CHAPTER VII

SUMMARY, CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND SUGGESTIONS
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SUMMARY

The present study attempted to assess the differences between the tribal and non-tribal teachers on expectations, competency and the use of teaching strategies across tribal, non-tribal and mixed schools, and also to relate these to variations in students' psychological differentiation and academic achievement. It further tested the assertion that the tribal teachers would be most effective in teaching the tribal students in a tribal teaching-learning context. It was believed that the socio-cultural similarity between teachers and students should facilitate the academic achievement among the students.

The objectives of the investigation were:

1. To find out the differences in teacher expectations, competency and teaching strategy by teacher type (tribal and non-tribal) and school type (tribal, non-tribal and mixed).

2. To examine the nature of relationships among teachers' demographic characteristics and their expectations, competency and teaching strategy.

3. To find out the effects of matched teacher-students
type (similar - dissimilar type - similar type: tribal teachers teaching tribal students/non-tribal teacher teaching non-tribal students; dissimilar type: tribal teachers teaching non-tribal students/non-tribal teachers teaching tribal students), school type (tribal, non-tribal and mixed), students' gender (male and female) and educational class (class IV and V), on students' psychological differentiation and academic achievement.

4. To find out the differences in psychological differentiation and academic achievement of tribal and non-tribal students.

5. To find out the differences between the tribal students studying in tribal and mixed schools, and between non-tribal students studying in non-tribal and mixed schools on psychological differentiation and academic achievement.

6. To find out the relationship between students' psychological differentiation and academic achievement for the total group as well as in different subgroups like tribal, non-tribal and matched teacher-student groups in tribal, non-tribal and mixed schools.

7. To examine the nature of relationships between teacher variables (demographic characteristics, expectations, competency and teaching strategy) and students' psychological differentiation and academic achievement in the total group as well as in different subgroups.

8. To probe into the perceptions of teachers, parents
and officers in-charge about the primary education in tribal area of Phulbani district.

The following hypotheses were tested:

1. The main as well as interaction effects of teacher and school type will be significant on teachers' expectations, competency and teaching strategy.

2. There will be positive and significant relationships among teachers' demographic characteristics and their expectations, competency and teaching strategy.

3. The main as well as interaction effects of matched teacher-students type, school type, students' gender and educational class will be significant on students' psychological differentiation and academic achievement.

4. Tribal students will differ significantly from non-tribal students on psychological differentiation and academic achievement.

5. Tribal students studying in tribal schools will differ significantly from their counterparts in mixed schools, and non-tribal students studying in non-tribal schools will differ significantly from their counterparts in mixed schools on psychological differentiation and academic achievement.

6. There will be positive and significant relationships between students' psychological differentiation and academic achievement in tribal, non-tribal and mixed schools.
7. There will be positive and significant relationships among teachers' demographic factors, expectations, competency, teaching strategy scores and students' psychological differentiation and academic achievement in the total group as well as in different subgroups.

8. Teachers, parents and officers-in-charge of educational development will differ in their perceptions and attributions of educational backwardness among the tribals.

Research Design

A two layer Ex-Post Facto design was used for the study. The first layer consisted of the order of 2 (tribal and non-tribal teacher) X 3 (tribal, non-tribal and mixed school) for the teachers. The second layer had 3 (tribal, non-tribal and mixed schools) X 2 (matched teacher-students similar*/dissimilar** type) X 2 (male/female) X 2 (educational class - IV and V) order for the students.

* Matched teacher-student similar type: tribal teachers teaching tribal students/non-tribal teachers teaching non-tribal students.

** Matched teacher-student dissimilar type: tribal teachers teaching non-tribal students/non-tribal teachers teaching tribal students.

Sample

The purposive sampling method was used for the study. The sample was drawn from the Phulbani district of Orissa inhabi-
ted by the Kondh tribe. The Kondh is a major tribe of Orissa with a low literacy rate of 2.3% (1981 census).

