REVIEW OF RELATED LITERATURE

Section A: Theoretical Overview – Formal Education – Non-formal Education. Section B: Related Studies
The related literature, including theoretical aspects and studies has a vital role in planning and preparing the research materials. The related literature is thus the stepping stone in any research programme. It is quite impossible for a researcher to conduct a scientific research without the assistance of related studies. Survey of related literature implies locating, reading and evaluating report of research as well as report of casual observations and opinions that are related to the individuals planned research projects. The researcher needs to acquire up-to-date information about what has been thought and done in the area from which he tends to take up a problem of research. The review of related literature promotes greater understanding of problems and its crucial aspects and ensures the evidence of necessary duplication.

The related literature for the present investigation has been presented under two sections, as given in the following pages.
SECTION A:
THEORETICAL OVERVIEW

FORMAL EDUCATION

Comb (1970) defines "formal education as the hierarchically structured chronologically graded education system running from primary school through university, it provides equal opportunities for all". Thus it is the education in which the roles of teachers and pupils can be defined and in which one party accepts the responsibility for educating the other. The education one receives in the schools as opposed to that received independently or on the job.

Today there exist a wide disparity in the facilities, and standards of various types of institutions. At one extreme are "the public schools", so called, after their "British Models", and the newly established Navodaya Vidhyalaya. At the other extreme are the ill-equipped insufficiently staffed and poorly supervised governmental rural or municipal schools. In between these extremes are a varieties of private schools. The well-founded 'central schools' mainly for the children of central government employees and the basic and post basic schools run by people inspired by Gandhi’s ideas on education.

Primary schools are, by and large, co-educational school sessions commence at the end of the summer, and these are autumn and summer vacations. Generally speaking, the number of working days is about 200 in an academic year. The four-year secondary stage is equally divided between the secondary and senior-secondary levels. While standards of education in practically all schools founded and managed by government or quasi-government agencies are unsatisfactory, the quality of
buildings and school facilities and numbers and qualification of teachers at the secondary stage are comparatively much better.

General higher education is provided in universities and colleges. All central universities and a few others are primarily residential. About 83 percent of enrolment in higher education are in affiliated colleges. Technical and professional courses range from three to five years for a first-degree course and from two to three years for a post-degree course. Admission requirements in general education courses are not very demanding, but admission to engineering and medical courses is very competitive. Universities also provide facilities for research and many of them, particularly the agriculture universities have developed strong extension programmes.

Little attention has so far been made to pre-primary education, except through the integrated child development service programme, which has health, nutrition, and education as its components. Priority is given to provision of primary education.

**Curriculum at pre-primary level:**

Kelin and Novotncy (1971) states that the major purpose of nursery school programmes seem to be the socialization of the young children. Programme gives emphasis to the emotional development, development of whole child, sensory, and motor learning and development of a positive self-concept. The main objectives of pre-primary education are to develop sustained attention, the ability to stick to the task, and positive interaction with peers and teachers. The use of sentences in conversation, positive attitudes toward schools, impulse control, social proficiency, a healthy personality, good manners, secure of being and feeling of accomplishment,
etc are also its objectives. The general aim of preprimary education is the all round development of the child with emphasis on emotional and social development.

Malayalam, English, General Knowledge etc. are given importance in the curriculum. Nursery rhymes, dance, music, stories, sense training, etc. are given importance in the curriculum. The schools have prescribed uniform also. Some of the institutions are giving importance to co-curricular activities, and various indoor and outdoor games. Sports are also provided for children. Cultural activities, recitation, music, dance, dramatization etc. are facilitated in schools in connection with days of national importance. This also creates a cordial relationship between the school and the country.

The position regarding enrolment varies widely from state to state. Most states have a system of incentives to encourage participation in school. These include attendance scholarship, mid-day meals, free uniforms, free textbooks, and so on. Dropouts between classes V and I have been a bane of India’s primary education system. In 1986 the dropout rate was about 46 percent (as against 60% in 1951). Enrolment is particularly low and the dropout rate high among girls and certain social groups that have traditionally been backward.

Curriculum:

Curriculum at the lower-secondary level seeks to give all students “the competence to entire life”. The sciences, maths, work experience, social sciences, languages, the arts and health and physical education comprises the subjects to be taught. The science and maths students should have developed the ability to apply knowledge to the solution of problems such as environmental conservation, reduction to pollution and the development of proper nutrition, health and hygiene. The first language should be learned so that literature in the mother tongue can be
appreciated and written the second language for comprehension of the third. Other subjects should permit students to develop national and international understanding and principles of democracy, secularism and socialism.

The curriculum transaction has been based on the assumption that there would be 48 periods of instruction per week (30 to 40 mts per period). Of these, 13 periods would be devoted to language study, seven each for sciences, maths and social studies, three for arts, five for work experience, and six for physical education and hygiene. There are 220 days of instruction in the showed year. At the lower-secondary level, it is assumed that language will be learned in the study of both natural sciences and social studies. At the upper secondary stage the national plan calls for greater vocationalization for both vocational and academic course.

Language and general studies would normally take 25 per cent of the time for both the streams. In the academic stream the remainder of the courses would be devoted to natural sciences, general sciences and humanities. In vocational streams, science would take 20 per cent of the time, and 50 per cent would be devoted to specialized vocational streams including apprenticeship. Thus the secondary school curriculum have been raised in the past decade to reflect the heightened efforts to diversify and postulating school instruction to a great extent.

INFORMAL EDUCATION

Informal education complements the formal education of this kind has no specific time or place at which it is provided. Even the educator is not fixed. All fixed syllabi, rules, formalities are absent from it. Education of this kind is the education one receives while playing in field, talking to family members in the house, roaming around somewhere, in fact, everywhere. This kind of education never comes to an end, and it teaches the individual more than he can ever learn with
new people. He discovers many new worlds when he goes to new places. This education that he receives cannot be evaluated as formal education can. Formal education can be evaluated by some specific technique. But this is not true of informal education for there is no stand or measure in its case. It also does not provide the recipient with a certificate or a degree. Informal education is a gradual process, for people learn a few things, after years of experience. But the things that learned in this manner prove to be more valuable than all the degrees accumulated through formal education. Formal education is on specific objectives while informal education is more general in nature.

NON-FORMAL EDUCATION

Non-formal education is free from formal requirement or at least for requirements is not used in a binding or compulsive manner. It aims at a minimum or even total absence of academic learning but maximum of practical and socially useful learning.

R.V. Parulekar articulated the need for the framework of full-time non-formal schools several years ago, even before India become independents. He advocated the initiation of programme of part-time education to cater to the educational needs of children who fail to benefit from full-time schooling facilities. After the World War II, in the post-colonial period, new nations, one after another, scrambled for expand and improve formal education. By the late sixties, there was not a whole answer. The traditional two-fold categorization of education into formal and informal education leaves a big gap. Studies by Philip Combs and others revealed that as societies developed, a kind of education emerged which could be labeled as non-formal education.
For achieving the target of universal elementary education, accordingly, the planning commission, prior to the launching of the sixth five year plan, set up a working group on universal elementary education consisting of experts from all over the country. The group deliberated on the issue of promoting supplementary programme of elementary education outside the formal set-up. Finally it was declared that every child should continued to learn in the age group of 6 to 14. On a full-time basis, if possible, and on a part-time basis if necessary”.

