE centres are functioning in the open space.

14. a. About the primary facilities of the NFE centres, there are only 55 per cent of them have the availability of drinking water.

b. Eighty per cent of the NFE centres are functioning without the facilities of electricity.
c. Sixty per cent of the NFE centres are functioning without latrine facilities.

15. a. About the availability of materials for the centres, hundred per cent of the NFE centres have been functioning without bunch for the NFE learners.

b. All the NFE centres are functioning without chair for the NFE learners.

c. Ninety five per cent of the NFE centres are functioning without blackboard for the classes.

d. Ninety five per cent of the NFE centres are functioning without sufficient chalk to write during the course of instruction.

e. Ninety five per cent of the NFE centres are functioning without primers for the NFE learners.

16. About the financial constraints during the course of centres, there are 90 per cent of the NFE centres are functioning with financial constraints during the course.

17. a. About the financial sources available for the NFE centres, 80 per cent of the NFE centres are functioning with the grant given by the government.

b. Seventy five per cent of the NFE centres were functioning with grant given by the voluntary organizations.
c. Sixty five per cent of the NFE centres are functioning with grants given by the individuals.

18. About the details regarding the curriculum of NFE programme, there are 60 per cent of the NFE centres have included a syllabus which contains materials that help to acquire the skills of reading and writing.

19. About the arrangement of content feasible to the learner, 75 per cent NFE centres have arranged the contact, which is feasible to the learners to acquire proper awareness.

20. About the arrangement of vocational oriented content in the syllabus, 60 per cent of the NFE centres have included the content, which is suitable to develop vocational aptitude in the learners.

21. About the vocational subjects included in the content, there are 60 per cent of the NFE centres have not included a vocational subject of agricultural in their curriculum.

22. About 70 per cent of the NFE centres have not included a vocational subject of sericulture in their curriculum.

23. Seventy per cent of the NFE centres have not included bamboo craft in the vocational subject in their curriculum.

24. Sixty five per cent of the NFE centres have not included rattan work in the vocational subject in their curriculum.
25. All the NFE centres have not included mechanism as a vocational subject in their curriculum.

26. All the NFE centres have not included driving as a vocational subject in the curriculum.

27. The importance of educational welfare measures was not introduced in 80 per cent of the NFE centres.

28. In order to develop saving schemes among the tribals 80 per cent of the NFE centres have introduced awareness classes in this area.

29. In order to develop awareness about health, hygiene, 80 per cent of the NFE centres have introduced awareness classes about various subject.

30. In order to develop scientific answers the students, 80 per cent of the NFE centres have been using awareness classes in this subject.

31. In order to develop awareness about subjects like drugs, narcotic and diseases, 20 per cent of the NFE centres have been introducing awareness class about it.

32. In order to develop awareness about the fundamental rights of citizens, 50 per cent of the NFE centres have been using awareness classes about it.

33. About the use of audio-visual instruments in NFE classes, 80 per cent of the NFE centres have not used the audio-visual instruments in the class.
34. It is found that the use of blackboard and primers during the class time, there are 70 per cent of the NFE centres have not use these items during the class time.

35. About the teaching learning process, the selection of subjects in the NFE centres, 60 per cent of the respondents remarked that the selection of topics has done not on the basis of the choice of learners.

36. Sixty per cent of the respondents remarked that the tribal arts forms, dance, folk-lore have been using to impart education among the learners.

37. Eighty per cent of the NFE centres have made use of group discussion, workshops, demonstration to teach subjects in the NFE classes.

38. About the monitoring of NFE programme, all the NFE centres have not made arrangements for the coming of learners.

39. Eighty per cent of the teachers in the NFE centres have suggested using the matters, which learned previously.

40. In the case of evaluation of NFE centres, 60 per cent of the respondents have remarked that these centres have not taken any examinations to test the writing ability of the learners.

41. Eighty per cent of the NFE centres have not made any examination to test the ability of the learners in reading.

42. Eighty per cent of the NFE centres have not made any examination to test the ability of learners in the exchange of various items in practical life.
43. Sixty per cent of the NFE centres has conducted examination to test the memory of the learners.

44. All the NFE centres has not conducted any evaluation to measure the abilities of learners after their training in rattan work etc.

45. All the NFE centres have not conducted any evaluation to measure the skill of learners in mechanism.

46. All the NFE centres have not conducted any evaluation to measure the abilities of learners after the training in agriculture.