A total of one hundred and twenty teachers (sixty tribal and sixty non-tribal), and six hundred students (three hundred tribal and three hundred non-tribal) from tribal, non-tribal and mixed schools were included in the study. Students included males and females studying in class IV and V. Teachers and students were matched according to ethnic similarity and dissimilarity in three different schools as shown below.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Tribal Teachers/ Students</th>
<th>Matched Teacher- Student Type</th>
<th>Non-tribal Teachers/ Students</th>
<th>Matched Teacher- Student Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal</td>
<td>20/100 (tribal students)</td>
<td>Similar</td>
<td>20/100 (tribal students)</td>
<td>Dissimilar</td>
</tr>
<tr>
<td>Non-tribal</td>
<td>20/100 (non-tribal students)</td>
<td>Dissimilar</td>
<td>20/100 (non-tribal students)</td>
<td>Similar</td>
</tr>
<tr>
<td>Mixed</td>
<td>10/50 (tribal students)</td>
<td>Similar</td>
<td>10/50 (non-tribal students)</td>
<td>Similar</td>
</tr>
<tr>
<td></td>
<td>10/50 (non-tribal students)</td>
<td>Dissimilar</td>
<td>10/50 (tribal students)</td>
<td>Dissimilar</td>
</tr>
</tbody>
</table>

Procedure For Sample Selection

Initially the Block Development officers were contacted and the lists of primary schools were obtained from the offices. It contained information on teacher and student strength along with their ethnic identities as tribals or non-tribals. On the basis of students' population and ethnicity, schools were classified into three types namely
tribal (where the percentage of tribal students was 80% to 100%), non-tribal (where the percentage of non-tribal students was 80% to 100%) and mixed schools (where the percentage of either tribal or non-tribal was 40% to 60%), and in all these schools both tribal or non-tribal teachers were appointed to teach the students. Next, teachers and students were selected from each of these schools on the basis of teacher-student ethnic similarity and dissimilarity to obtain the desired sample groups.

Variables

**Matching Variables**

- Teacher type (tribal and non-tribal)
- School type (tribal, non-tribal, and mixed)

**Explanatory Variables**

- Teacher expectations, competency and teaching strategy

**Demographic Variables**

- Teachers' educational qualifications, years of service, income and age

**Student Variables**

- Student type (tribal and non-tribal)
- Gender (male and female)
- Educational class (class IV and V)
- Psychological differentiation
- Academic achievement
Tools

The following tools were used for the teachers and students;

1. Teachers' Personal Information Sheet.
2. Teacher Expectation Form - Developed by the present researcher.
3. Teacher Characteristic Description Form - Modified version of Arora's (1975) scale.
4. Teaching Strategy Inventory based on Entwistle and Ramsden's (1983) Student's Studying Inventory.
5. Student's Personal Information Sheet.
6. Story Pictorial Embedded Figure Test (SPEFT) by Sinha (1984).
7. Student's last annual examination marks as an index of academic achievement.

Qualitative data

Views of teachers (both tribal and non-tribal in tribal, non-tribal and mixed schools), parents and officers-in-charge of educational development, were collected through interviews and discussions along with their suggestions to improve the educational status of the tribals.

After the initial rapport, questionnaires and tests were administered individually to the teachers as well as to the students.

Data Analysis

Data were analysed by using both the quantitative and
qualitative methods. Data on teachers, students and teachers-students combined were analyzed by quantitative methods using ANOVA, 't' tests, Pearson correlations (r) and rank order correlations (P). A part of the qualitative data which comprised of teachers' responses were quantified using percentages and Ps (rhos). The other half of the data based on discussions with parents, teachers and officers-in-charge were content analyzed and integrated into the discussion.