After examining the status of implementation of Universal Elementary Education (UEE) in various states, the planning commission initiated a pilot experimental programme of part-time NFE for implementation in selected blocks of educationally backward states with a view to stimulating action at the state government level and evolving experimental schemes. Based on the pilot experimental schemes and line of recommendation, the government of India launched a centrally sponsored scheme of NFE under sixth Five-Year Plan. Thus came into existence an official programme as NFE at national level entitled, “Experimental Projects for NFE for children of 9-14 age group for Universalization of Elementary Education”.

During sixth plan period, two experimental efforts were taken in this field. One was in the form of a nation wide project known as the Comprehensive Access to Primary Education (CAPE) project. This project visualized large-scale production of learning materials which is local specific, problem-entered and relevant to the work environment of the learners.

The second innovative approach is the experimental project on the universal elementary education (UEE) carried out at the Indian Institute of Education, Pune. The NFE model under this project was designed broadly within the parameters fixed by the centrally sponsored scheme. The highlight of the project was the unique
method adopted for developing and transacting a really need-based and learner-centered curriculum. Thus, these innovative experiments offer several lessons for designing a national scheme on NFE.

In July 1979, the Central Board of Secondary Education, New Delhi, started the open school – the first of this kind in the country. It was an institution set-up to bring the flexibility and openness in the educational system and to extend educational opportunities to the weaker and disadvantaged sections of the society. The main objective of the school was to offer a parallel non-formal system as an alternative to formal schooling and to provide opportunity of education to out-of-school learners of the disadvantaged sections of society living in remote areas of the country.

The Indira Gandhi National Open University (IGNOV) was established in Delhi in 1985. It lays stress on continuing education with a view to improve knowledge and skills, and promoting the educational opportunities of the communities in general and disadvantaged in particular.

Looking into the total gamut of activities in the sphere of NFE in India, one can classify them in three categories. One is the area of adult education, the second sets the activities, which are largely, meant for adults for family welfare promotion activities, general awareness development activities etc. The third set of activities which are exclusively in the area of elementary education.

A variety of adult education programmes had been organized since independence. All these programmes merged into the National Adult Education Programme (NAEP) which was launched in 1978. It was attempted to involve all official and non-official agencies in adult education programmes, taking into consideration the strengths and weaknesses of NAEP, the central government
launched the National Literacy Mission (NLM) in 1988. It was aimed to provide functional literacy to 80 million illiterate persons by 1995. It attempts to stimulate mass action and creation of an environment in which a genuine demand for illiteracy is engendered.

A programme of total irradiation of illiteracy was launched in the Ernakulam district of Kerala to coincide with international literacy year (1990). In that district 280,000 illiterate persons were made literate within one year. It is estimated that nearly 20 million persons were made literate under the NLM between 1988 and 1990.

The basic purpose and meaning of NFE is the education for the better living to be imparted outside the bureaucratic structure of the formal education system. Although the basic aim of formal and non-formal education is the same, their approach is quite different. Non-formal approach to education can be described as the absence of formal and captive way of teaching and evaluating. It aims at a minimum, or even total absence of academic learning. Thus it is built around the work of the people who take up NFE. This aims them to earn better, or live better, or both. It helps the learner to increase his productivity in terms of output and also to improve the quality of the work they engaged. The following are the three sets of objectives of non-formal education.

1. The immediate objective is the removal of illiteracy.
2. The middle-range objective is the application of 'new' knowledge to resolve economic, cultural and special problems.
3. The long-range objective is to provide for life-long education.

Eradication of drop-outs from formal education, raise the standard of functional literacy, to prepare individuals for self-employment, to complement
formal education in a country of largely uneducated people are the major purpose
behind the three above mentioned broad objectives.

NFE is often referred as a cheap and watered down version of formal
education, meant for the lowly and deprived. Five categories of people remain the
chief victims of the evils of illiteracy. These categories are women, industrial
workers, rural labourers, slum dwellers in towns and tribals, and adivasis. NFE is
not confined to any specific category or group. But, limitations of expertise and
resources would compel the adoption of priorities. The target group will be:

a) Those who never went to school
b) Those who dropped out of school
c) Unemployed youth in search of job
d) Young men and women in rural areas
e) Youths in tribal areas.

The main emphasis in NFE should be on programmes based on steps to
eradicate poverty and to solve various problems in the day-to-day life. The contents
of the programmes according to the Directorate of NFE are:

a) Information and knowledge about environment
b) Knowledge about social, economic, scientific and technological changes
   in the midst of the young peoples live and work
c) Elementary principle of health and hygiene, child-care and nutrition
d) Basic skills in reading, writing and arithmetic
e) Introductory occupational and vocational skill programmes to prepare the
   learners for a job.
Contents of NFE will be varied according to the level of sex, levels of education, place of residence and sometimes religion also. Normally, the non-formal education contents, certain criteria are suggested

a) Contents are learnable by participation in learning experience
b) Contents are demonstrable to the learners
c) Contents must be practicable
d) Contents must be current for both literate and illiterates.

"It is noted that, while considering the ability of the learners, the major hurdle will be their heterogeneous background. Due to the absence of uniform formal training the capabilities of the learners will be differ according to their age, occupation, SES, and sex. These have to be taken into consideration" (Aravind Chand, 1986).

While planning, the NFE programmes must be strictly based on the requirements and interest of various groups of participants. The individual copies need to be planned in accordance with the abilities and the resources of learners. The learners must also be associated with the planning of the programmes. As the attendance is voluntary and there is no parental artificial pressure to attend these courses, the willingness of participants is absolutely necessary for maximum utilization of the benefits from the NFE programmes. Disregard of this elementary principle can result in failure of the programme.

NFE classes can be held almost anywhere space is available. They can be held in community halls, private buildings and even in schools and colleges. Especially the learners from the weaker sections note. It is noted that the well-organized NFE centres, established on a permanent basis, should offer multiple activities to enable the learners to get introduced to many activities and to participate in them.
Since the non-formal learners could seldom be engaged in full-time education, they might find it difficult to be free at the time of the non-formal classes are held. There must be sufficient intervals between each topic. Some extra time after every talk demonstration or discussion must be allowed for clarification of doubts. For slow-learners, extra time may be allowed after each workshop to help them to complete their day to day work. “The instruction should not be very strict about the timing of the classes and should try to adjust it to suit the convenience of the learners, so that a larger number can avail of the programme” (Anupama Shah, 1986).

Both human and non-human resources of the community must be utilized. Subject specialist and professional experts, like doctors, social workers, small-scale industry instructors, educationalist and scientists are some of the human resources, whose service for non-formal education can be utilized.

Health and family welfare exhibits, museums, libraries, dictative materials available locally at discount-discarded pieces of cloth from tailors, can be source of the non-human resources. Moreover, government grants, subsidies and donations from individuals or corporate bodies in cash or kind, can be substantially help in building up the resources.

