

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

R.MERCY, M.A., M.Ed.

**Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION**

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2005**

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DECLARATION

I, Mercy.R, do hereby declare that this thesis entitled **“CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA”** is a bonafide record of research work carried out by me under the guidance and supervision of Dr.C.P.Sreekantan Nair.

I do declare that this thesis has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or Recognition before.

Calicut University Campus,
16-10-2005



MERCY.R

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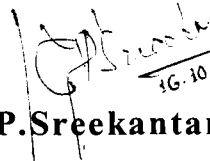
**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2005**

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CERTIFICATE

I, **Dr.C.P.Sreekantan Nair**, do hereby certify that the thesis entitled "**CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA**" is a bonafide work carried out by **Smt.Mercy.R**, Research Scholar, under my guidance and supervision and that no part of this work has been submitted for any other Degree, Diploma, Title or Recognition before.

She is allowed to submit the thesis for the award of the Degree of Doctor of Philosophy in Education of the University of Calicut.


16.10.2005
Dr.C.P.Sreekantan Nair,

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CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Chapter	Title	Page No.
I	INTRODUCTION	1-12
II	TRIBES IN KERALA	13-35
III	REVIEW OF RELATED LITERATURE	36-82
IV	METHODOLOGY	83-119
V	ANALYSIS	120-297
VI	CONCLUSIONS AND RECOMMENDATIONS	298-313
	BIBLIOGRAPHY	314-321
	APPENDICES	

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LIST OF TABLES

Table. No.	Title	Page No.
2.1	District-wise distribution of tribes folk in Kerala.	14
2.2	Details regarding the habitat of different Tribes in Kerala	19
2.3	Development of Primitive tribes – Financial and physical Achievements during Annual plan 1991-92, 1992-93, 1993-94, 1995-96 and 1996-97 (Special Central Assistance scheme)	21
2.4	Distribution of scheduled tribe workers in Kerala	22
2.5	Number of tribal families living below poverty line	24
2.6	Rank of Kerala in literacy	27
2.7	District-wise literacy rates of Scheduled tribes in Kerala	28
2.8	Literacy rates in India 1941-1991 (Male/Female)	30
2.9	Growth rates in women's literacy (ST/General)	30
2.10	Sex-wise and community – wise literacy rates – 1991.	31
2.11	Institutions functioning under scheduled Tribes Development Department in Kerala	32
2.12	Aid for pre-matric pupils	33
4.1	Sex-wise distribution of tribal pupils	95
4.2	Age-wise distribution of scheduled tribe pupils	95
4.3	Standard-wise distribution of tribal pupils	96
4.4	Tribe-wise distribution of pupils	97
4.5	Mother tongue-wise distribution of tribal pupils	98
4.6	Educational status of parents of the tribal pupils	98
4.7	Educational status of siblings of tribal pupils	99
4.8	Designation-wise distribution of teachers	100
4.9	Sex-wise distribution of teachers	101

4.10	Community-wise distribution of teachers	:	101
4.11	Qualification – wise distribution of teachers	:	102
4.12	Experience – wise distribution of teachers	:	103
4.13	Subject – wise distribution of teachers	:	104
4.14	Number of tribal pupils taught by teachers	:	105
4.15	Tribe-wise distribution of parents	:	106
4.16	Occupation of tribal parents	:	107
4.17	Monthly income-wise distribution of the family of the tribal parents	:	107
4.18	Educational status-wise distribution of tribal parents	:	108
4.19	Family structure-wise distribution of tribal parents	:	109
4.20	School going children of tribal parents	:	109
4.21	Unenroled children of tribal parents	:	110
4.22	Community- wise distribution of social workers	:	111
4.23	Religion-wise distribution of social workers	:	111
4.24	Experience-wise distribution of social workers	:	112
4.25	Category-wise classification of social workers	:	112
4.26	Educational status-wise distribution of educational experts	:	113
4.27	Experience of the educational experts	:	114
4.28	Table showing tribal hamlets selected for participant observation	:	115
5.1	Enrolment of tribal pupils at the primary school level	:	121
5.2	Enrolment of tribal pupils at the upper primary school level	:	123
5.3	Enrolment of tribal pupils at the secondary school level	:	124
5.4	Total enrolment of tribal pupils from 1956-57 to 2003 - 04 in all standards.	:	126
5.5	District-wise enrolment of tribal pupils from 1975-76 on words	:	128

5.6	Section and management-wise distribution of tribal pupils	:	129
5.7	Drop out percentage of scheduled tribe pupils from 1997-98 to 2001-02.	:	131
5.8	Occupation of fathers of scheduled tribe pupils	:	140
5.9	Occupation of mothers of tribal pupils	:	141
5.10	Monthly income of tribal families	:	142
5.11	Residential accommodation of tribal pupils	:	143
5.12	Types of houses of tribal pupils	:	143
5.13	Facilities available in the houses of tribal pupils for study	:	144
5.14	Details of tribal pupils helping parents after school hours.	:	145
5.15	Details of tribal pupils working for wages during school days	:	145
5.16	Table showing details of tribal pupils working for wages during holidays.	:	146
5.17	Table showing parental demand to discontinue education for want of finance.	:	146
5.18	Table showing previous discontinuation because of financial crisis	:	147
5.19	Table showing whether prevailing financial difficulties affect education adversely	:	148
5.20	Table showing the types of difficulties confronted with due to poor financial conditions	:	148
5.21	Social factors adversely affecting the education of the tribal pupils	:	150
5.22	Economic factors adversely affecting the education of the tribal pupils.	:	151
5.23	Parental opinion regarding their poor financial position affecting the education of their children	:	152
5.24	Ways by which poor financial condition of tribal parents affect the education of their children	:	153
5.25	Tribal pupils sent to work for wages	:	154
5.26	Working schedule of tribal pupils	:	154

5.27	Reasons for sending tribal pupils to work for wages	:	155
5.28	Whether education is hindered because of working for wages	:	156
5.29	Types of hindrances faced by tribal pupils because they work for wages	:	156
5.30	Socio-economic factors affecting the education of tribal pupils: opinion of social workers	:	158
5.31	Suggestions to overcome socio-economic constraints in tribal education: opinion of social workers	:	159
5.32	Socio-economic factors adversely affecting the education of tribal pupils: opinion of educational experts	:	161
5.33	Suggestions of educational experts to overcome socio-economic constraints in the education of tribal pupils	:	163
5.34	Data showing governmental educational incentives received by tribal pupils	:	180
5.35	Adequacy of educational incentives	:	181
5.36	Table showing the impact inadequate incentives upon the education of tribal pupils	:	182
5.37	Data showing additional incentives sought by tribal pupils	:	182
5.38	Data showing tribal pupils residing in tribal hostels	:	183
5.39	Advantages of residing in hostels	:	184
5.40	Data showing distance from residence to schools	:	185
5.41	Mode of travel of tribal pupils from residence to schools	:	185
5.42	Data showing the desire of tribal pupils to join tribal hostels	:	186
5.43	Possible advantages of joining tribal hostels: opinion of tribal pupils	:	187
5.44	Data showing possibility of education if incentives are withdrawn	:	188

5.45	Table showing the adequacy of educational incentives: opinion of teachers	:	189
5.46	Additional incentives sought for tribal pupils: teachers opinion	:	190
5.47	Incentives received for the education of tribal children: parental opinion	:	191
5.48	Spending of educational incentives: parental opinion	:	192
5.49	Adequacy of the incentives received: parental opinion	:	193
5.50	Adequacy of the different types of incentives received: parental opinion	:	193
5.51	Possible impact of inadequate incentives upon the education of tribal pupils: parental opinion	:	194
5.52	Additional incentives sought by tribal parents	:	195
5.53	Chances of discontinuation of education if incentives are withdrawn	:	196
5.54	Adequacy of the educational incentives: opinion of social workers	:	197
5.55	Additional educational incentives sought for tribal pupils by social workers	:	198
5.56	Adequacy of educational incentives: opinion of Educational experts	:	200
5.57	Additional incentives sought for tribal pupils by educational experts	:	201
5.58	Table showing opinion of tribal pupils about the attitude of parents towards their education	:	207
5.59	Parental attitude towards education	:	208
5.60	Ways in which parental attitude affect the education of their children	:	209
5.61	Table showing encouragement from parents for education	:	209
5.62	Compulsion from parents to study at home	:	210
5.63	Nature of compulsion of tribal parents to study at home	:	211
5.64	Study after school hours	:	211
5.65	Time spent for study after school hours	:	212