CONCLUSIONS

On the basis of the results, the following conclusions were drawn:

1. Teacher type had significant main effect on most of the teacher attributes. The tribal teachers differed significantly from the non-tribal teachers on expectations (total expectations and its dimensions namely, expectations from the school, self and colleagues, parents and students), competency (total competency and its dimensions namely, personal characteristics, professional characteristics, academic background, pupil-teacher relation, classroom management and miscellaneous characteristics), and the use of some teaching strategies (meaning orientation and its dimensions like, deep approach, relating ideas and intrinsic motivation; strategic approach and achievement motivation-dimensions of reproducing orientation; styles and pathologies of teaching approach and its dimension like globetrotting). The non-tribal teachers had higher mean scores on all
variables and associated dimensions. They had higher expectations, were more competent and adopted some of the teaching strategies more often than their tribal counterparts. The better performance of the non-tribal teachers was explained in terms of their enriched exposure in a non-tribal social milieu. Results were found in the expected direction.

2. School type had significant main effect on teacher attributes like expectations and all its dimensions; competency and some of its dimensions namely academic background, pupil-teacher relation, miscellaneous characteristics; teaching strategies like meaning orientation and its dimensions of intrinsic motivation; reproducing orientation and its dimensions, extrinsic motivation, achieving orientation and comprehensive teaching-a dimension of styles and pathologies of teaching strategy.

Inter-school differences indicated that the teachers in tribal, non-tribal and mixed schools differed significantly on most attributes. Teachers in non-tribal schools had higher expectations (total expectations, expectations, from school, self and colleagues, parents and students), were more competent (total competency and professional characteristics, academic background, pupil-teacher relations and miscellaneous characteristics), and used certain teaching strategies (like meaning orientation and its dimension of intrinsic motivation, achieving orientation and its dimension
of strategic approach, styles and pathologies of teaching strategy and dimensions of comprehensive teaching, globetrotting and operation teaching) more often than the teachers in tribal and mixed schools. However, teachers in tribal and mixed schools adopted reproducing orientation approach and its dimension of syllabus boundness more than their counterparts in non-tribal schools. Superior performance of the teachers in non-tribal schools was interpreted as the product of better teaching and work conditions in the non-tribal schools.

3. The non-tribal teachers in non-tribal schools showed highest expectations (total expectations and dimensions of expectations from school, self and colleagues, parents and students), competency (total competency and dimensions of professional characteristics, academic background, pupil-teacher relations and miscellaneous characteristics) and adopted certain teaching strategies (like meaning orientation and its dimensions of deep approach, relating ideas and intrinsic motivation; and globetrotting—a dimension of styles and pathology of teaching strategy) more frequently than the teachers in any other group. There were thus, significant teacher and school type interaction effects on the variables and some dimensions. Better school quality as well as socio-cultural exposure led to the superior performance of the non-tribal teachers in non-tribal schools. Findings were in the expected direction. Results were interpreted by using theoretical propositions advocated by Vroom (1964)—expectancy

4. Teachers in the high income group had higher expectations, were more competent and adopted meaning orientation teaching strategy more often than those in low income group. Younger teachers had higher expectations than the elder ones. Thus, income and age emerged as two important demographic variables of teacher's professional attributes. The results were found in line with the findings of Ryans (1969), Debnath (1972) and Khanuja (1973), who found a positive and significant relationship between income and teaching effectiveness. Ryans (1969) also reported that the young teachers were more effective.

5. The matched teacher-students condition had significant main effects on students' academic achievement but not on psychological differentiation. It appeared that the matched teacher-students similar condition i.e the socio-cultural congruity between the teachers and students, facilitated students' academic achievement, although their psychological differentiation remained unaffected. The finding on students' academic achievement, supported the assumptions made by Heath (1971), Kirknes (1986) and the philosophy underlying National policy of education (1986). One could argue in two ways; one, whether the students felt more free and comfortable to interact with the teachers coming from the same socio-cultural background and gained academically from
their interactions. Alternatively did favouritism play a role and teachers in order to hide their weaknesses, awarded higher marks to students of their own type. This needed further probe.