The methods used for NFE must be suited to the heterogeneous background of the NFE learners. The teacher-oriented methods such as moral class lectures will not work as effectively as the learners oriented methods used in NFE. Methods such as workshops and talks cum demonstration are the most appropriate in this respect. The role of group discussion and illustrated talk with liberal use of visual aids is very crucial, but the selection of the topics must be based on the interest of the entire community is essential. Various forms of extempore, dramas, role-play, socio-drama and puppetry can serve as excellent methods of teaching subjects involving personal problems and social actions. It is noted that the demonstration method, the instructor
can show how to use the primer, or how to use an appliance or equipment. But workshop method is more effective than demonstration method in NFE.

For selecting instructors of NFE, certain criteria have been observing. Self-trained voluntary social workers are more successful than formally trained university graduate. It is because of the pragmatic approach of the former towards the problems faced by learners, especially in the tribal settings. A high level dedication and motivation for the upliftment of the poor and the lowly to be found in social workers makes them the right choice as instructors for NFE.

Every education system has a set of objectives, elaborate theories and rigid practical tests with a stringent system of final examination to evaluate the students' success or failure. But all this is absent in NFE. It is noted that the major problem of evaluation in NFE is the absence of uniformity in non-formal education and an error free system of evaluation. Conventional tests and examination will not work with the progress. Moreover, the dread of examination will keep many a NFE learners away. But the "real gain" of NFE may manifest themselves after sometime in the form of better social behaviour and improvement in the quality of life in such a context, regular follow up programmes may help in evaluation. It is usually done through the assessment of attendance records, use of knowledge and abilities acquired, reaction of learners, reaction of instructors and cost effectiveness.

It is noted that the periodical tests, final theory and practical examination are absent in NFE. Therefore, innovative evaluation methods pointing to the actual gain in knowledge, and change in opinion and practices, enjoyment of leisure and increased jobs, or self-employment opportunities need to be increased among the disadvantaged sections of the society.

The details are given in Table 5.
### TABLE 5

**Formal Vs Non-formal Vs Informal Education**

<table>
<thead>
<tr>
<th></th>
<th>Formal Education</th>
<th>Non-formal Education</th>
<th>Informal Education</th>
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<tbody>
<tr>
<td>1.</td>
<td>Limited to a period or time taught [A class structured for a particular time, day time, evening etc.]</td>
<td>Life-longs and not limited to any period of being taught No day-night difference</td>
<td>No specific period or time</td>
</tr>
<tr>
<td>2.</td>
<td>Based on certain specific objectives and syllabus [For the total development of the individual]</td>
<td>Long term goals No syllabus anything can be taught anybody at any time in an intellectually honest form</td>
<td>More general in nature</td>
</tr>
<tr>
<td>3.</td>
<td>Has fixed points of entry and exit [Fixed number of students for each class]</td>
<td>Has flexible point of entry, exit re-entry and re-exit [It continues throughout the life span of the individual]</td>
<td>Entry is not fixed [Educator is not fixed]</td>
</tr>
<tr>
<td>4.</td>
<td>Specific time or place</td>
<td>Flexibility in the selection of time [NFE classes always according to the convenience of the educator]</td>
<td>No specific time or place. But anywhere and any time can be used [Time less appeal]</td>
</tr>
<tr>
<td>5.</td>
<td>Learners should learn within a fixed period. Admission should be based on a fixed age. [A book prescribed for 1st year and another for the 11th year] Qualification of teachers is essential.</td>
<td>Learner should learn within a period fixed. No fixing in age consideration. [A primer for a particular level and another for the next level] No qualification of teachers is essential.</td>
<td>Learning is a gradual process [Learn things from different occasions, different experience, different settings, etc.]</td>
</tr>
<tr>
<td></td>
<td>6. In it the giver dominates and the receiver is rather passive. [Teacher dominated class room transaction]</td>
<td>6. A process of sharing, exploring, analyzing and judging together. [Discuss various problems of local signification]</td>
<td>6. There is not a process of sharing, exploring, analyzing and judging [No teacher and no student to share things, but only receiver and a sender]</td>
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<tr>
<td></td>
<td>8. Geared to knowledge acquisition [Teaching different subjects]</td>
<td>8. A process of enabling the individual to understand his needs, his environmental situations and mutual relationships [Probably skill and knowledge generation]</td>
<td>8. It teaches more than an individual can ever learn</td>
</tr>
<tr>
<td></td>
<td>Works within a fixed social frame. [Teachers and students acts within a social setting]</td>
<td>Participates and prepares for change. [Flexible social setting]</td>
<td>No consideration has given to a fixed social frame [Anything can be done]</td>
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</tr>
<tr>
<td>10.</td>
<td>Teaching strategy consisted of the interaction between teacher and the taught</td>
<td>Teaching strategy through the interest of instructor and the participants</td>
<td>Learning by participation, through reflection, occasionally, evolving a sort of Socratic dialogue</td>
</tr>
<tr>
<td>11.</td>
<td>Associated with traditional schooling, schooling confined to a school or a college, etc [Different types of institutional facilities]</td>
<td>Not confined to any educational set-up [Classes may be in open place, varanathas, under the shades of trees, temporary sheds, community halls etc.]</td>
<td>Traditional formal set-up is totally absent [No classroom, no formal teacher etc ]</td>
</tr>
<tr>
<td>12.</td>
<td>Rigid with regard to various aspects of education, i.e., [Admissions, curriculum, place of instruction, mode of instruction, the time and duration of instruction]</td>
<td>Highly flexible regarding various aspects of education [Formal admission, formal curriculum, place of instruction, time and duration of instruction]</td>
<td>No consideration to various aspects of education [No formal admission, no formal curriculum, place of instruction, time and duration of instruction]</td>
</tr>
<tr>
<td>13.</td>
<td>Rules and formalities are present [Fixed time tables for classes]</td>
<td>Highly flexible in the case of formalities [No specific rules for starting a class]</td>
<td>Total lack of rules and formalities for the class</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. Based on systematic programmes
   [Planning, teaching, evaluation, etc.]
   Criteria based facilities are essential

16. Behavioural problems, individual
differences, are to be considered.
   [Maladjustment, problems, slow
   learning, etc.]

17. Learning disabilities to be considered
   [Inhibitions, slow learning, etc.]

18. Use of audio-visual instruments
   [For giving the picture of a particular
   phenomena to give a clear idea about
   a matter]
   [Radio, TV projectors are using as a
   medium]

19. Teacher related problems
   [Teachers ability to teach a problem,
   Due to lack of qualification,
   etc.]

15. Based on systematic and large
   variety of programmes operating in
different sectors of life.
   [Planning, teaching, evaluation
during the course of education,
teaching subject like health,
agriculture, family welfare, literacy
development]
   No fixed facilities are essential

16. Behavioural problems, individual
   differences are to be considered.
   [Adjustment problems, slow learning
   are to be considered]

17. Learning disabilities to be considered
   [Slow learning, inhibitions etc.]

18. Audio-visual instruments use
   [In order to provide a clear idea
   about a particular phenomena]
   [Radio, TV projectors are using as a
   medium of instruction]

19. Teacher related problems
   [Due to lack of qualification,
   etc.]

15. Not based on systematic programme
   on variety of subjects
   [Subjects like health, agriculture,
   family welfare, literacy
   development, education etc.]