5.66	Table showing reasons for not studying after school hours.	:	213
5.67	Additional spending of money by tribal parents	:	214
5.68	Additional amount spent by parents per month	:	214
5.69	Data showing the attitude of tribal parents towards education: teachers opinion	:	215
5.70	Data showing percentage of tribal parents having unfavourable attitude towards education: opinion of teachers	:	216
5.71	Data showing ways by which unfavourable parental attitude affect the education of tribal children	:	217
5.72	Tribal parental attitude towards the education of their male children	:	218
5.73	Expected level of education for male children	:	219
5.74	Reasons for not showing favourable attitude towards the education of boys	:	220
5.75	Data showing the tribal parental attitude towards the education of their female children	:	221
5.76	Expected level of education for girls	:	221
5.77	Reasons given by tribal parents for having unfavourable attitude towards the education of their girl children	:	222
5.78	Compulsion to study at home	:	223
5.79	Duration of compulsion to study at home	:	224
5.80	Data showing how unfavourable parental attitude affect the education of tribal children	:	225
5.81	Ways by which unfavourable parental attitude affect the education of tribal children	:	227
5.82	Table showing receipt of special consideration from teachers	:	236
5.83	Table showing discrimination from teachers	:	237
5.84	Additional help from teachers	:	237
5.85	Kinds of additional help received from teachers: student opinion	:	238

5.86	Lack of additional help affecting education	:	239
5.87	Types of difficulties experienced in the absence of additional help from teachers: student opinion	:	239
5.88	Expectation about further additional help from teachers: student opinion	:	240
5.89	Kinds of additional further help anticipated from teachers: student opinion	:	241
5.90	Existence of additional difficulties while teaching tribal pupils: teacher opinion	:	242
5.91	Kinds of difficulties confronted in teaching tribal pupils: teacher opinion.	:	242
5.92	Extension of additional help to tribal pupils	:	243
5.93	Kinds of additional help provided by teachers	:	244
5.94	Extension of additional help to tribal pupils: Parental opinion	:	245
5.95	Kinds of additional help extended by teachers: Parental opinion	:	245
5.96	The positive impact of additional help on the education of tribal pupils: Parental opinion	:	246
5.97	Impact of no additional help by teachers on the education of tribal pupils: parental opinion	:	247
5.98	Lack of additional help from teachers and its impact on education	:	247
5.99	Kinds of additional help anticipated from teachers	:	248
5.100	Impact of lack of additional help from teachers upon the education of tribal pupils.	:	249
5.101	Data showing additional help extended by teachers in the education of tribal pupils	:	251
5.102	Kinds of more additional help expected from teachers: Opinion of educational experts	:	252
5.103	Table showing impact of lack of additional help from teachers on the education of tribal pupils	:	253
5.104	Existence of academic constraints	:	259
5.105	Types of academic constraints confronted by tribal pupils	:	259

5.106	Existence of academic constraints among tribal pupils: opinion of teachers.	:	260
5.107	Types of academic constraints: opinion of teachers	:	261
5.108	Suggestions by teachers to overcome academic constraints	:	262
5.109	Existence of academic constraints: parental opinion	:	263
5.110	Types of academic constraints: parental opinion	:	263
5.111	Academic constraints of tribal pupils: opinion of social workers	:	264
5.112	Containing academic constraints: suggestions by social workers	:	265
5.113	Academic constraints of tribal pupils: opinion of educational experts	:	266
5.114	Educational experts suggestions to overcome academic constraints	:	267
5.115	Table showing the adequacy of laboratory facilities.	:	276
5.116	Adequacy of library/reading room facilities	:	276
5.117	Adequacy of school building facilities	:	277
5.118	Adequacy of furniture in schools	:	277
5.119	Availability of teachers	:	278
5.120	Facilities for co-curricular activities	:	278
5.121	Availability of play ground facilities	:	279
5.122	Inadequate school facilities affecting education	:	279
5.123	Ways in which inadequate school facilities affect education adversely	:	280
5.124	Improvement in school facilities and increase in the learning: student's opinion	:	281
5.125	Ways by which increase in school facilities promote education	:	282
5.126	Adequacy of school facilities.	:	283
5.127	Ways in which inadequate school facilities affect the education of tribal pupils	:	284
5.128	Improvement in school facilities and increasing learning: teachers opinion	:	285

5.129	Ways by which increase in school facilities promote learning of tribal pupils	:	286
5.130	Adequacy of school facilities: Parental opinion	:	287
5.131	Ways in which inadequate school facilities affect the education of tribal pupils	:	287
5.132	Improvement in school facilities and increase in learning: Parental opinion	:	288
5.133	Adequacy of prevailing facilities: opinion of social workers	:	289
5.134	Ways in which inadequate school facilities affects the education of tribal pupils: opinion of Social workers	:	290
5.135	Ways by which increase in school facilities promote education : opinion of Social workers	:	291
5.136	Adequacy of prevailing school facilities: opinion of educational experts	:	292
5.137	Ways in which inadequate school facilities affect adversely the education of tribal pupils: opinion of educational experts.	:	293
5.138	Ways in which increase in school facilities promote education: opinion of educational experts.	:	294

DIAGRAM

Diagram No.	Title	Page No.
1	Drop out rate (%) 1997-98 To 2001-02	: 133

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LIST OF APPENDICES

Appendix

- I. Questionnaire to Scheduled Tribe Pupils
(English version)**
- II. Questionnaire to Scheduled Tribe Pupils
(Malayalam version)**
- III. Questionnaire to Teachers in Schools
(English version)**
- IV. Questionnaire to Teachers in schools
(Malayalam version)**
- V. Questionnaire to Scheduled Tribe Parents
(English version)**
- VI. Questionnaire to Scheduled Tribe Parents
(Malayalam version)**
- VII. Structured Interview Schedule for Social workers**
- VIII. Structured Interview schedule for Educational experts**

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CHAPTER I

INTRODUCTION

- ❖ *Introduction*
- ❖ *Need and Importance of the study*
- ❖ *Statement of the problem*
- ❖ *Definition of terms*
- ❖ *Objectives of the study*
- ❖ *Scope and limitation of the study*
- ❖ *Methodology in brief*
- ❖ *Organization of Research Report*

INTRODUCTION

The tribal population is found in almost all parts of the world. India has a very large concentration of tribal population. These tribes are believed to be the earliest settlers in Indian Peninsula. They are the earliest inhabitants of the country, who were unable to defend themselves and were gradually forced to recede before the invading hords of such people as the Dravidians, Indo-Aryans and Mangolians coming from the west, north-west and north east respectively who were not only superior in numerical strength but also in mechanical equipment.

Though the tribes were the original inhabitants; for centuries they were treated as second class citizens, kept in ignorance and thus relegated from the main stream of national life. Their living conditions fall far below the accepted standards and there remains a wide gap between them and rest of the society. Social inequality has remained the chief characteristic of Indian society. Scheduled Tribes form the lowest rung of the social and economic ladder and are educationally the most backward section of our country. The exploitation process can be checked only with the help of a good dose of educational awareness, which alone can build an inner strength in them.

Education is a powerful instrument for individuals to achieve upward social and economic mobility and achieve power and status in the society. It is a source of equality, mobility and empowerment both at the individual and at the societal. The socio-economic growth of a country depends, to a large extent, on the rate of literacy and the availability of skilled and educated man power. Education can be conceived as the panacea of all social ills and evils. No programmes for social improvement can be planned and implemented successfully unless the people are educated.