IMPLICATIONS OF THE STUDY

Implications related to welfare measures awareness

The present study entitled 'The status of formal and non-formal education programme prevalent for scheduled tribe students in Kerala' has viewed education in a broad spectrum, not in tribal perspective alone. The study found that the majority of formal education institutions are functioning without minimum requirements as in KER for the education of students. Non-availability of teachers, lack of sufficient infrastructure facilities, lack of accommodation facilities and lack of opportunities for extra-curricular and co-curricular activities for students are the major obstructions before their education.

In the case of non-formal education programme, the majority of NFE centres have been situated far away from the tribal concentration. Many of them have failed to attract the tribal students from the remote areas of the forest. Due to lack of
facilities, enough materials, and financial support from agencies, majority of the NFE centres is functioning in a critical and miserable condition.

The lack of awareness about educational welfare measures available for the tribal children is another finding of the study. Majority of the single-teacher schools, and Ashram schools under ST department are functioning without scientifically prepared curriculum and almost failed to attract and motivate the tribal children to a certain extent.

Thus the study is highly helpful to the tribal students and their parents to develop a clear awareness about the existing educational scenario of the formal and non-formal education programmes prevalent for them. The study is also helpful to the society to develop a social conscience about the tribal children and the educational programme prevalent for them. The study helps the teachers to understand the formal and non-formal educational scenario existing in the case of tribals. This may help the teachers to develop a comprehensive view about the education programme prevalent for scheduled tribe students. Finally, the study is important and useful to the educational administrations and governmental agencies to create new schemes and policies for the upliftment of the tribals.

It is found that majority of students (92%) of non-residential schools have no facilities at home for tuition. But in the case of students of residential school, 60 per cent of them have no tuition facilities at home.

It is revealed that (90%) the students of non-residential schools have felt economic constraints which is the major impediment for the lack of tuition facilities at home. In the case of students of residential schools 58 per cent of them have felt economic constraints at home and again, and 36 per cent of the students have felt the lack of any tuition facilities near the house is the major hurdle before their studies.
It is found that in the case of availability of educational institutions, students of non-residential schools have marked that the average distance from nursery school to the dwelling place is 2.5 km. In the case of the average distance to primary school students of both residential and non-residential schools, the respondents have marked 2.5 km. Similarly, it is found that the average distance to high schools from home is marked as 8 km in the case of students of residential and non-residential category. While, the average distance from home to the college is marked as 23 km in the case of students of residential and non-residential schools.

The study revealed that 80 per cent of the students of non-residential schools have marked that educational welfare measures are not enough to meet the expenditure incurred during the period of education. But 80 per cent of the students of residential schools have revealed that the educational welfare measures are enough to meet their educational expenditure.

About the educational welfare measures awareness of students, it is found that 36 per cent of the students of both residential and non-residential category have revealed that they are aware of the lumpsum grant (for pre-metric class). Thirty eight per cent of them have revealed that they are aware of lumpsum grant (for failed students), from the scheduled tribe development department. The study revealed that 52 per cent of the students of both categories have stated that they are aware of the lumpsum grant and stipend (for post metric class). It is found that 40 per cent of the students are aware of the ‘pocket money’, and TA and DA from ST department. In the case of “Incentives to Brilliant Students”, there are 30 per cent of the students who are aware of it. About “the ratio of reservation in educational institutions”, only 4 per cent of the students are aware of it.
The study found that about the awareness of tribal students on “Sainik Schools”, 90 per cent of students in Thiruvananthapuram, and 6 per cent of the students in Wayanad have marked positively. In the case of awareness about “Navodaya Schools” the students of Palakkad have marked highest awareness (75%) and the students of Wayanad have marked the lowest awareness (40%). It is found that the awareness about “Model Residential Schools”, the students of Thiruvananthapuram and Kollam have marked the highest (70%), and the lowest awareness was marked by the students of Palakkad (30%). About “Central Schools”, the highest awareness was marked by the students of Thiruvananthapuram and Idukki (70%) and the lowest score was obtained by the students of Wayanad (40%).

The study revealed that the students of Palakkad (85%) marked the highest awareness about the “Industrial Training Centres” and the students of Wayanad (30%) marked the lowest awareness.

About the “Pre-recruitment Training Centres”, the highest awareness was marked by the students of Idukki and Wayanad (45%). But the students of Thiruvananthapuram and Kollam have marked the lowest (10%). In the case of awareness about “Education Extension Centres”, the students of Idukki have marked the highest (45%) and the students of Wayanad have marked (25%) lowest.

About the awareness of students about “Civil Service Coaching Centres”, the students of Wayanad and Thiruvananthapuram have marked the highest awareness (10%) and the lowest awareness have marked by the students of Wayanad (5%). About the “Welfare Measures”, the awareness of students of Idukki was the highest (45%) and the lowest score was obtained by the students of Palakkad.