   No school, no facility

16. No consideration to the behavioural
   problems and the individual
   difference among the 'receivers'

17. Learning disabilities of the 'receiver'
   will not consider.

18. Similar to 1st and 11nd.
   [Radio and Television projectors are
   using as medium of instruction to the
   'receiver']

19. No teacher related problems would
   occur.
| No. | Nature of Consideration                                                                 | 20. Administrative problems related to educational institutions [Financial and administrative constraints] | 21. Timely evaluation after a fixed period of study. [Terminal examinations, unit tests, etc.] | 22. A certificate or degree will be given to the educator. [SSL.C certificate after completing secondary level] | 23. Full-time class room attendance in a linear graded system geared to certificates | 24. Heterogeneous conglomerate | 25. Standardized and seemingly related activities aimed at a common goal | 26. Sequential promotion | [No teacher and no student] | No such administrative and financial constraints during the course. [No prescribed institutional facilities] | No evaluation during the course of learning | No certificate or degree will be given to the 'receiver' | Geared to gradual proficiency in subject or vocation | No | Common activities for a common goal | No test, no promotion, etc |
|-----|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------|---------------------------|
| 20  | Administrative problems related to educational institutions                            |   | Evaluation after a fixed period of education. [Oral test, Written test]                          | A certificate will be given to the learner after a period of completion of the course. [A minimum proficiency certificate] | Occasional attendance in an ungraded system geared to the proficiency of the subject or vocation. | Heterogeneous conglomerate | Unstandardized and seemingly unrelated activities aimed at a variety of goals | No promotion criteria are used. |   |   |   |   |   |   |   |
The concept of school plant:

The concept of a school plant includes the material and non-material aspects of the school (vide Table 6). The Kerala Education Rules (KER) suggests certain criteria for a school. It suggests the approved area of various schools as follows.

**TABLE 6**

**Suggested area of various categories of school as per KER**

<table>
<thead>
<tr>
<th>No.</th>
<th>Schools</th>
<th>Suggested areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LP</td>
<td>4 to 8 Hectors</td>
</tr>
<tr>
<td></td>
<td>UP with or without LP Section</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Secondary schools (H.S) with or without Primary Section</td>
<td>1.2 to 2 Hectors</td>
</tr>
<tr>
<td>3</td>
<td>Higher Secondary Schools with or without Primary Section</td>
<td>1.2 to 2 Hectors</td>
</tr>
<tr>
<td>4</td>
<td>Training Schools with or without Model Schools</td>
<td>1.2 Hectors</td>
</tr>
</tbody>
</table>

**Nature of Site**

KER has suggested that the site of the school building should be an elevated level and they should be well drained and clean at all times. The land under wet cultivation or with soil retentive of moisture should be avoided. The site always should be accessible to all communities and should be provided with proper approach road from the main road. A board giving the full name and designation of the school should be put in front of the school. In the case of urban schools, the site should be free from noise and congestion of the city or the town. The rules also suggested that the neighbourhood of dusty and noisy roads and of shops and factories should as far as possible be avoided. Above all, the vicinity of tanks and canals is a disadvantage to schools. The site should be provided with compound walls or good
fencing. The rules also suggest that every school shall have a suitable playground for games and sports. In the premises suitable trees should be planted so that the pupils may rest under them during leisure hours.

**Accommodation:**

KER has specified that every school shall have building of specifications and plans approved by government. Buildings exclusive of varanda shall be of dimensions sufficient to provide accommodation for the various rooms as specified in the following schedule.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of School</th>
<th>Accommodation required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>L.P. Schools</td>
<td>Office room, Headmaster's room, Accommodation for pupils to take noonday meals and classrooms.</td>
</tr>
<tr>
<td>2.</td>
<td>U.P Schools</td>
<td>Office room, Headmaster's room, Teachers' room, Library, Crafts appliances room, Tiffin sheds, Accommodation for pupils for taking noonday meals and classrooms.</td>
</tr>
<tr>
<td>3.</td>
<td>Secondary Schools</td>
<td>Office room, Headmaster's room, Teachers' room, Laboratory room, Library room, Crafts room, Drill shed, Tiffin shed, Accommodation for pupils to take noonday meals.</td>
</tr>
</tbody>
</table>

Note: In the case of mixed schools, a separate waiting room for girls should be provided for the last three type schools.
Nature of Building:

It is specified that no school building shall be altered or added materially except in accordance with a plan approved by the government. The following criteria have suggested in the rule.

a. Composition of floors: It should be made of a material which will admit of their being washed with water.

b. Windows: It should be appropriate to admit light and air.

c. Doors: It should be made of wood than metals. In most cases one door is preferable.

d. Ventilation: Ventilators are necessary near the top of the wall. It should be regularly distributed as windows.

e. Roofs: Roofs should as far as possible, be impervious to heat.

f. Classrooms: The dimension of every classroom shall be such as to provide, on the average, a minimum of eight square feet of floor space and eight square, eight cubic feet of air space per pupil. The dimension of every classroom in UP or secondary (High and Higher Secondary) schools should be 6mx6mx3.7m and a lower primary school 6mx5.5mx3m. In the case of buildings for UP and secondary school varanda 1.5m vide should be provided at least on the front side.
g. **Walls:** Classrooms shall be separated with walls or with partition, put up to a height of at least 2.4m.

But in the case of training schools, the classroom facilities should be 1.9 Sq Meters per student. Arts and craft room may be a hall of 18mx6m.

**Equipment:**

Classrooms shall be equipped with tables and chairs for the students and other normal classroom furniture for teachers. Certain dimensions and specifications approved by the department as shown below:

**For L.P.S.:**

Bunches and desks should be in sufficient numbers. One blackboard with stand, one table and one chair for the teachers of every class, one almarah, one timepiece or clock, one gong or bell and a notice board is also required.

**For U.P.S.:**

Bunches and desks in sufficient numbers, one blackboard having stand, one table and one chair for the teachers of every class are necessary. Tables, chairs and other seats, map racks, almarahs as required for various rooms and various purposes. One clock, one gong or bell and a notice board.

**For Secondary (H.S. or Higher Secondary and Training Schools):**

The items are as in the case of U.P. Schools. In addition, laboratory equipments, worktables and work shelve for practical work according to requirements. One clock one gong or bell and a notice board.
In general, the requirements of suitable desks and seats are that the pupils should sit with body fairly vertical for writing and be able to lean back for reading without any danger of curvature of the spine in either case. He should not stoop or lounge or sit in anyway asked, and the book or paper should rest at a comfortable distance below his eyes.

Library:

Library occupies a very prominent place in the educational setup at present. The challenging and changing pattern of education demands that library must be decorated and broadened by the use of many and varied devices and materials. If not only supplies materials in all fields of study but also supplies materials in all levels of difficulty. Thus all good method of education postulates the existence of a well-stocked, effectively organized library. The teaching in a new setup cannot be classroom centered but also to be child centered and library centered. Carlyle has aptly said, “the ultimate aim of education is to teach boys how to read once they learn to read, education will take care of itself”.

Drinking Water:

The rules suggest that proper arrangements shall be made for sufficient supply of good drinking water in all institutions.

Latrines and urinals:

KER suggests that latrines and urinals of suitable size and is sufficient number shall be provided in every school. These should be kept clean and satisfactory arrangements should be made for regular scavenging. There should be separate latrine and urinals for the pupil and the staff. In the case of mixed schools,
separate urinals and latrine should be provided for the girls with sufficient privacy and away from the boy’s latrine and urinals. Latrine and urinals should be placed 12 meters away from the school building.