6. Students in tribal, non-tribal and mixed schools did not differ significantly on psychological differentiation. However, students in non-tribal schools showed better academic achievement than their counterparts in tribal and mixed schools. Students in tribal schools achieved better marks in examination than those in mixed schools. The findings of comparable mean scores of students on psychological differentiation in tribal, non-tribal and mixed schools were supported by the findings of Mishra and Sinha (1988). They demonstrated that the quality of school (superior Vs ordinary type of schools) did not contribute significantly to the psychological differentiation process. The superior academic performance of students in non-tribal schools also found support in the findings of Veeraraghavan (1985) and Veeraraghavan and Samal (1988) in which superior schools showed better academic results.

7. There were no significant gender differences either on psychological differentiation or on academic achievement. Thus, the sex stereotypic assumption that the male students would have better cognitive ability and thus better academic achievement did not get validated. These results found support in the findings of Sherman (1974), Sinha (1980),
Puspa (1981) and Sinha (1989) that sex did not play a role in cognitive processes. The present findings of no gender differences in academic achievement did not fall in line with the results reported by Aruna (1981) and Bisht (1984), who demonstrated that the males performed better than the females in academic achievement.

8. One class higher-class V students exhibited higher psychological differentiation than class IV students. Better performance of higher class students on psychological differentiation had been explained by the process of maturation and experience. One class higher, students (Class V) were considered one year older than the students in class IV and therefore, more mature to have higher psychological differentiation mean scores. On the other hand, class IV students showed better academic performance than class V students. This had been found possible due to different evaluation systems operating at lower classes and lower difficulty level of courses prescribed for the students compared to those in the higher classes. Thus, educational class had significant main effects on both students' psychological differentiation and academic achievement. The present finding was similar to Tripathy's (1990) results.

9. Female students in tribal schools, class V students in non-tribal schools, male students in class V and Class V male students under matched teacher-students dissimilar condition had higher psychological differentiation mean scores than the students in counterpart groups. Thus, matched teacher-
students condition, school, gender and educational class had significant interaction effects on students' psychological differentiation.

10. Students in non-tribal schools under matched teacher-students similar condition (i.e. the non-tribal students taught by non-tribal teachers in non-tribal schools), and female students under matched teacher-students similar condition (i.e. tribal female students taught by tribal teachers and/or non-tribal female students taught by non-tribal teachers) had higher academic achievement than the students in their counterpart groups. Thus, matched teacher-students condition, school, gender and educational class had some significant interaction effects on students' academic achievement.

11. Tribal and non-tribal students did not differ on psychological differentiation, indicating that both types of students had equal potentiality of cognitive development. Results did tally with the findings of Majeed and Ghosh (1981) in which ethnicity did not adversely affect psychological differentiation. The non-tribal students showed better academic achievement than their tribal counterparts. This difference could be because of greater emphasis laid on academic achievement in the non-tribal culture. Results supported the findings of Rath et al. (1979), Ushashri (1980), Gupta (1983), Bhargava and Marwah (1982), Ameerjan (1984, 1987) who found superior academic
achievement of the non-tribals compared to the tribals.

12. Mixed school setting i.e the integrative education neither contributed to the growth of psychological differentiation nor to academic achievement of tribal and non-tribal students. Rather, the mixed school setting adversely affected the academic achievement of the non-tribal students, when compared with their counterparts in non-tribal schools. The poor functioning of the mixed schools was found related to the impoverished school conditions and ineffective teaching styles used by the teachers. Results of the present study did not corroborate the findings of Tripathy (1990). Tripathy in a study of the Santhal tribe of Orissa found that the integrative education enhanced the cognitive abilities of the tribals. Results were thus, not in the expected direction.

13. Students' psychological differentiation had positive and significant relationship with their academic achievement. It was concluded that students having independent cognitive style showed better academic achievement. Thus, results were in line with the findings of Shade (1983), Saracho (1984), Leo Rhynie (1985), Verma and Swami (1990) and Tripathy (1990).