The study revealed that the awareness of students about “Special Coaching Classes for College Students”, the highest score was obtained by the student of
Idukki (55%) and the lowest awareness score was obtained by the students of Wayanad and Palakkad (35%). In the case of awareness of “Better Educational Facilities for the Brilliant Students”, the students of Thiruvananthapuram has marked the highest (75%) and the students of Kollam (5%) has marked the lowest. It is found that the awareness of students of Idukki has marked the highest (35%). The students of Kollam (20%) obtained the lowest score.

In the case of “Awareness about Guidance Centres”, the students of Kollam has marked the highest (65%). Ten per cent of the students of Thiruvananthapuram have awareness about it. The study revealed that about the awareness of students on the “Welfare Schemes of the ST Department”, and ‘JRB hostels’ students of Kollam has obtained the highest awareness score (85%); the lowest awareness was obtained by the students of Wayanad (60%) and Thiruvananthapuram.

The study found that the awareness of students about “Subsidized Hostels”, the highest awareness was marked by the students of Wayanad (85%) and the lowest scores was obtained by the students of Idukki (20%). In the case of the awareness of students about “Pre-metric Hostels”, students of Idukki has marked highest (100%) and the students of Wayanad (40%) the lowest.

In the case of awareness of students about “Post-metric Hostels”, the students of Palakkad has obtained the highest awareness score (75%) and the students of Wayanad has obtained the lowest (37%). About the “Hostel Complex”, students of Kollam district have obtained the highest score (60%); the lowest score was obtained by the students of Palakkad (35%).

In the case of awareness of students about “Boys Hostels” under ST department the students of Idukki have shown the highest awareness (85%) and the students of Wayanad (45%) have shown the lowest. It is found that about the
awareness of students on “Book Bank Scheme of ST Department”, the highest awareness was shown by the students of Kollam (50%), the students of Thiruvananthapuram has shown the lowest (20%).

About “Kerala Darshan Programme” (for girl students) the students of Wayanad shown the highest awareness (50%) and the students of Thiruvananthapuram and Idukki have shown the lowest awareness (30%). About “Bharat Darshan Programme” (for boys) the students of Palakkad have shown the highest awareness (55%). The students of Thiruvananthapuram showed the lowest awareness (15%) about the programme.

About the awareness of students on “Residential Scholarship Schemes” given by the ST department, the highest awareness was marked by the students of Idukki (90%) and the lowest score was obtained by the students of Kollam (35%). About the “Attendance Scholarship”, the students of Wayanad has the highest awareness (30%) and the students of Thiruvananthapuram (95%) the lowest.

The study revealed that the awareness of students about “the Scholarship for the children of the labourers who engaged in unclean occupation”, the highest awareness was marked by the students of Wayanad (75%) and the lowest awareness was marked by the students of Kollam (5%). The study found that about the awareness of students on “Rural Talent Scholarship”, the highest awareness was marked by the students of Wayanad (55%) and the lowest score was obtained by the students of Kollam (0).

About the “Bright Students Aid”, the students of Thiruvananthapuram has obtained the highest awareness (55%) and none of the students of Kollam was aware of the same. In the case of awareness about “Merit Prize”, the students of Kollam
has shown the highest awareness (85%) and the students of Thiruvananthapuram has shown the lowest awareness (5%).

In the case of “Temple Entry Proclamation Scholarship”, the highest awareness was marked by the students of Palakkad (25%) and Wayanad. The students of Thiruvananthapuram marked the lowest awareness score (5%). In the case of awareness about “Gandhi Memorial Award”, the students of Wayanad have shown the highest awareness (30%). None of the students of Thiruvananthapuram and Kollam have awareness about the scheme. In the case of awareness about “Social Solidarity Fortnight Scholarship”, the highest awareness have marked by the students of Wayanad (40%). None of the students of Palakkad have awareness of this scheme.

Implications related to non-formal education

The present investigation has the following implications on various aspects related to formal education programme for scheduled tribe students:

1. Location of NFE centres should be selected after appropriate local survey.

2. NFE centres in tribal areas should be started with full facilities.

3. All the NFE centres in tribal areas should be made available the human resource programmes as far as possible.

4. Government should provide enough encouragement and financial support to the NFE centres, which are run by voluntary agencies to attract tribal NFE learners.
5. All the NFE centres should be provided with enough teaching and learning materials for the use of tribal children.

6. Special incentives, stipends, and pocket money should be provided to those who regularly attend the NFE classes. This will attract the NFE learners.

7. All the NFE centres should be provided with enough audio-visual instruments for learning activities to attract the students and improve the quality of NFE instruction.