The uplift of depressed classes is a must for the establishment of a welfare state. Among the depressed classes tribal population is the most backward. There are about 35 tribal communities in Kerala. The Scheduled tribes population of the state is 3.64 lakhs according to 2001 census and this constitutes 1.14 per cent of the total population of the state.

With the attainment of independence both the Government and leaders were conscious of the need for the welfare of tribes. Tracing the historical back ground of the term scheduled tribe as used in the constitution, it may be stated that during the debates in the Constitution Assembly, Shri.Jaipal singh had favoured the use of the term Adivasi, instead of 'Scheduled Tribe'. It was not accepted. The reason for this is explained by Dr.B.R.Ambedkar, Chairman, drafting committee of the constitution as "the word 'Adivasi' is really a general

term which has no specific legal de jure connotation" whereas, the word 'Scheduled Tribe' has a fixed meaning, because it enumerates the Tribes. In the event of the matter being taken to a court of law, there should be a precise definition as to who these adivasis are. It was therefore, decided to enumerate the adivasis under the term to be called 'Scheduled Tribes'.

The importance of education has been duly recognized by Indian Constitution. And many provisions have been included in the constitution. Under article 246 in Schedule VII entries 63, 64, 65 and 66 of list I (the Union list) and entry 25 of list III (the Concurrent list) shows the importance given for education under the constitution. Article 45 makes provision for free and compulsory education for children until they complete the age of fourteen years. Right to education has been granted by the 86th Constitutional Amendment carried out in 2002. The Amendment stipulates that the "government shall provide free and compulsory education to all children from the age of 6 to 14 in such a manner as the State may by law determine". The act also enjoins upon the parents to send their children to school by including it as a fundamental duty under Article 51A. Further, it enjoins on the State to endeavor to provide early childhood care and education to all children until they complete six years of age. It may be noted that if a child is denied this right he can take the state to court.

Article 46 of the constitution states – “The state shall promote with special care for the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitations”. In addition to the safeguards provided by Article 46, Article 15(4) and 16(4) also contribute to the realization of equality by removing inequality, social and educational, suffered by the Scheduled Tribes for centuries. Article 339 also empowers union government to give directions to state government for drawing up or executing schemes considered essential for the welfare of the Scheduled Tribes. The article reads as “Control of the Union over the administration of Scheduled areas and the welfare of the Scheduled Tribes”. In addition to this constitutional safeguards and provisions to ameliorate the social, educational and economical conditions of scheduled tribes various educational schemes and programmes have been launched by the government of India since independence.

Nothing but education can bring an over all change in tribes in order to give them scope to cope up with the civilized citizens of the country. Kothari Commission (1964-66) has remarked that “One of the important social objectives of education is to equalize opportunity, enabling the backward and under privileged class and individuals to use education as a lever for improvement of their conditions. Every society that values justice and is anxious to

improve the lot of common man and cultivate all available talents, must ensure progressive equality of opportunity to all sections of the population. Thus, it is the only guarantee for the building up of an egalitarian and humane society in which the exploitation of the weak will be minimized”.

The educational development of the scheduled Tribes is one of the priorities of the government. But they have remained socially, economically and educationally backward due to prolonged suppression and deprivation. Even now the tribes continue to remain in the lowest strata of the society. Tribal development is essentially a national problem and it demands many positive measures for the uplift of the tribal masses.

Need and importance of the study

Both the central government and the state government and also a few voluntary agencies have dedicated themselves for the cause of the education of the tribes. All the possible measures are taken and all kinds of incentives are offered for the popularization of education among the tribes but they still remain educationally backward. Though it cannot be denied that the tribes are gradually picking up in the area of education, whether the speed of their progress in this regard is to the desired extent is a moot point.

As a teacher the present investigator had the occasion to teach in the tribal belts of Kerala. It was observed during her experience

that the tribal pupils do have many inhibitive constraints with regard to their education. That in spite of the strenuous efforts from the part of the government and other agencies, education of the tribal population is far below the accepted norms bears ample evidence for this. And also various Committees and Commissions appointed by the governments have reported that Scheduled Tribes are educationally the most backward section of the society.

In this connection many relevant questions spontaneously emerge. What is the enrolment status of the tribal pupils in schools? What constraints do they face in their education? What are the educational incentives offered to them? What is the attitude of parents towards the education of tribal pupils? Do they get additional help from the teaching community? Is the academic achievement of the tribal pupils at par with others? How do the socio-economic factors of the tribes interfere with their education? How can the existing constraints be overcome? These and many such questions will find reliable answer only through systematic research.

Systematic and scientific studies are essential to find out the constraints in tribal education to suggest measures that can accelerate the induction of tribes into the formal education system. Though the education system among the tribes has not attained a status at par with the rest of the population the constraints have been rarely studied empirically. A good amount of work has been done on

different aspects of the education of Scheduled Tribes. It has got much relevance in identifying the educational constraints of the tribes. Only through systematic, scientific and sincere investigation alone can the constraints and the impediments in the popularization of education among them be identified. The present study is a humble attempt in this direction.

Statement of the Problem

The present study is entitled "CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA".

Definition of Terms

(i) Constraints

In the present study by constraint is meant the impediments and limitations faced by the tribal pupils.

(ii) Education

In this present study by education is meant the formal system of education.

(iii) Tribe

The term tribe is used to mean all the Scheduled Tribes notified by the Government of Kerala.

(iv) Pupils

The children studying in schools from standard to I to X are termed as pupils.

(v) Kerala

Kerala is the state situated in the south west corner of Indian Republic. The boundaries of the state are Arabian sea in the west,

Karnataka state in the North, Tamil Nadu state in the East and South.

The area of the state in 38,863 Sq-Kms

Objectives of the Study.

General Objective:

The general objective of the study is to identify the constraints in the education of the scheduled tribe pupils of Kerala.

Specific objectives:

The specific objectives of the study are the following

1. To find out the enrolment of tribal pupils from primary school level to secondary school level (Std I to X).
2. To identify the socio-economic factors act as constraints in the education of the tribal pupils.
3. To find out whether the inadequacies of incentives act as constraints in the education of the tribal pupils.
4. To identify whether the parental attitude act as constraints in the education of tribal pupils.
5. To identify the additional help, if any, received by the tribal pupils from teachers.
6. To identify the academic constraints in the education of the tribal pupils.
7. To identify the inadequate school facilities act as constraints in the education of tribal pupils.
8. To offer suggestions to minimize the educational constraints of tribal pupils.

Scope and Limitations of the Study

The present study is mainly intended to identify the educational constraints of the tribal pupils. The inferences arrived from the present study along with the recommendations are expected to go a long way in the restructuring of the education of the tribal pupils in the state. The findings of the study will also help the practicing teachers in handling tribal pupils more effectively.

Any how, the study is not free from limitations. The ideal method to study any problems concerned with the tribes is participant observation. Because of the time limit participant observation was limited only as a supplementary method in this study and it was confined to identify the socio-economic problems, attitude of tribal parents towards education and study habits of tribal pupils. The study, leans heavily on questionnaires and interview schedules for the collection of data. Though these limitations of the tools are likely to affect the findings of the study, all precautionary measures were taken by the investigator to make the collection of data, interpretations and conclusions as objective as possible. The pupil's response was collected from secondary schools only, since pupils below secondary school level were considered as incapable of giving well organized written response related to educational constraints.

The 35 tribal communities scheduled by the Government of Kerala have almost separate customs, conventions and problems.

Their social, educational and financial statuses also vary strikingly. Hence to arrive at universal conclusions equally applicable to all the tribes may be difficult. The study is confined to four major revenue districts with tribal concentrations viz. Wayanad, Palakkad, Idukki and Thiruvananthauram. Covering all the districts and total population would have made the study more reliable.

A few tribes are reported to be living in the dense interior forests of Kerala. They are reported to be quite inhibitive in coming to the limelight. They are beyond the scope of the study.

Any how, the present investigator was well cognizant of these limitations and hence took all precautionary measures to minimize the impact of these limitations and has made the study as objective as possible.