14. Teachers who were competent and adopted meaning orientation approach enhanced students' psychological differentiation, whereas teachers' expectations, competency and adoption of meaning orientation approach to teaching
facilitated students' academic achievement. The effects of teachers' expectations and competency on academic achievement of students were explained by using Rosenthal and Jacobson (1968) 'self-fulfilling prophecy model and Ryan's' (1969) theory of teachers' competency. Thus, teachers' expectations, competency and the adoption of meaning orientation strategy were found as important determinants of students' cognitive and academic outcomes.

15. Teachers' demographic characteristics namely educational qualifications, years of service, age and income did not have significant correlation either on students' psychological differentiation or academic achievement. It revealed that students' psychological differentiation and students' academic achievement were independent of teachers' demographic characteristics.

16. Although teachers in general had high dissatisfaction about the present state of primary education in Phulbani district, the tribal teachers were more dissatisfied than their non-tribal counterparts. They attributed educational backwardness of tribals to fifteen factors. Poverty emerged to be the most dominating factor. Some of the other important factors were, lack of teaching aids, absence of adequate number of classrooms and teachers, parental illiteracy, teachers' indifference, household and field work done by students etc.

17. A high degree of agreement was found among the tribal
and the non-tribal teachers in tribal and mixed schools in their perceptions of the slow progress of education in tribal area. However, the tribal and the non-tribal teachers in non-tribal schools differed in their perceptions. Differences in teachers' socio-cultural background and the non-tribal teachers' lack of awareness of the problems of the tribals perhaps gave rise to such differences in perception.

18. Teachers pointed out some personal problems which interfered with their interest and efficiency in discharging duties like, problems of accommodation, poor communication, lack of health care facilities, lack of good schools in nearby areas for the education of their children, irregular payment of salaries.

19. Parents and officers in-charge of educational development in the district, identified the grinding poverty of the inhabitants, teachers' callousness, students' help in domestic and agricultural activities, absence of enrollment drive etc. as contributing to the existing problems of educational backwardness. In addition, the officers in-charge regretted the malfunctioning of the bureaucratic machinery in the district in dealing with the existing problems. They also focussed on parental apathy and illiteracy, poor infrastructure of the schools, multiclassroom situations, insufficient number of teachers, unfair selection procedure for the teachers responsible for the slow progress of education in this tribal district.
IMPLICATIONS

1. Since the non-tribal teachers compared to the tribal teachers in tribal as well as non-tribal schools had higher expectations and competency and adopted meaning orientation approach more often, which in turn facilitated students' academic achievement and psychological differentiation (teachers expectations did not influence psychological differentiation); it appeared that well-thought teachers training programmes should be launched, specially for the tribal teachers to improve their efficiency in teaching. Through training and guidance like tips to better preparation, teachers' expectations level and competency can be improved and they can be trained to use meaning orientation approach in teaching.

2. Tribal as well non-tribal students showed equal potential in their psychological differentiation indicating that both were capable of learning the courses of a given difficulty level. This has definite implications. For the tribal students a change in the context of curriculum i.e making the subject matter more relevant to the tribal culture will be desirable than changing the context of the curriculum as per se. It is hoped that such a step will lead to better classroom interactions as well as cognitive and academic achievement of the tribal students.

3. Although non-tribal teachers were found better than their tribal counterparts on many dimensions of the measured
attributes like expectations, competency and teaching strategy, teacher-students similarity emerged out to be a very significant factor. Teacher-students similarity (i.e. tribal teachers teaching tribal students and non-tribal teachers teaching non-tribal students) enhanced students academic achievement. Thus, in spite of the low profile maintained by the tribal teachers on their measured attributes, it was amazing that they facilitated the academic achievement of the tribal students. This has implication for teachers’ placement policy. The tribal teachers should frequently be exposed to teacher orientation programmes to improve their teaching skills.