8. Special training should be given to those instructors who are working in tribal areas.

9. Some helpers or tutors from among the tribals should be appointed to help the school children in studies in their own houses.

10. School premises should be cleared and made attractive. The school teaching should be made regular, orderly and well disciplined.

11. Adequate NFE centres in tribal areas should be opened for all the tribals of the particular area.

12. Proper arrangements should be made in each NFE centres for the development of NFE learners.

13. Facilities for classes, ensuring the safety of buildings, making available enough staff, providing furniture, equipments and teaching learning materials etc. are necessary in each NFE centres in tribal areas.
14. Suitable mass education programme should be started in the tribal areas to quicken the educational development in children.

15. The tribals should be developed to staff their own educational institution and special incentives and financial support should be provided to run the institution.

16. All tribals should be given orientation in order to understand the availability of educational concessions and educational opportunities and means in the NFE classes.

17. Speeches, discussions, conferences, exhibitions, seminars, field trips, film shows, medical camps, and various cultural programmes of different types should be conducted periodically in tribal areas with a view to create an awareness about health, hygiene, agriculture, nutrition, civic sense, rights and duties, welfare measures etc.

18. Health education camps should be conducted periodically and the participation of tribal children in the classes should be ensured.

19. Periodical evaluation should be made to assess the performance of students in the NFE classes and follow-up studies should be conducted with a view to improve the educational backwardness.

20. Special orientation programmes should be given to develop acceptable behavioural patterns, and all tribal women should be given orientation in childcare.
21. Regular orientation classes should be given to the children to develop leadership traits to become efficient in all matters and to accept necessary social changes.

22. Tribals should be made aware of the different welfare programmes of the government and sources of gathering grants and loans from various agencies.

23. Tribals should be made aware of the modern devices for agriculture, and preservation of food materials to develop a modern outlook on service and technology.

24. Tribal students at NFE centres should be provided with opportunities to visit the various places outside the tribal areas to understand the environmental outlook and awareness about the larger world.

25. Tribal leaders and heads should be given sufficient training in various subjects through NFE programmes to develop a positive attitude towards education and its importance.

26. Through NFE centres, effective mass communication facilities of all kinds should be made available to motivate the NFE learners.

27. Folk arts, folk songs, folk drama, etc. prevailing among tribals should be encouraged and used to impart education among the tribals.

28. Each tribal concentration should be supplied with a good radio, recreational centre and library and other cultural establishments.
29 Opportunities should be made for cultural and educational contacts with nearby hamlets/settlements, so as to develop a co-operation, exchange of ideas, social, educational and political contributions.

30 Instructors should be appointed for tribals/non-tribals from tribal areas wherever possible.

31 A special department for tribal studies and research at university level should be started.

Specific Suggestions of the Present Investigation

It may be mentioned in this context that in addition to the implications given earlier for the improvement of the existing conditions of the tribal students, the following aspects may also be suggested for consideration:

1. All the buildings, which are not conducive for classes, should be removed from the tribal schools. This will give a sense of security among the children.

2. Educational welfare measures information table should be implemented and circulated to each student who enters into the high school education, so as to motivate him or her towards the goals.

3. Scholarships and records should be distributed district-wise, which will further motivate the students to achieve better in future.

4. Steps may be taken to adopt policies for the economic upliftment of the tribal families.
5. The formal schools in tribal areas should provide full facilities, as prescribed in the KER for the development of each tribal student.

6. Formal schools in tribal areas should follow a system of practice to enable children to participate in the activities of the school programme.

7. More co-curricular activities should be implemented in the schools of tribal areas to attract the tribal children.

8. All the heads of tribal schools should ensure the participation and progress of tribal children in the extra-curricular activities of the schools.

9. Special training should be provided for the teachers, who are working in tribal schools, so as to make them fit for teaching in tribal schools.

10. Parent teacher association should be organized in each school in which the tribal students are studying and special incentives should be given to the tribal parents to attract them in the activities of the association.

11. Sufficient teachers should be provided in the tribal schools and model residential schools to improve academic quality.

12. Efficient and qualified SC/ST teachers should be appointed in the tribal schools and model residential schools to improve the academic quality.

13. More primary schools should be started in the tribal concentration.
14. Functioning of single teacher tribal schools should be evaluated and sufficient infrastructure facilities should be provided to attract the tribal children.

15. Suitable guidelines should be provided to each single teacher schools to make aware of the tribal children about the need and importance of education.

16. Suitable guidelines for pre-school education should be provided among the tribals of Kerala through the ITDP offices.

17. Special package programme should be developed among the Ashram schools under ST department to inform the existing conditions.