Methodology in brief

The present study is mainly intended to identify the educational constraints of the tribal pupils. Hence survey method was mainly selected for the study. The scheduled tribe pupils from four revenue districts of Kerala viz. Wayanad, Palakkad, Idukki and Thiruvananthapuram was used in the study. This ensures representation to North Kerala, Central Kerala and South Kerala. 1500 tribal pupils, 500 teachers, 150 tribal parents, 25 social workers and 25 educational experts formed the sample of the study. In order

to collect relevant data about constraints in the education of tribal pupils, the investigator developed the following tools.

1. Questionnaire to scheduled tribe pupils of secondary schools
2. Questionnaire to Teachers in schools
3. Questionnaire to scheduled tribe parents.
4. Interview schedule for social workers.
5. Interview scheduled for educational experts.

Participant observation was also used as a supplementary technique in this study to verify and reinforce the data supplied by the respondents.

The data obtained through various tools were analysed using the statistical technique of percentage analysis.

The study has also made use of the records available with the Scheduled Tribes Development Department, Directorate of Public Instruction, State Planning Commission, Bureau of Economic and Statistics, Reports of Committees and Commissions and Educational Survey Reports.

Organization of Research Report.

The thesis is presented in six chapters. The first chapter gives a short introduction, need and importance of the study, statement of the problems, definition of terms, objectives of the study, scope and limitations, methodology in brief and organization of Research Report.

In the second chapter a short general description of the tribes in Kerala is given.

The third chapter provides a Review of the related literature.

The fourth chapter provides a detailed account of the Methodology.

The fifth chapter is dedicated for the analysis of the data collected.

In the sixth chapter the inferences of the study along with corresponding recommendations are provided.

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

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**Thesis submitted for the Degree of
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**DEPARTMENT OF EDUCATION
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CHAPTER II

TRIBES IN KERALA

- ❖ *Distribution of tribes in Kerala.*
- ❖ *Occupation*
- ❖ *Social organization*
- ❖ *Literacy of the scheduled tribes*
- ❖ *Educational incentives*

TRIBES IN KERALA

In this chapter the tribal situation in Kerala with special reference to their education is presented.

Distribution of tribes in Kerala

According to 2001 census the scheduled tribe population of Kerala is 3.64 lakhs, which constitutes 1.14 per cent of the total population and is unevenly distributed in the districts. Wayanad has the highest tribal concentration in the State (17.43 per cent). More than 37 per cent of the Scheduled Tribes are concentrated in Wayanad District. Idukki account for 14 per cent. The lowest proportion of tribal population is in Alappuzha District (0.15 per cent). The population of Scheduled Tribes has slightly increased in 2001 compared to 1991 census (1.10 per cent) Kasargod and Palakkad together constitute more than 19 per cent of the scheduled tribes in the State. Scheduled tribe population is steadily increasing from 1981 Census onwards, though their growth-rate has declined from 22.75 per cent in 1991 to 13.47 percent in 2001. The district wise distribution of Scheduled Tribes population is presented in Table 2.1.

TABLE 2.1

**District-wise distribution of tribes folk in Kerala
(in Lakh) is given below.**

Districts	1971	1981	1991	2001	Percentage of District ST population to total State population
Trivandrum	0.11	0.14	0.16	0.65	0.55
Kollam	0.14	0.07	0.04	0.20	0.16
Pathanamthitta	-	-	0.07	0.53	0.58
Alappuzha	0.01	0.03	0.03	0.15	0.14
Kottayam	-	0.15	0.18	0.94	0.98
Idukki	0.11	0.39	0.50	4.51	4.66
Eranakulam	0.23	0.03	0.05	0.32	0.18
Thrissur	0.01	0.03	0.04	0.16	0.15
Palakkad	0.25	0.29	0.35	1.52	1.49
Malappuram	0.09	0.08	0.11	0.34	0.34
Kozhikode	0.85	0.08	0.04	0.21	0.21
Wayanad	-	0.96	1.15	7.43	17.11
Kannur	0.90	0.40	0.18	0.83	0.81
Kasargod	-	-	0.29	2.52	2.73
Total	2.69	2.61	3.20	1.14	1.10

The list of Scheduled Tribes in Kerala was revised on the basis of the Scheduled Castes and Scheduled Tribes orders (Amendment) Act, 1976. This revised list was adopted in 1981, 1991 and 2001 Census. In the State 35 communities are included in the list of Scheduled Tribes.

The list of Scheduled tribes in Kerala is given below.

1. Adiyar
2. Arandan
3. Eravallan

4. Hill Pulaya
5. Irular, Irulan
6. Kadar
7. Kammara (In the areas comprising the Malabar district as specified by sub section (2) of section 5 of State Reorganization Act 1956 (37 of 1956).
8. Kanikkaran, Kanikkar
9. Kattunayakan
10. Kochuvelan
11. Konda Kapur
12. Kondareddis
13. Koraga
14. Kota
15. Kudiya, Melakudi
16. Kurichiyan
17. Kurumans
18. Kurumbas
19. Maha Malasar
20. Malai Arayan
21. Malai Pandaram
22. Malai Vedan
23. Malakkuravan
24. Malasar
25. Malayan (excluding the areas comprising the Malabar district as specified by sub section (2) of section 5 of the State Reorganization Act, 1956 (37 of 1956).

26. Malayarayar
27. Mannan
28. Marati (in Hosdureg and Kasaragod taluks of Cannore district)
29. Muthuvan, Mudugar, Muduvan
30. Pallayan
31. Palliyan
32. Palliyar
33. Paniyan
34. Ulladan
35. Uraly.

But in 2003 by government order No: 5389/G1/2003/SCSTDD, Dated 23-03-2003 the Maraties were deleted from this list and two other tribes Mavilan, Karimpalan included. Thus at present there are 36 approved tribal communities in Kerala.

As the Scheduled Tribes are the first settlers of this country their physical feature, technology, art, religious lore and concepts seem to point to real historical relationship between the tribes of Kerala and Negritos of Malaysia (LA. Krishna Iyer, 1961). They are known in different names as 'Adivasies', 'Kattujathi' or 'Kattukurman', 'Vanavasi', 'Girijans', 'Forest dwellers' etc.

The tribal communities living in different regions in the state may be classified into seven major territorial groups taking into account their historical, ethnic and socio-cultural relations.

(P.R.G.Mathur, 1977). They are Kazaragod, Wayanad, Attappady, Nilambur, Parambikulam, Idukki and Thiruvananthapuram. The most important tribal communities living in Kasaragod region are the Koragas and Maratis. They are mainly engaged in basketry.

The present Wayanad district was carved out from the North Wayanad of Kannur district and South Wayanad of Kozhikode district. The main tribal communities of this district are the Paniyans, Kurichian, Uraly, Kattunayakans, etc.

Attappady is one of the important forest region of the state. This valley is situated in the Mannarghat Taluk of Palakkad district. Irulars, Mudugars and the Kurumbas are the three main Tribal Communities living in this region.

Nilambur zone is situated in the Mangeri taluk of Malappuram District. The important tribal communities living in this region are the paniyans, Arandans, and Kurumans. Parambikulam region is located in the Chittur Taluk of Palakkad district. The important tribal living in this region is the Kadars of Cochin (Ehrenfels, 1952).

Idukki comprises of the taluks of Pirmad, Udumbanchola, Devikulam, and Thodupuzha. Uralis, Muthuvans, Mannans, Mala Arayans and Mala Ulludans are the major tribal communities living in this region. Nedumangad and Neyyattinkara taluks of the Thiruvananthapuram district constitute the Thiruvananthapuram tribal

region. Kanikkar of Travancore is the most important tribal community living in this region.

Of the 35 tribal communities in the state, the numerically largest are paniyans, Kurichians, Kurumans, Maratis, Kanikarans and Irulars. Details regarding the habitat of different tribes are given in Table.2.2 some of the tribals are grouped together and therefore their number is only 33 in the Table 2.2.