4. In general, the academic achievement scores of students, both tribal and non-tribal, were low, though non-tribal students scored better than their tribal counterparts. In order to improve the academic standards among the tribal students, all round improvement programmes should be implemented which will include developing school complex, improving the socio-economic conditions, developing parental awareness and formulating effective training programmes for teachers.

5. Tribal students in tribal and mixed schools did not differ either on psychological differentiation or on academic achievement. But the non-tribal students in non-tribal schools showed better academic achievement than their counterparts in mixed schools. Thus, the mixed school educational setting was neither suitable nor productive for
either the tribal or the non-tribal children. To make the integrative education effective and useful, mixed school setting should be improved with better teaching staff, better infrastructure, teaching aids and improved teaching strategies.

6. The placement of younger teachers in tribal areas should be emphasized as they were more enthusiastic and committed to the profession.

7. There was a need to improve the economic conditions of the teachers as teachers in the high income group were more competent holding higher expectations and using effective teaching strategies.

LIMITATIONS

1. Although the sample size was large (both teachers and students) enough to generalize the findings to other tribal groups in the State, a note of caution is necessary as the tribes vary in their organization, customs, beliefs, and perceptions. The schools in different tribal areas also vary in their organizations and conditions of work leading to differences in the teaching-learning processes. The present findings can thus only be accepted as guidelines.

2. Gender differences in teachers’ attributes could not be examined as there were not many female teachers. Research studies show differences in behaviours of male and female teachers. The female teachers are reported to be more
patient, tolerant and successful in teaching at primary level. The present study thus had this limitation.

3. Teachers in this study were matched on two dimensions namely, tribal/non-tribal character and school type. They could not be matched on other demographic features like age, socio-economic status, educational qualifications and teaching experience etc. as the coverage would have required many more times of teachers. This might have shed some meaningful insight into teachers behaviours.

4. The actual chronological age of students, especially of the tribals was not available in the school records. Although the problem was compensated to quite some extent by taking students from class IV and class V, assuming class V students would be one year older than the students in class IV. However, the problem of age estimation remained. Teachers treated all children at the time of admission to class 1 as 6 years old. This seems to be quite an erroneous practice. With the right chronological age, one can establish the development sequence of psychological differentiation.

5. The information on student's demographic characteristics could not be recorded because the data were not available in school records. Moreover, because of time limitations and field constraints, it was not possible to contact every family for the said purpose. The inclusion of data on students' socio-economic status, family patterns,
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socialization etc. might have provided more comprehensive explanation of differences in psychological differentiation and academic achievement.

6. Students' annual examination marks were taken as the index of their academic achievement. It had an element of subjectivity because of the teacher factor. It is known to be a product of both cognitive and social factors. To combat such a problem an average of ranks on three examinations could be a much authentic indicator of students' academic achievement.

7. Though there was a positive relationship between students' psychological differentiation and academic achievement, and tribal and non-tribal students were comparable on their psychological differentiation scores, the superior performance of the non-tribals in academic achievement was striking and needed in-depth probe. As this research was one time study, it was not possible to go back to the teachers with the results and seek explanations and responses. They would have been in a much better position to explain this intricate result.

SUGGESTIONS

The following suggestions emerged from the study for future research for improving the policies and practices of tribal education;
a) Suggestions for future research:

1. Teachers and students from other major tribes of Orissa like Santal, Saura, Bhuinya, Paraja, Kolha etc. can be included to test the generalizability of the findings across different tribal cultures.

2. Both male and female teachers can be included in future studies to examine differences in teacher attributes and its' differential effects on students' psychological differentiation and academic performance.

3. Matched teacher-students type aspect of the present study can be probed further as results showed that the teacher-students similarity enhanced academic achievement of students. It is important to know, if the teachers, in order to hide their weaknesses award high marks to the students of their own socio-cultural/ethnic group.