SECTION B:

RELATED STUDIES

More than forty-five (45) studies are reported here about the various aspects of formal education programme in tribal formal education context.

About the educational problems of ST’s, there were only six studies were reported. Related to the problems of schools in tribal areas, there were eleven studies were reported here. Related to the various aspects of school facilities in tribal areas, there were only six studies were noted here. About the school environment, there were only five studies were reported. In connection with the structural constraints in the formal education of tribes there were only two studies were reported. Related to the magnitude of wastage among tribes and stagnation there were four studies were noted here. About the problems of management schools in tribal areas, there were only two (2) studies only were reported. In connection with the inter-tribal comparison about the personality, intelligence, academic problems of tribal students, there were six (6) studies were reported here. About the achievement motivation of tribal students, there were three studies were reported. There were various agencies and individuals about the perspectives and dimensions of formal educational problems did six studies.

With a view to study the extent of educational problems of scheduled tribes students, Ratha and Misra (1974) have conducted a study. The major findings of the study were that 75 per cent of the scheduled tribe students lived in hostels and in
good terms with other students. They understood their teachers less than other categories. The teachers considered that their poor achievement was due to their poverty.

Another study was conducted in this area was that Phillip (1970). The study was aimed to assess the socio-educational problems of hill tribes of Pallivasal area of Kerala. The study revealed that the lack of food, dependence of traditional employment, financial difficulties affected their educational progress. There were not enough tribal schools in this area. Poverty, ignorance, illiteracy are major constraints in their education. The study also revealed that, in general, children require skills, attitudes and ideas necessary for effective living through informal education at home.

Dharmesan (1976) has conducted a study to assess the socio-cultural problems of hill tribes in Rajakkadu. The major findings of the study were that the influence of neighbourhood on formal education is very great. Formal system of education has not yet sufficiently developed. The teachers have not sufficiently trained and the students have to walk dangerous long routes to reach schools. The study revealed that the language spoken by the children is difficult for the teachers to understand and the curriculum was not based on local environment and tribal culture.

Another study was conducted in this area was Sujatha & Yeshodhara (1986). The study was done with a view to analyse some of the educational variable of SC & ST students. The major findings of the study was that the ST students were low in their academic achievement and achievement motivation. They were also revealed that there was significant association between academic achievement and type of schools in the case of SC and ST students. Above all, the study found that there was a relationship exists between achievement motivation and type of school.
Another important study was conducted in this area was Ehrenfels (1952). The major aim of the study was to assess the educational and rehabilitation problem among the Kadar's of Cochin. The study found that the children had been facing a number of problems related to language, teachers and the educational institutions. The impact of rehabilitation was specific in their life.

It was Somesekharan Nair (1977) conducted a study to assess the causes of educational backwardness and imbalance among Paniyars of Waynad. The major finding of the study was that the social backwardness and environmental barriers are the major factor responsible for the educational imbalance existing in tribal community.

NCERT's (1974) study was aimed to assess the present provisions for primary education in the tribal areas as well as their utilization by the recipient population. The major findings of the study were that the 75 to 90 percent villages had primary schools. The study also revealed that the specific learning problems relate to the low learner motivation, poor parental participation in education of children, illiterate, family background, irregular attendance and uninteresting curriculum. Most of the teachers feel that the textbooks are relevant to tribal students. Parents felt that girls should be given health and vocationalized education. Moreover, a large number of teachers believe that the textbooks should be in regional language.

With a view to study the basic facilities of tribal schools, Sigh and Trelochan (1987) have conducted a study. The major finding of the study was that every institution had a library. But all of them did not have a reading room. The students were not found benefit adequately from these facilities due to the various reasons. All the scheduled tribe students did not participate in co-curricular activities. All
institutions did not have hostels and those, which had them, had inadequate facilities for living and study.

Kumar’s (1978) study was aimed to evaluate the status of higher education among scheduled tribe in Ranchi district. The study found that in spite of many facilities provided to the tribal students in higher education was not relevant to the needs of tribal community. It helped to upgrade the economic, social and political institutions. Moreover, illiteracy in the family, economic backwardness, inferiority complex were some of the impediments to the higher education among tribals.

Singh’s (1974) study was aimed to assess the status of SC and ST students of Rajasthan with respect their demographic characteristics, family background etc. The major findings of the study were that the preparation of girls going for education has been comparatively lower. The awareness of the students about scholarship available was low. But the levels of aspiration for technical and higher education were high. They required coaching in their studies. Low enthusiasm was found in the co-curricular activities, although, they had a positive attitude towards governmental programmes. Moreover, the teachers felt that the students were comparatively low in their calibre and performance.

Sachchidananda’s (1974) study was aimed to find out the status of SC and ST students in the schools of Bihar. The major findings of the study were that ST girl students showed more aptitude for education than SC girls. They need coaching and were not participate in co-curricular activities. Educational aspiration was higher in scheduled tribe students than scheduled caste students. Moreover, majority of the students opinioned that the welfare schemes was not working satisfactory. Scheduled tribe students did not participate in co-curricular activities. All institutions did not have hostels and those, which had them, had inadequate facilities for living and study.
With a view to study the management and functioning of Ashram Schools, Jha (1985) has conducted a study. The major finding of the study was that like most of the beneficiary schemes meant for tribals, mostly the rich among the tribal community availed of the facilities of hostels and Ashrams. The hostels were lacking in basic facilities like toilet rooms, bathrooms, water and electricity. The study also revealed that the amount of scholarship given to the girl students was quite inadequate. In some case the parents apprehended that the girls scholarships making it difficult for the girls to meet their needs.

With a view to assess the problems of tribal communities in the Ashram schools of Andhra Pradesh, Rama (1989) has conducted a study. The major findings of the study were that the infrastructure facilities of the school were poor. The study also found that the teaching learning process not satisfactory. Moreover, the investigator also found that absenteeism, stagnation and wastage were high in these schools.

Gupta’s (1965) study was aimed to collect information about the social, personal economic and academic problems of Adivasi students of Ranchi district. The study revealed that the overall situations faced by the Adivasi students was far from satisfactory. Their adjustment to different sphere of life, social, personal, financial and academic were depends on the various factors such as social, class, accommodation, personality traits, distance from their native place, financial incentives and levels of education. Above all, certain socio-cultural and personal factors included the adjustment of the Adivasi students to a great extent.

About the functioning of schools in tribal areas, Krishna Rao (1986) has conducted a study. The major objectives of the study was to assess the functioning of schools in tribal areas, posting of teachers, their qualifications, experience and
The study revealed that the Ashram Schools situated far away from the district headquarters. The schools were functioned in a tiled house and a part of it was used for veterinary hospital. In the tribal welfare high schools, there was a high incidence of wastage/dropout. The study also formed that the curriculum and medium of instruction of institutions are suitable for tribal children and most of the students were came in the schools under the pressure of local people.