TABLE 2.2
Details regarding the Habitat of different Tribes in Kerala

Sl.No.	Name of Tribe	Habitation
1.	Paniyan	Cannore and Kozhikode
2.	Marati	Cannore
3.	Malayarayar	Kottayam and Ernakulam
4.	Kurumans	Cannore and Kozhikode
5.	Kurichian	Cannore and Kozhikode
6.	Irulan, Irular	Palakkad
7.	Kanikaran or Kanikkar	Thiruvananthapuram and Kollam
8.	Adiyan	Cannore and Kozhikode
9.	Muthuvan, Mudugar or Muduvan	Kottayam and Palakkad
10.	Kattunayakan	Kozhikode and Cannore
11.	Mannan	Kottayam, Ernakulam, Alappuzha, Thiruvananthapuram, Thrichur and Kollam
12.	Ullandan (Hill dwellers)	Kottayam, Quilon, Ernakulam and Thrichur
13.	Hill Pulaya	Palakkad, Trichur and Kottayam
14.	Urlay	Ernakulam, Kollam and Kozhikode
15.	Malayan	Palakkad, Trichur and Kottayam
16.	Malai Arayan	Kottayam, Kollam, Alappuzha and Ernakulam
17.	Palleyan	Kottayam and Thiruvananthapuram
18.	Kurumbas	Palakkad, Kozhikode and Cannore
19.	Kadar	Palakkad, Kozhikode and Cannore
20.	Malai Pandaram	Kollam, Thiruvananthapuram, Ernakulam and Alappuzha
21.	Malai Vedan	Kollam, Thiruvananthapuram, Ernakulam and Alappuzha
22.	Koraga	Cannore
23.	Eravallan	Palakkad, Kottayam and Ernakulam
24.	Kammara	Cannore, Kozhikode and Palakkad
25.	Malakuravan	Thiruvananthapuram, Kollam, Trichur, Kottayam, Alappuzha and Ernakulam
26.	Palliyar	Kottayam, Kollam and Thiruvananthapuram
27.	Kudiya, Malakudi	Cannore
28.	Malasar	Cannore, Kozhikode and Palakkad
29.	Kochuvelan	Kottayam, Alappuzh and Kollam
30.	Arandan	Kozhikode and Cannore
31.	Palliyar	Kozhikode, Cannore and Palakkad
32.	Kondareddis	Palakkad and Cannore
33.	Kota	Kozhikode

Source : Tribal sub plan of Kerala State, State Planning Board, Thiruvananthapuram

The tribal communities with pre-agricultural stage of development and very low literacy rate are recognized as primitive tribes by Government of India. Five communities, viz., Cholonaikan, Kattunaikan, Kurumba, Kadar and Koraga are declared as primitive tribal groups and they constitute nearly 4.8 per cent of the Scheduled Tribe population in the state. They still practice customs and conventions that are unknown to the larger society. According to a survey by the Forest Department (in 1992), 17, 156 Scheduled Tribe families are living in the interior forests in 671 settlements. Majority of them are engaged in the collection of minor forests produces and forest protection works. The cholanaikans, the cavemen of Kerala, Partly live in caves particularly during the monsoon.

Various schemes are being implemented for the development of primitive tribes. The Special Central Assistance funds released by Government of India separately for primitive tribes are fully utilized for their development programme. Special component plans and Tribal sub plans are intended to provide special protective measures to safeguard the interests of Scheduled Tribes and promote their educational and economic progress. Though even after about five decades of development efforts the Scheduled Tribes continue to constitute relatively most backward and vulnerable section of the population with extremely weak economic base. Table 2.3 indicates the financial and physical achievements of Primitive Tribes under Special Central Assistance Scheme.

TABLE 2.3

**Development of Primitive Tribes – Financial and Physical Achievements During Annual Plan
1991-92, 1992-93, 1993-94, 1995-96 and 1996-97
(Special Central Assistance Scheme)**

Sl. No.	Tribe	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		Expenditure	No. of families benefited	Expenditure	No. of families benefited	Expenditure	No. of families benefited	Expenditure	No. of families benefited	Expenditure	No. of families benefited	Expenditure	No. of families benefited
1.	Cholanaickans	3.05	19	2.50	96	0.66	6	0.98	12	-	-	-	-
2.	Kurumbas	2.00	13	4.00	121	5.55	62	5.48	80	-	-	-	-
3.	Kadars	1.00	28	0.96	7	4.20	54	2.45	38	1.00	22	13	14
4.	Kattunaickans	9.14	128	13.02	29.7	8.30	118	11.85	151	19.64	205	15.47	255
5.	Koragas	0.78	23	2.5	25	1.13	212	3.00	260	2.77	306	2.5	248

Occupation

Agriculture labour is the main occupation among Scheduled Tribes. Agriculture sector provides them with the main means of livelihood. Among the tribes agricultural labourers constitute 55.47 per cent. Employment among Scheduled Tribes in the organized sector is relatively low. Work participation rate among the Scheduled Tribes is 46.04 per cent as against state overage of 31.43 per cent. Main reason for the higher participation of Scheduled Tribes women. While the average participation of women in the State is 15.85 per cent, the rate for Scheduled Tribes women is 36.90 per cent. Details regarding the tribal workers in Kerala is presented in Table 2.4

TABLE 2.4
Distribution of Scheduled Tribe Workers in Kerala

Sl.No.	Category	Scheduled Tribes (Percentage)	Total Population (Percentage)
1.	Work Participation Rate		
	(i) Total	46.04	31.43
	(ii) Male	55.14	47.58
	(iii) Female	36.90	15.85
2.	Cultivators	16.66	12.24
3.	Agricultural Labourers	55.47	22.54
4.	Live Stock, Forestry, Fisheries, Housing, Plantations, etc.	15.47	9.24
5.	Servicing and Repairs	0.33	0.99
6.	(i) Household Industry	0.47	2.58
	(ii) Other than Household Industry	2.96	11.60
7.	Construction	0.48	4.00
8.	Trade and Commerce	1.38	12.64
9.	Transport, and Communication	1.50	5.99
10.	Other services	5.28	15.18

Source: Tribal sub plan, annual report, 2000.

The tribes in Kerala do not stick on to any one particular occupation alone. They usually change their occupation from one to another depending upon the availability of jobs, climatic conditions and variations in seasons. Farm operations and related activities constitute the main traditional occupation of all tribes.

Next to agriculture, collection of hill produce is the important occupation of tribes in the State. The tribes have the monopoly in the collection of minor forest produces. Food gathering, hunting and fishing supplement their income. Majority of the tribal communities practice shifting cultivation. "their day starts and ends with the battle for food and they seldom find time to earn for their essential needs" (A.A.D.Luiz, 1962).

'As a result of large scale influx of plains people especially from central Travancore, the tribal population of Wayanad, has been reduced to a minority (PRG Mathur, 1977). Most of the tribal agricultural labourers, particularly in the southern districts, have been victims of tribal land alienation, caused by outright cheating.

A tribal is a born borrower. His ignorance is exploited by many who come into contact with him, "Hardworking, god fearing, honest and humble theirs is a society ridden with superstition and ignorance which makes them vulnerable and extremely backward (G.S. Deoganger, 1979). The occupational pattern of the Scheduled Tribes would reveal their relative economic backwardness. Most of

the tribals are agricultural labourers, still they face poverty. Tribal families with annual family income below Rs. 11,000/- are considered to be below poverty line. A survey conducted by the Rural Development Department in 1992 shows the number of Tribal families living below poverty line.