18. Proper financial aid should be given to the tribal schools to improve the existing conditions of the schools.

19. Proper curriculum review should be made to analyse the existing scenario of the Ashram schools in Kerala.

20. Strict periodical check-up should be conducted to ensure that all the tribal children of five years join schools and that they do not become dropouts/push-outs before completing schooling.

21. Tribal community wise enrolment, dropping outs, promotion, results etc. of the tribal students at all levels right from the primary level to the University level should be checked yearly.
22. School wise verification should be done to find out whether the privileges and welfare measures meant for the tribals are properly administered.

23. The tribal students should be given special attention to their hostels. Democratic and sympathetic approach should be adopted with a view to develop maximum potentialities of the students.

24. All the pre-metric hostels should be provided with a library and reading room in order to motivate the children for the education.

25. All the pre-metric hostels under meant for ST should be provided with full facilities, in pari with other standard hostels.

26. All the tribal schools should be provided with sufficient and separate library and reading room with full reference materials to attract and motivate the tribal students.

27. All the schools in which the tribal children are studying should be provided with separate laboratory facilities as in other standard schools.

28. The schools in which the tribal children are studying should be provided with sufficient materials for extra-curricular and co-curricular activities.

29. Separate office room, and teacher's room should be provided in all schools in the tribal areas to develop a comprehensive view among tribals about the practices in the field of education.

30. More attractive schemes should be implemented in the schools to attract the tribal children.
31. The syllabus should be changed to suit the real life situation of the tribals.

32. Vocational and technical courses should be included in the curriculum relevant for the tribals.

33. Special bridge materials should be developed to help tribal children to start reading using words known to them.

34. Tribal education should be studied carefully, and should be made an important subject at degree level.

35. Separate department should be opened to study, analyse and suggest recommendations for the tribal conditions in the state.

36. Accommodation facilities for all the teachers should be provided as a special scheme and quarters facilities should be provided to attract teachers in the remote tribal schools.

37. All the schools should be provided with sufficient audio-visual aids to improve the quality of education.

SUGGESTIONS OF FURTHER RESEARCH

The design of the study, the results, the implications thereby, and the limitations of the present investigation suggest the following areas for further investigations:
1. Similar studies may be conducted on students with different minority groups prescribed in the Constitution of India.

2. Most of the heads of educational institutions in tribal areas suggested that educational institutions in tribal areas should give sufficient facilities for the education of tribal children. This aspect should be taken care of in further investigations in the area.

3. Formal educational institutions meant for primitive tribes should be carefully evaluated and sufficient facilities should be provided, after conducting systematic investigations in the area.

4. Provisions for the availability of welfare measures should be carefully evaluated, as part of further studies.

5. In order to utilize the educational welfare measures properly, proper guidance and programme should be started urgently, after replicating the present investigation aimed solely for the purpose.

6. In order to make awareness about the educational welfare measures available for the tribal children, ‘a base line programme’ should be started. This can be confirmed on the basis of further studies in the area.

7. In order to develop the full potentialities of tribal students, special package schemes and various topics should be introduced in the curriculum, on the basis of additional researches conducted in this area.

8. It seems desirable that the tribal students are given special attention under the charge of desirable and efficient teachers. These teachers should be
eager to impart them the knowledge regarding the purpose and sense of
direction to overcome their socio-psychological inferiority complex and
to make them realise the importance of greater educational and civic
brilliance. Further investigations along these lines may be conducted for
highlighting the need in this regard.

9. Administration of financial assistance cannot bring a change in the
outlook and behaviour pattern. It is essential to start a supplementing
programme of elementary education outside the formal set up. Further
investigations in this area are called for.

10. Tribal teachers should be appointed in almost all the areas, wherever
found necessary. The effectiveness of the same may be evaluated on the
basis of adequate systematic investigations.

11. Educational practices in tribal schools should be carefully evaluated, the
help of qualitative researches.

12. Academic achievement of scheduled tribe students should be carefully
analyzed with a view to improve their standards, with the help of further
investigations.

13. Teacher effectiveness in relation to the academic achievement of tribal
students should be carefully evaluated, in further studies conducted on the
theme.

14. Prospective studies are envisaged to probe into the educational system
prevalent for the scheduled tribe students so that the existing system
should be re-organized in tribal areas and facilities for the development of talents among each student can be provided.

The present study suggests that effective guidance programme is essential to uplift the primitive groups into the sphere of education. This may be done after conducting further studies in the area.

The present investigator would feel gratified if the implications and suggestions of the present research are taken care of and further investigations are conducted in the area so as to highlight the problems faced by tribal students, with a view to uplift their existing conditions.