4. It will also be interesting to compare the psychological differentiation and academic achievement scores of the scheduled caste students with that of tribal and non-tribal students. Scheduled castes live in large number in every tribal village and the research on them will indicate if caste, differed from tribe in, a) affecting students' psychological differentiation and academic performance, b) perceptions relating to the policies and practices in primary education.

On the basis of the qualitative and quantitative data and discussions with teachers, parents and officers-in
charge, the following suggestions emerged that may have relevance for policies and practices in tribal education. The five main issues, namely teacher, school, parents, administration and curriculum are discussed below.

Teacher:

(i) Utmost care should be taken while recruiting teachers for primary schools in tribal areas. Tribal candidates may be given preference in appointments because tribal students feel more at home with them. These teachers should however be given special training in techniques of teaching and assessments etc.

(ii) It was observed that in the interior pockets of Phulbani district, the Kondhs still converse at home in 'Kui' language and their children know only 'kui' when they come to the schools. Therefore, teachers having knowledge of Kui may understand them better and teach effectively.

(iii) Teachers should be sent for refresher courses every now and then at the block level and more so the tribal teachers. Expert teachers from other areas and training personnel should hold demonstrations and workshops to make the teachers aware of the improved methods of teaching.

(iv) Enrolment drives should be intensified and it should be the compulsory duty of every teacher to enroll a fixed number of new students every year and see that the students remained in schools till class 5. For such involvement and
participation, teachers may be given some incentives, like some extra allowance for serving in tribal areas, recognition etc.

(v) Sufficient number of quarters may be constructed to accommodate the teachers in the nearby localities. Meanwhile some house rent allowance may be given.

2. School:

(i) School conditions should be improved. School buildings should be well maintained with regular repairs as necessary. Gardens with flowers and vegetables should be grown to add attraction.

(ii) There should be enough contingency grant to buy chalks, dusters, maps, charts etc. Text books should be supplied in time.

(iii) While constructing the class rooms in-built blackboards should be provided.

(iv) In tribal areas more schools should have hostel facilities. Sevashramas, where hostel is attached, are found to register a low drop out rate.

(v) The quality and quantity of food served to the boarders should be improved and stipend enhanced.

(vi) Games and sports equipments should be provided to the schools for children’s recreation and teachers should encourage the children to take part in them.
(vii) School library should be equipped with books on culture and heritage as well as science and adventure. Schools should also subscribe to a newspaper and a few children's magazines, to keep them abreast of the day to day happenings in the world. Radio or TV set can be an additional booster for children's education, if properly used.

(viii) There should be a minimum of five teachers, one teacher for each class.

(ix) Similarly, there should be five classrooms, one room, for each class.

3. Parents:

(i) As parental illiteracy is a cause of disregard and disinterest shown by parents for the education of their children, literacy programmes for the adults should be intensified.

(ii) Through mass media, television, slides, video cassettes and group discussions, parents should be made aware of the benefits of literacy and education.

(iii) Anganwadi Centres have been opened in villages under ICDS (Integrated Child Development Scheme/Government of India) in tribal and rural areas. Parents should be motivated to send their younger children to these centres. This would facilitate the school attendance of older children.
(iv) Parents having school-going children should be given a minimum subsidy for sending their children to school.

4. Administration:

(i) Good supervision is indispensable. Negligence in duties and absenteeism of teachers should be dealt with.

(ii) Officers-in-charge of the supply of food items to schools and hostels should see to it that the food does not get pilfered.

(iii) Steps should be taken to ensure the supply of books in time at the beginning of the academic session.

(iv) There should be free supply of papers, pencils, exercise books, slates, chalks etc.

5. Curriculum:

(i) At present there is no separate curriculum for the tribal children reading in primary schools. There is a widely felt need to make the curriculum meaningful and relevant for the tribals in their cultural setting. This should be done by the teachers.

(ii) Tribal children in primary schools along with the regular teaching may be given training in vocational streams like horticulture, agriculture, carpentry, fishery, dairy farming, poultry keeping, tailoring etc. This could improve their economic conditions.