TABLE 2.5
Number of Tribal families living below poverty line – 1992

Sl.No.	District	Total No. of Schedule Tribe Families	Number of Scheduled Tribe Families below poverty line	Poverty Rate (%)
1.	Thiruvananthauram	4059	2161	53.23
2.	Kollam	925	95	10.27
3.	Pathanamthitta	1647	722	43.83
4.	Alappuzha	651	47	7.21
5.	Kottayam	3999	749	18.72
6.	Idukki	11561	6422	55.76
7.	Ernakulam	1212	118	9.73
8.	Thrissur	967	430	44.46
9.	Malappuram	2363	1247	52.77
10.	Palakkad	8610	4571	53.08
11.	Wayanad	23287	14063	60.38
12.	Kozhikode	1215	288	23.70
13.	Kannur	3635	196	5.39
14.	Kasaragode	5355	2555	47.71
Total		69441	33664	48.47%

Source : Tribal Sub Plan, Directorate of Scheduled Tribes Development, Thiruvananthapuram

Social Organization

Almost all tribal groups have their own administrative Heads (Moopan). Moopan is assisted by Kuruthalai (Peon) and Bandari (Cashier). In certain tribal communities the same person will act as both priest and administrative head. While selecting tribal chief, both matrilineal and patrilineal systems are followed. "But now due to the influence of people from country parts, with whom the tribals have come into contact, the tribal chief has lost his special power and privileges and he acts as their guide only in religious and social matters" (Tribal Sub plan of Kerala, State Planning Board). The Moopan presides over all the socio-cultural and religious ceremonies. He is expected to tackle all the common problems such as problems related to adultery, divorce, dispute over property, theft etc.

Arason are the headman of Kurumbas. In the past the headman had an assistant known as Varijin and an executive officer known as Kolkaran. The Chapli (priest) is an important person at funeral and marriage ceremonies.

Another popular personality among the tribes of each settlement is the Mannukaran (Knower of the soil). During agricultural seasons, Mannukaran is the first to sow the seeds, and he performs certain offerings to the Karai Daivam, for a successful crop yield.

Most of the tribes are animists. They believe in ghosts and spirits and make periodical offerings. Due to the contact with the plains many tribes have changed their religious belief. "Most of the tribals in Kerala are either fully or partially assimilated into the Hindu fold. A few other remain outside of either because they are converted to other religions or because they do not regularly interact with the Hindus due to various reasons" (L.A.Krishna Iyer, 1973).

Literacy of the scheduled tribes

It was only after independence many new programmes for the uplift of the backward classes in general and Scheduled Tribes in particular were launched. Article 46 of the Indian Constitution States that, " the state shall provide special care of the educational and economic interests of the weaker sections of the people". The Report of the Education Commission (1964-66) categorically states, "the education of the backward classes in general and of the tribals in particular is a major programme of equalization and national integration. No expenditure is too great for the purpose. The third five year plan in its introduction to the section on education has rightly stated, "Education is the most single factor in achieving rapid economic development and technological process in creating a social order founded on values of freedom, social justice, equal opportunity.

Kerala state had introduced several tribal educational programmes right from the inception of Development Plans. Still,

tribal literacy is the lowest in Kerala when compared to the other sections of the population. According to 1991 census, Kerala achieved the highest literacy rate of 89.81 percent among the states in India as against the all India average of 52.21 percent. The achievement of Kerala in the literacy level of various categories is presented in Table 2.6.

TABLE 2.6

Rank of Kerala in literacy

Sl.No.	Aspects of Literacy	Literacy Rate	Rank
1.	Total Literacy Rate	89.81	I
2.	Male Literacy Rate	93.62	I
3.	Female Literacy Rate	86.17	I
4.	Literacy Rate of Scheduled Castes	79.66	I
5.	Literacy Rate of Scheduled Tribes	57.22	V

Source : Census of India, 1991

The table above clearly shows that Kerala has achieved envious position with regard to various aspects of literacy. But, with respect to tribal literacy, Kerala has only fifth position. This is a point to be taken into account seriously.

The Literacy rage of tribals during 1991 census was 57.22%. Tribal literacy rate is high in the districts, Kottayam, Ernakulam, Alappuzha and Pathanamthitta (above 70%) Whereas, in Palakkad (34.87%), Malappuram (43.93%), Wayanad (50.63%), Thrissur (51.40%) and Kozhikode (52.35%) it is relatively low. Except for Kasargod, Wayanad, Malappuram, Palakkad, Idukki and

Thiruvananthapuram all the other districts cross the state average. District wise literacy rates of Scheduled Tribes is presented in Table 2.7.

TABLE 2.7

District wise literacy rates of Scheduled Tribes in Kerala

Sl.No.	District	1971	1981	1991
1.	Thiruvananthapuram	42.17	58.06	74.00
2.	Kollam	32.59	50.30	62.42
3.	Pathanamthitta	--	--	73.21
4.	Alappuzha	60.23	53.71	74.48
5.	Kottayam	38.44	73.63	88.69
6.	Idukki	45.12	52.60	76.96
7.	Ernakulam	--	43.35	62.78
8.	Thrissur	25.06	29.90	51.40
9.	Palakkad	7.13	12.04	34.87
10.	Malappuram	13.67	16.33	43.93
11.	Kozhikode	23.24	14.33	52.36
12.	Wayanad	--	43.24	50.63
13.	Kannur	25.52	33.18	58.61
14.	Kasaragode	--	--	66.38
Total		25.52	31.79	57.22

Source : Census of India, Series - 10, Kerala, Paper - 3 of 1971, 1981, 1991 Final population Total.

Education is the most important instrument for human resource development. Education of women therefore, occupies top priority among various measures taken to improve the status of women in the society. Recognizing the need for a literate population and provision of elementary education as a crucial input for nation building, provision was made under the Article 45 of the constitution

for Universal, free and compulsory education up to the age of 14 years. Article 14 of the constitution of India confers equal rights and opportunities to men and women in the political, economical and social spheres. Article 15 prohibits discrimination on grounds of race, religion, caste, sex etc., and Article 15 (3) enables the state to allow the grant of special privileges in favour of women and children by law. Article 16 guarantees equality of opportunities in public employment. Gender equity and gender equality are thus sought to be encouraged. Emancipation of women is an essential prerequisite for economic development and social progress of the nation. Education is the only weapon which can emancipate and empower them. But even after 50 years of independence and many legislative measures adopted by Government, women continue to suffer disabilities and humiliations.

The literacy rate of women and men in the period 1941 to 2001 shows that growth rate of women has been quite fast. The literacy has increased by over two times (29.90 per cent in 1941 to 63.86 per cent in 1991) in case of men, but over five times (7.30 percent in 1941 to 39.42 per cent in 1991) in case of women. But another important fact is that a gap of over 20 per cent (22.60 per cent in 1941 and 24.44 per cent in 1991) between the literacy of men and women has continued to percent in all through the period 1941 to 1991. Details regarding the literacy rate of women and men in India during the period 1941 to 1991 is presented in Table 2.8.

TABLE 2.8
Literacy rates in India 1941-1991 (Male/Female)

Year	Persons	Male	Female
1941	16.10	29.90	7.30
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56	56.37	29.75
1991	52.11	63.86	39.42

Source : Chandrasekharan, *Educational Planning and Management 1994*.

The literacy rate of women belonging to all social categories and castes has slowly increased as shown in Table 9. But it is clearly evident that the gap in literacy rate between women belonging to higher and lower castes and categories has continued to exist. Table.2.9 shows the literacy rate of women belonging to different categories.

TABLE 2.9
Growth Rates in Women's Literacy (ST/General)

Sl. No.	Category	Literacy Rates (in per cent)			Growth Rates	
		1961	1971	1981	1961-71	1971-81
1.	General	24.00	29.44	36.23	22.72	23.02
2.	Scheduled Tribes (Total)	8.84	11.29	16.35	32.26	44.82
3.	Scheduled Tribes (Women)	--	4.85	8.04	--	65.72
4.	All communities excluding SCs and Scheduled Tribes (Total)	27.9	33.80	41.30	21.00	22.19
5.	All communities excluding Scheduled castes and Scheduled Tribes (Women)	--	22.43	29.43	--	32.27

Source: 28th Report of the Commissioner for Scheduled Castes and Scheduled Tribes, 1986-87, drawn Table Nos. 1 and 4 Chapter IV.