Rout (1985) study was aimed to analyse the development of different aspects of educational problems of scheduled tribe students of Orissa since 1947. The major findings of the study were that there was a serious drawback was noticed in respect of provision of schooling facilities. The major causes of dropouts were socio-economic, psychological and educational. The study also found that the growth of literacy among tribals was extremely poor and the qualification and standard of teachers was not up to the mark.

With a view to study the usefulness of education in the tribals life in Orissa, Pande (1985) has conducted a study. The study also focussed to find out the nature of impediments and hardiers in the overall educational progress. The major findings of the study were that the community institutions were very rare in the villages. The medical facilities provided for the tribal children were very poor. Majority of teachers was felt that the syllabus was not suitable to the daily life. The study also found that the participation of teachers in workshop, seminars etc. were very poor. Moreover, the students were opinioned that the amount of stipend was very low.

Generally, there were six studies were reported in the area related to the formal school facilities.

Venkata Rao (1968) conducted a study with a view to assess the status of school facilities. The study revealed that majority of the schools did not have
adequate facilities for the education. Also, fifty per cent of the schools did not have adequate number of teachers and students. Similarly, 50 per cent of schools have no separate class rooms, 36 per cent of the schools have no resting rooms for students, 35 per cent of the schools had not maps, charts, globes, pictorial aids, and other essential items for education.

Eswaraprasad’s (1982) study was intended to measure the position of educational facilities at various stages of school education in respect of coverage of school going population. The study found that the schools were not satisfied the items regarding the facilities of the schools. Moreover, the dropout rates and stagnation of girls is high comparative to boys.

With a view to measure the existing conditions of school facilities, Balakrishnan (1965) conducted a study. The major findings of the study were that the majority of the schools did not provide with proper accommodation and facilities such as building, libraries, laboratory and stores or classrooms. Many of the schools lack in furniture and equipments. Urinals and latrine are not properly constructed or maintained.

Gogate (1984) conducted another important study. The study was aimed to assess the facilities available in primary schools in terms of school buildings, playground, cleanliness around the schools, seating arrangements, teaching-learning materials etc. The study indicated that girls education was non existent prior to 1948 and many schools did not have basic facilities like blackboard, chair, tables, benches, drinking water arrangements, etc.

With a view to study the extent of facilities in libraries, Gulam Rosooh (1960) was conducted a study. The most important findings of the study was that the number of books was inadequate in school libraries. No systematic classification
was in practice in most of the schools. The study also found that the average reading room attendance was 72.2 per cent daily.

About the school broadcasting facilities, there were only one study was reported here. It was Goel’s (1982) study, which focused to assess the functioning of school broadcasting unit with regard to the different aspects of the programme. The major findings of the study were that the coordination of school broadcasting unit and the state department of education in different states organizing school broadcasting was inadequate. Above all, the objectives of the programme were not enunciated at most of the school broadcast units.

In connection with the school environment, there were only five (5) studies were reported here. Das (1974) has made an attempt to measure the impact of physical facilities on the educational progress of its children. The major findings of the study were that there was a significant relationship between efficiency in education and physical facilities in schools. Better facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education of the children of that school.

Another study in this area was that of Arunanjutal (1979). The study was intended to assess the internal factors contributing to the efficiency of school system, its functioning and constraints and sources of conflicts. The major findings of the study were that the schools had inadequate physical facilities such as buildings, classrooms and furniture. Special coaching for SSLC and the parent-teacher association were also found in almost all schools.

With a view to study the organizational climate of the schools, Sharma (1973) has conducted a study. The major objective of the study was that to assess the organizational climate of selected secondary schools from Baroda. The study
revealed that the teacher's morale was comparatively high in the case of open and familiar climate type of schools.

Sharma (1983) conducted another important study with a view to study the school environment. The major findings of the study were that the educational environment and morale of students have high and positive correlations in the case of private schools of urban areas.

About the impact of school climate, Shah (1981) conducted another study. The study was aimed to assess the impact of school climate as students and teachers in Aliguargh district. The major findings of the study were that each institution passed a specific school climate, which had no influence on teachers' personality. The students' perception of their teachers was not similar in all schools and the school had an impact on students' achievement.

About the structural constraints in the education of tribals Rathnayya (1974) did a notable work. The study was focussed to assess the structural constraints exist in the education of tribals. The major finding of the study was that the geographical barriers and inadequate school facilities in tribal areas had been responsible for the low progress of education. In secondary level, it was noted that the teachers were not proficient enough to handle regional official language. The medium of instruction, curriculum, syllabi and textbooks were not adapted to the local conditions.

Kumar (1983) attempted to study the impediments to higher education among tribals. The study revealed that the government had been contributing a lot. But lack of higher education institution, language problems, educated unemployment, dropouts and stagnation still exist. Majority of the tribals in higher education belonged to literate families with comparatively high economic and social status in
their community. Parents had no political aspirations but had aspirations for good jobs after higher education.

There were only 4 (four) studies were conducted in the area of stagnation and wastage among ST students. Studies of Vyas and Chaudhary, Srivastava, Nambissan and Raghava Kumar were important in this context.

About the magnitude of wastage and stagnation among ST students Vyas and Chaudhary (1970) conducted a study. The major findings of the study were that the percentage of dropouts in class I was high. The parents of ST students were engaged in agriculture, as well as in the traditional occupations. The mobility of the literate parents in occupation was more than that of illiterate ones.

Another study was conducted in this area was that by Srivastava (1986). The study was focussed to assess the socio-psychological aspects of stagnents among scheduled tribe of standard VIII. The major findings of the study were that the stagnants of Bhotia, Thowra, Jansari tribes did not show any significant from the non-tribals. The study also revealed that the tribals academic performance was inferior to that of non-tribals. With a view to evaluate education and occupational mobility among the Bhils of Rajasthan. Nambissan (1983) has conducted a study. The important findings of the study were that the tribal households are educationally backward as compared to the Brahmin households. A large number of tribal children who did not enter the educational mainstream were excluded from new occupational opportunity and the tribal respondents revealed extremely positive attitude towards education.

Raghava Kumari (1986) attempted to evaluate the social attitude and problems of scheduled tribe students conducted another study. The major findings of the study were that the ST students had many problems in five problem areas. The
students who studied in government schools faced more problems in all the problem areas than those in private schools.

There were two studies were reported about the problems of private secondary schools. Thripathy (1962) has conducted a study with a view to assess the problems of secondary schools. The major findings of the study were that the financial conditions which cause deterioration in the standard of teaching degeneration in the tone and morale of the school and resultant indiscipline among the pupils. The qualification of teachers was insufficient and their number was inadequate. Above all, the teachers have no cordial relationship with the management.

With a view to study the problems of management of private schools Harmanjit Kour (1980) has conducted a study. The major findings of the study were that the pattern of schools was most suitable to its purpose. The management schools performed high in the standard of teaching and in the case of providing facilities to the students.

There were six studies about the inter-tribal comparison on the intelligence, personality, and academic problems of tribal students.

With a view to study the inter-tribal difference, Choudhary (1985) has conducted a study. The study was aimed to assess the states of education of indigenous STS and immigrant ST’S. There was a uniform spread of education in plantation areas. Educated tribes have a modern attitude towards social institutions, occupation, family marriage, religion and polities as compared to the illiterates. They have no close relationship with any political or organizational activities.
Balakrishna's (1986) study was focused to assess the achievement motivation of Christian and non-Christian tribal students. The study reveals that the tribal students possessed mere intelligence better reasoning ability and higher achievement motivation than non-Christian tribal students. Besides, their vocational values tend to be different from those of the non-Christian tribal people.