Female literacy is lower than male literacy both at the national and state level. But, Kerala stands out in the case of female literacy and tribal literacy when compared to other states. Kerala has a tribal literacy rate of 51.07 percent and general literacy rate of 86.17 per cent compared to the national average of 18.19 and 39.29 respectively. The sex-wise and community-wise literacy rates of different social groups in Kerala is given in Table 2.10.

TABLE 2.10
Sex-wise and Community-wise Literacy Rates-1991

Sl.No.	Category	Male	Female	Total
1.	General	93.62	86.17	89.81
2.	Scheduled Caste	85.22	74.31	76.66
3.	Scheduled Tribes	63.88	51.07	57.22
4.	All India	64.13	39.29	52.51

Source : Census of India, Series 10. Kerala Paper - 3 of 1971, Final Population Totals

One ayurveda hospital 17 ayurveda dispensaries, 5 primary health centres and two mobile medical units are functioning for providing better medical facilities to Scheduled Tribes. The Mananthavady Health Project is one of the projects under modern medicine established for scheduled Tribes. Periodical medical camps in tribal areas are conducted by Health Service Department to diagnose diseases and provide free medicine to them. Institutions functioning under Scheduled Tribe Development Department are shown in Table 2.11.

TABLE 2.11

**Institutions functioning under Scheduled Tribes Development
Department in Kerala**

Sl.No.	Name of Institutions	Number
1.	Kindergartens	73
2.	Pre-matric hostels	115 (82 for boys 33 for girls)
3.	Vocational Training Centres	25
4.	Productivity Training Centres	2
5.	Allopathic Hospital	1
6.	Ayurvedic dispensaries	17
7.	Allopathic dispensaries	3
8.	Midwifery Centres	5
9.	Mobile Medical Units	2
10.	Model Residential School	2
11.	Ashram School	2
12.	Mobile employment Exchange	2
13.	Vocational Training Institute	1

Source : Tribal Sub Plan, Annual Plan 1999-2000

Educational incentives

Educational incentives, scholarships and other kinds of assistance from pre-primary to post graduate level are given to tribal pupils. They are given full fee concessions including exemption from payment of all kinds of fees. Income limit is not fixed in providing scholarships and stipends to scheduled tribe pupils. All the scheduled tribe pupils are eligible for scholarships/stipend/lump sum grant. The rates of lump sum grant and stipend given to scheduled tribe pupils in pre-matric studies given are presented in Table 2.12.

TABLE 2.12
Aid for pre-metric pupils

Standard	Annual Lump sum grant (Rs)	Monthly stipend (Rs.)
Nursery classes	65	Nil
Primary section	95	35
Upper primary section	125	40
High school section	220	45

Source: Directorate of Scheduled Tribe Development, Govt. of Kerala, Thiruvananthapuram.

The tribal pupils who failed in any class will be given only half of the rate mentioned above for continuing their education.

To ensure proper and regular attendance of tribal pupils in primary schools, the parents are granted incentives of Rs.10/- per month per student.

Financial assistance is also given to S.S.L.C failed students for their studies in tutorials to reappear for the examinations.

The tribal pupils who attain 45% and above marks in the annual examination of standard VII, VIII and IX are given Rs. 50/- each as complimentary incentives. And also the pupils who pass S.S.L.C examinations with 45% of marks and above are given Rs. 200/- each. Those who attain first class in S.S.L.C examination are provided with cash award of Rs. 2500/-

Complimentary incentives are also given to first and second place winners of district and state level school sports competitions.

Merit scholarship is given to two scheduled tribe boys and two scheduled tribe girls in standard V and VIII. The main objective of

the scholarship is to motivate scheduled tribe pupils in learning. The scholarship is given only to those tribal pupils who secure more than 45% marks in aggregate in the annual examination of the previous standards ie, standard IV in the case of upper primary scholarships and standard VII in the ease of high school scholarships. The amount of upper primary scholarship is Rs 40/- per annum in each of the standards V, VI and VII. The amount of high school scholarship is Rs 60/- per annum in each of the standard VIII, IX and X.

To improve the standard of scheduled tribe pupils and to achieve better results in the S.S.L.C examination, the Department of Education has introduced 'Special Coaching Scheme' from 1989-90 onwards. Coaching classes are conducted for Scheduled Tribe pupils in standard X. The special coaching classes start three months prior to the commencement of S.S.L.C examination. The special classes are arranged out of the school hours either in the morning or evening on all working days according to the convenience of the pupils and teachers.

For the exclusive benefit of Scheduled Tribe pupils various educational institutions are run by the Scheduled Tribe development Department. To provide better educational facilities and high standard of education 18 model residential ashram schools (for primitive tribes) have been functioning during 2004-05. 'Better Education facilities to brilliant student's is another scheme, the

objective of which is to impart high standard of education for brilliant students from standard V onwards by admitting them in well known public schools. The expenses covering fees, boarding charges, special tuition, uniform etc., are being given to the pupils till they complete S.S.L.C or plus two courses.

In addition to the government pre-metric hostels, subsidised pre-matric hostels are functioning for Scheduled Tribe pupils. They are run by the non-governmental organizations and are approved by the Department of Scheduled Tribe Development

Thus a view of the tribal situation would reveal their typically poor socio-economic and educational status. It is worth noting that in spite of the strenuous efforts made by government and other agencies they are yet to reach the take off stage.

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

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**Thesis submitted for the Degree of
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CHAPTER- III

REVIEW OF RELATED LITERATURE

- ❖ *Studies in India*
- ❖ *Studies in Kerala*

REVIEW OF RELATED LITERATURE

The review of related studies implies "locating, reading and evaluating reports as well as reports of casual observation and opinion that are related to individual's planned research project". (J.C. Aggarwal; 1966) A survey of related studies provides the investigator with an understanding of the work that has already been done in the field of enquiry. It also suggests the ways and means for the collection of relevant data and interpretation of test results.

The studies reviewed are mainly on educational problems of the tribes. The available literature on the present research work has been reviewed and presented under two heads viz., 1) Studies in India (2) Studies in Kerala.

1. STUDIES IN INDIA

The first contribution to the study of educational problems of Scheduled Tribes in India was made as early as 1944 by Furer-Hai Mendorf¹. The author has described the outline of educational schemes he had drawn up for the Gonds of Adilabad district in the Nizam's domination of Hyderabad. The study revealed the problems of language script and teachers. The schemes paid rich dividends for the tribes of that area and even now forms the basis of educational planning there. The author pointed out that an educational

programme for the tribes had to be in consonance with their habit, economy and culture.

T.C.Das (1950)² studied the HO tribe and arrived at the significant conclusion that the HO students could compete successfully with their non-tribal colleagues. The study however conceded that the students were receptive, but not critical, lacked confidence but were eager to learn. The same author (1962)³ in another field study, survey the cultural changes among the tribes of Janusar Bewar and also dealt with the concepts and methods of education prevailing among the population of the Himalayan region.

While enumerating the principles on which the teaching of aboriginal has to be based, Naik (1950)⁴ analysed the existing techniques of teaching the Bhils and other tribes. He pointed out their defects and suggested recommendations for the improvement of their teaching techniques. In another study on Bills of Madhya Pradesh with regard to their position of literacy and education, Naik (1956)⁵ concluded that 'Basic Education is the ideal system of Education for the Bhils'. The same author (1969)⁶ studied the Bhils to find out the impact of education upon them. Naik established that the changes observed were only shallow and not deep.

Madan (1952)⁷ wanted educational activities to be carried on along with economic uplift in such areas as in contact with urban centres. The study revealed that education, and literacy were a very

potent medium of instruction, propaganda and indoctrination was essential.

The Tribal Affairs Conference (1954)⁸ organized by the Government of India brought out a report in which the welfare schemes including education of the tribes, in different State Governments were described. Problems related to script, medium of instruction dialect, etc. are cited. Conference recommended vocational education, and suggested grant to non-official agencies, planned tours for pupils and choice of right type of teachers.

The type of education to be given to tribals and the problems in imparting vocationally based education are discussed by Biswas (1954)⁹. In another paper (1955)¹⁰ emphasizing the need for Tribal Education, the same author suggested the introduction of Basic Education.