Sinha (1964) has conducted a study to assess the tribal and non-tribal intelligence. The major findings of the study were that there was no significant difference between intelligence of tribal and non-tribals. The intelligence of rural-tribals was differed significantly from urban tribals. Above all, these differences were due to the difference in their conventional and cultural conditions.

Tripathy (1986) also conducted a comparative study about the personality factors of tribals and non-tribal students. The study found that the tribal and non-tribal students differed significantly in their personality, family, SES, etc. viz., SES, parental, physique parental withdrawal, justice control by parents, family crowding material richness, lack of priorities and social personal maturity, parental support, educational simulations and in parental companionship.

Kumar (1989) conducted a study with a view to analyze the impact of tribal research centre on the socio-economic and health status of Kanikar tribals. The major findings of the study were that the weight and height of pre-school children both male and female are below normal. The proportion of dropouts is very high sending them particularly illiterates at all stage. The income patterns in tribal families is not regular and fixed. Most of the tribal families depend on others and were not bothering much to clear the liabilities.

Koul (1983) attempted to assess the personality factors of ST students. The main findings of the study were that the tribal failed students were found to be lower
in their intellectual and organizational ability than the pass tribal students. The failed tribal students were found to be lost in pretty details, more conventional with anxieties, and maladjustment. Furthermore, they were found to be low level of aspiration and lacking in ability to concretize experience and more than creative potential.

With a view to analyze the achievement motivation with regard to the intelligence and extraversion, Datt (1983) has conducted a study. The major findings of the study was that there were not effect of the achievement motivation of tribal students on the anxiety, emotional adjustment, social adjustment, educational adjustment, neuroticism, and perception, parental support, parental control and parental punishments. The study also revealed that for the development of personality, The guidance and counseling progress should be encouraged.

Fatmi (1986) conducted another study. The study was also aimed to assess the achievement-related motivation among the tribal and non-tribal high school students. The major findings of the study were that there were racial background, sex, religion, and caste status influence achievement related motivation. The study also revealed that achievement correlation had significantly positive correlation with other achievement motivation.

Pandey's (1981) study also aimed to assess the social aspects of academic achievement and aspirations of scheduled tribe students lost in pretty details. These were found to be more conventional with free-floating anxieties and maladjustment. Furthermore, they were found to be a low level of aspiration and lacking in ability to concretize experience and use their entire potential. The another important findings was that the tribal children were not able to avail properly of educational opportunities provided by the formal educational setup due to their socio-economic conditions.
Total 20 studies in NFE

There were 20 studies were reported here about different dimensions, perspectives and stages. Among them the first four studies about the condition of education and literacy levels, including elementary and adult education.

About the status of NFE there were two studies were reported here. In the same time, about the needs for NFE there were two studies were reported here. In connection with the constraints and facilities there were only one study was reported. About the academic aspects there were only one study were reported. But, relating to the process, practice, method of NFE, there was only one study was reported here. About various dimensions and perspectives of the implementation of NFE there were only one study was reported. But, related to the progress of NFE learners there were only one study was reported here. About the evaluation of NFE programme, there were seven (7) studies were reported.

Studies on the conditions of education and literacy were extremely poor in the case of tribals. Mitra (1981) conducted a study the conditions of literacy among tribals. The major findings of the study were that there were a number of limitations, which were primarily faced by the students, their parents and the teachers. Poor economic conditions, lack of education and illiteracy are the major constraints faced by them. In many cases policy matters both from government and other agencies had been properly examined and formed that policy formulation were far away from reality.
Sujatha (1990) conducted another study in this area. The major objectives of the study were to measure the status of literacy programmes and various educational facilities provided to the tribal women. The study revealed that the nature as the main source of income. Illiteracy was the main factor, which affected their development. They live in the remote areas of the forest and far away from the educational institutions. The study also found that the economic conditions were not conducive for educational purpose. Due to poverty, little children are engaged themselves in activities for collecting food and minimum essentials.

Ashari's (1993) study was aimed to reveal the present literacy levels of neo-literates of Attipra Panchayat. The study reported that learners attained 72.5 per cent literacy. But the members of the families were attained 45.56 per cent literacy. In arithmetic skill of the 50 per cent neo-literates were scored in average level and 10 per cent of them were scored above average with regard to general awareness and health and hygiene.

With a view to study the position of implementation of NFE, Dave (1981) has conducted a study in Rajasthan. The study revealed that the 82.2 per cent of the centres were situated in rural areas and 6.1 per cent in tribal areas. Books, stationaries and other materials provided not in time. Knowledge about occupation was also included in the curriculum.

Yadav's (1987) study was aimed to assess the status of NFE programme for children of 9-14 years in Uttar Pradesh. The study found that this programme covered 50 per cent of the blocks. Majority of the children at both the stages were found above or below the prescribed age and belonged to SC and ST. The main activity of the centres was reading and writing. A few of them organized sports games and teaching through activities. The study reported that the progress of girls at middle stages was better than that of boys.
Chickermane's (1979) study was aimed to assess the status of elementary NFE for out of school children in Gorkarn. The study found that the universalization could be achieved through part-time education for out of school children. The study also found that all education should be imparted through activities and their work on forms to be revealed to the instructional programme.

There were two studies were reported here connected with the needs for NFE among tribals. With a view to study the NFE needs of rural children, Reddy (1983) has conducted a study. The major objective of the study was to analyze the attitude of rural tribal communities towards education. The study found that caste is perceived as the main source of social evils. The rural tribal communities felt that education is a means for a better livelihood. The tribals generally felt that they were not properly educated about development programmes, which were meant for them. However, the tribal, felt that they have no access to formal education due to economic reasons.

Another study was conducted is this area was Dexit (1975). The study was aimed to assess the educational need pattern of adults in urban, rural and tribal communities in Rajasthan. The main findings of the study was that more than the half of the respondents in urban population expressed that vocational training was very much helpful to them for their jobs. Majority of the rural population had favourable attitude towards education, vocational training and one fourth of the respondents indicated that towards open literacy classes in the villages at night.

Only one study was reported about the facilities and constraints in providing nonformal education for Harijans. Sivarajan’s (1982) study was aimed to reveal the facilities and constraints in providing nonformal education for Harijans. The most important findings of the study were that nearly 60 per cent of the Harijans were
illiterates 80 per cent of the parents take special care in the education of their children. The prize of learning materials, and insufficient lumpsum grants are major constraints. Economic disability, non-availability of facilities for study after work, scarcity of food and absence of necessary clothing are other problems. Students have need to help their parents also interrupts their studies.

About the academic aspects of nonformal education of 9 to 14 age group of students in Andrapradesh, Shukla (1986) conducted a study. The major findings of the study were that the agriculture was the main occupation of NFE learners. They attend the NFE centers for get knowledge about letter writing, improvement of profession etc. Both instructors and centers are the main source of motivation to the learners. The study revealed that the study materials were prepared by a group of experts in education.

About the process, method, and practice of NEF in tribal areas, there were only one study is noted here. With a view to study the method, process, and practice of NFE for tribals, Srivastava and Gupta (1985) have conducted a study. The main findings of the study were that all the five states started nonformal education programmes to help children to join in the main stream of education. In all, there were 13,362 nonformal education centers at the time of data collection and there were 3,323 were opened in the tribal sub-plan-areas. In the centers there were 67 per cent were boys and 33 per cent were girls.

About the implementation of NFE programme, there were only one study is reported here. With a view to study the Aksharakeralam project in Amboori Panchayat with special reference to the tribes, Sasi (1991) has conducted a study. The major findings of the study was that the 57 per cent of the tribes were not studied in schools, 41.86 per cent of them were drop out in the standard 4. The study also found that 67 per cent of them were tribals. The coverage of women learners in
different blocks varied considerably ranging from 7 per cent to 25 per cent. The performance of learners was better in reading than in writing. The performance in doing simple calculations was comparatively poor and needed improvement. Moreover, the study indicated that most of the learners were acquired knowledge regarding agriculture and poultry farming through adult education programme and majority of the dropouts were from the agricultural occupation. Above all, they all belonged to the age group of 15 to 35 (fifteen to thirty five).

About the attainment and progress of learners only one study was reported here. With a view to study the attainment and progress of learners in adult literacy schemes Gorman (1981) has conducted a study. The major findings of the study was that 2.5 per cent of the students had minimum basic reading skills and 4.5 per cent had minimum mastery of basic writing skills. The programme of adult learners was measured in terms of gains made as the tools relating to reading, writing and spelling. The learners participated in the study made rapid progress and those who enrolled in the literacy schemes were evidently making progress in their acquisition of skills relating to reading and writing.

In the case of evaluation in NFE programme in tribal areas, there were ten studies were reported here. Rajalekshmi (1986) has conducted a study with a view to evaluate certain aspects of the NFE programme for children in the age group of 9-14. The major findings of the study were that the largest occupational group represented among the NFE learners was that of agriculturist and labourers. Majority of the instructors was from backward and forward castes and a small number of instructors were from the SC’s and ST’s. The workbooks, maps, charts, globe, flash cards and playing materials were not supplied to any NFE centers.

Another study was conducted in this area was of Devy and Natarajan (1981). The major objective of the study was to evaluate the Adult Education Programme in
nine districts of Bihar. The major findings of the study was that the average attendance in all the projects ranged from sixteen to twenty four learners were better in reading than in writing. It was found that a majority of the dropouts were from the agricultural occupation. Most of them belonged to the target age group of fifteen to thirty five.

With a view to evaluate the process and content of National Adult Education Programme (NEP) in tribal regions, Batia (1982) has conducted a study. The major findings of the study was that most of the villagers were not aware of scientific method of cultivation, use of modern implements, fertilizers, particulars and soil-testing. Most of the tribals had poor knowledge about health and sanitary condition. They also less involved in political organizations. Unemployment also was an acute problem in their society in the post harvest season due to which about 30 per cent people had to migrate to work site.

Agnihotri (1974) has conducted a study with a view to evaluate the adult education programme in Wardha district. The major findings of the study was that the adult education has not brought about the changes, which were expected in spite of efforts of the governments. There was no improvement in the standard of living of the village. The work efficiency of the village people had not improved. Moreover, vocational training was very much helpful to the urban population for their job. A majority of the rural population had a favourable attitude towards vocational training. It was also noted that the majority of the tribal population has been deprived in the opportunity for education.

Alladdin's (1982) study was focussed to evaluate the achievement of Neo-literate in Kotwali in Thana. The major finding of the study was that 50 per cent of the Neo-literate have achieved proficiency in reading, writing and arithmetic in a period of three months. The female literate doing better than menfolk in writing and
Above all, the performance of adult Neo-literate was better than that of rural areas.

Gupta and Daljit (1983) have conducted an evaluative study on the Non-formal Education Programme (Age group 9-14) run by different agencies in Madhya Pradesh. The major findings of the study was that due to the economic constraints these children who were not able to join in their classes. The study shows that the number of nonformal education centers opened by the government were not sufficient in view of total school going child population.

Aung (1982) has also conducted an evaluative study on the literacy campaign. The study revealed that the literacy classes were conducted after the day’s work of the learners. There was also relapse into literacy was due to the lack of supplementary reading materials. The methodology used for the Burmese language speaking population was not sailable for the Non-Burmese speaking group. It was found that indigenous were able to read and write what they were weak in comprehension.

The review of literature presented above indicates the following aspects: The researches conducted in the area of education of Scheduled Tribes are of two types: Education of Scheduled Tribes community and its members, and comparative studies of education of Scheduled Tribes and other communities. Most of the researches conducted under both the heads belong to the areas of educational aspirations and achievement, general interest patterns, attitudes, intelligence, self-concepts and educational problems. No study is reported either of the special schools, or of the effect of various educational and welfare interventions on the achievement of the tribal children and the status of formal and non-formal education programme prevalent for ST students.
There were a number of researches reporting the achievement of students in general. Those, which have focussed on the achievement of SC/ST students, are basically three. It is noted that the modification or modernisation of curriculum followed in tribal schools has not caught the attention of the researchers. This also raises the issue of the effectiveness of the Ashram Schools and the specific role played by them in attaining universal elementary education (UEE), (fifth survey of research in education). Researchers have been trying to identify what types of variables are interacting with the environment of the school, and affect the academic achievement of students and also to what extent. Taking into consideration, the climate of the institution is taken as one of the variables in the study.

The present investigation is unique in the area, in the sense that no systematic work has been conducted previously into the formal and nonformal education programme prevalent for Scheduled Tribes, especially in Kerala. There was only a few attempts have been made by individuals to study the tribals of Kerala from a different prospective. It was Dr. Ayyappan (1948) who first prepared a report on the tribals of Kerala. In his report submitted to the Government of Madras province (of which Malabar areas of the present Kerala was then a part). He discussed the major problems of education of Muduvan tribes, made many suggestions concerning schools, vocationally based education, prices and literacy programmes for the youth etc.

An Enquiry Committee (1955-56) appointed by the Government of Travancore-Cochin made several investigations into the conditions of various hill tribes in the state. The report contained the pilot schemes concerning the Muthavans of Adimali, The Hill Pulayas of Chempakad and The Kadars of Cochin. The schemes were concerned with the education especially vocational training of aboriginal staff etc. The Evaluation Committee on the welfare of Scheduled Castes and Scheduled Tribes and other Backward Communities in the Report (1973), reviewed the
different stages of tribal education in Kerala. Many suggestions were made regarding the pre-primary education, primary education courses, IAS coaching centres, residential facilities for Scheduled Caste and Scheduled Tribe Students etc.

Mathur (1977), while studying the Government Residential Basic Schools for Wayanadu, analysed the relation between education and economy and suggested that "the tribal education should be solution oriented". The Tribal Research and Training Centre, Calicut has made a study as the wastage and stagnation of tribal pupil in primary schools of South Wayanad Taluk. This study reveals that an unbelievable rate of wastage and stagnation is observed in the areas of tribal concentration.

The literature reviewed above, on the whole, suggests a frame of reference for formulating a suitable research design for the present investigation. The design or methodology of the present investigation is given in the next chapter.