Kar (1957)¹¹ pleaded for a psychological approach to tribal education. He described the various steps through which tribal pupils were trained and the methods, content and the agencies of tribal education. He suggested that the educative value of the traditional dormitories of the tribes should also be taken into consideration.

Elvin (1959)¹² in his book titled 'A New Deal For Tribal India' suggested that the school should become as much a tribal institution as dormitory. He has discussed education and economics of the tribal

school programmes, type of school equipments, school buildings, learning environments, medium of instruction, education for tribal girls and technical education.

Narrating the interrelation between Anthropology and Education, Basu (1961)¹³ strongly criticized the present system of educating the Adivasi population of India. Giving suggestions for an educational scheme for them with regard to books, medium of instruction, collection of vocabularies and building for schools, the writer held the view that the education of the aboriginals should be subjected to proper planning and supervision by a board of scholars who are known to have done actual field work.

The report of the Andhra Pradesh Tribes Enquiry Committee (1962)¹⁴ analysed the root causes of the slow progress of tribal education. One of the significant findings of the committee was about the indifference of educated tribal people. Recommendations were given about adult education, religious education, ashram schools, grants and other educational facilities. Enquiry Committee recommended that the basic system of education might prove more effective in enhancing literacy. The creation of Tribal chairs in the Universities of Andhra Pradesh formed an important recommendation of the committee.

Srikant (1964)¹⁵ traced the progress of education in tribal areas after independence. He revealed that the state of education among the tribes has not been satisfactory in different parts of India, He laid emphasis on the education of the tribal girls, the need for trained teachers, opening of ashram schools and suggested that tribal education should be job oriented. The recommendations of the work group on education of Backward classes in the education commission, deal with the existing programme. Problems of nomadic and semi-nomadic tribes, hostel facilities and ashram school have been discussed.

Bapat (1964)¹⁶ suggested a well planned system of education to remove the ignorance prevalent among the tribes. After analysing the reasons for the slow progress in tribal education, the author suggested the types of education for tribal children and adults. At the end a few suggestions are put forward for the improvement of tribal education.

A report of the Seminar on Employment of Scheduled Castes and Scheduled Tribes (1965)¹⁷ examined some problems of education of scheduled tribes students with special reference to the extent of wastage and the extent to which the scheduled Tribes show their preference for different types of education and the reason for not getting persons for appointment to different posts. The report also

contains detailed recommendations for the improvement of their education.

The tribal language and its role as a medium of instruction was the main focus in the Report of the Tribal Language Committee (1966)¹⁸. Describing the consequences of imparting education through languages other than mother tongue, the committee recommended the recognition of tribal language as the media of instruction.

A seminar on the tribal education in India (1967)¹⁹ organized by the National Council of Educational Research and Training analysed the various aspects of tribal education like the educational facilities available, coverage, wastage and stagnation, basic problems of tribal education, methods and voluntary agencies in the education of tribal people and utilization of financial assistance. The seminar made recommendations regarding aims, objectives and policy of tribal education, teachers qualification, medium of instruction, school facilities, text books and curriculum.

Ambasht (1969)²⁰ studied the impact of Education on Tribal cultures. The study focused on the District on Ranchi especially on the Munda, Oraon and Kharia tribes. The same author for his Doctoral thesis made a critical study of tribal education (1970)²¹. This study mainly concentrated on the Oraons, Kharias and Mundas of

Ranchi district. Their traditional education, agencies of modern education, village schools, attitudes of teachers and students, female education, social education, economic education, primary education and above all the impact of education was dealt with. Based on the findings of the study, recommendations were made for the improvement of tribal education.

Another seminar on Education and Economic Development of Tribal People (1970)²² analysed the various problems of tribal education along with their implications on their economic development. Linking education with the economic development of tribals were the main subject dealt within the seminar, education of tribals in industrial areas, education as determinant of economic development, factors hindering tribal education, cultural compulsions and economic development of ungraded school system with reference to education and economic development of tribals etc. The seminar made detailed recommendations on all the above aspects of tribal education.

Ambasht (1971)²³ in another report dealt with the policy of tribal education in which he concluded that since education is a state subject planning with regard to tribal education should also be done by the respective states within the broad frame work of the national policy of tribal education.

The tribal Education Unit NCERT prepared a report (1971)²⁴ based on a study conducted in three states and one union territory (Assam, Bihar, Madhya Pradesh and Tripura) on the utilization of financial assistance by tribal students. Seven major tribes (Khasis, Caros, Mundas, Oraons, Hoes, Gonds and Bhils) covering 44.6% of the total tribal population of India were covered in this study. The study gave a comprehensive idea regarding the different types of schemes, criteria of implementation and benefits accorded to the tribal pupils in the areas selected. The report also made detailed recommendations regarding schemes of financial assistance, criteria of implementation and the machinery of disbursement, adequacy of financial assistance, frequency of disbursement and follow up, utilization, and non-utilization.

Another Seminar on Tribal Education (1972)²⁵ was conducted under the auspices of the Tribal Unit of NCERT. In this report the problems of primary, secondary and vocational education of tribes are analysed. Recommendations regarding the different aspects of tribal education specially vocational education are given in the report.

In a study conducted by Goyal (1973)²⁶ the important events and trends that contributed to the spread of education among the depressed classes during the British period were analysed. It was found that during the Pre-British period, depressed classes were deprived of equality of opportunity in social, political, economic and

educational matters. The social reform movement initiated in the nineteenth century was instrumental for awakening consciousness for the uplift of the depressed classes. The religious neutrality practiced by the British Government and the subsequent establishment of Government schools which were secular in character helped the promotion of education among the depressed classes. Provision of special facilities, creation of monetary incentives in the form of fee concessions, stipends, scholarships, grants etc., reservation of seats in educational institutions and reservation of posts in service were instrumental for the promotion of education among the depressed classes.

Srivastava (1974)²⁷ made a study on the personality pattern of the Children of 'Criminal Tribes' of Uttar Pradesh and the sample for the study included 100 boys studying in Ashram type schools of four districts. It was found that the children of criminal tribes possessed low intellectual ability. They had confidence, but were shy at social interaction. Though not satisfied with their existing status, they were optimistic about their future. They tried to gratify their immediate needs though were not impulsive. They had control over their social adjustments.

Chitnis (1974)²⁸ conducted a Sociological survey on the Educational Problems of Scheduled Castes and Scheduled Tribes College Students. The study aimed at assessing the status of the

scheduled caste and scheduled tribe students, comparing the SC/ST students with non SC/ST students and identifying the type of difficulties and obstacles they face. The main tool of research was the Interview Schedule. The important findings were: Very few women among schedule caste and schedule tribe students went for higher education, most of the scheduled caste and schedule Tribe students went for higher education, most of the scheduled caste and scheduled tribe students were unmarried. By and large the scheduled caste and scheduled tribe Students were enrolled in the arts faculties rather than in the science faculties. Most of them came from disadvantaged conditions.

Desai and Pandor (1974)²⁹ investigated into the status of Scheduled Caste and Scheduled Tribe Students in the institutions of learning, comparing the scheduled caste and scheduled tribe students with non-scheduled caste and scheduled tribe students and into nature of discrimination, types of obstacles and difficulties that they faced. The following were the important facts revealed by the study. Adult education seemed to have made very little impact in spreading literacy. In a large number of cases the educated among the scheduled castes and scheduled tribes were first generation students. Scheduled caste and scheduled tribe students were comparatively low in academic performance.

Dubey (1974)³⁰ analysed the Socio-economic background of the schedule caste and scheduled tribe college students of Assam and saw how their education affected their aspiration and performance, their feelings and opinion about their status, their way of life and their participation in other activities. The important findings were: The majority of teachers opined that the scheduled caste and scheduled tribe students had poor intelligence. They also maintained that the facilities of reservation for them were justified.

Adiseshiah and Mananathan (1974)³¹ conducted a study on educational problems of scheduled caste and scheduled tribes in Tamil Nadu. The study revealed that the wastage was very high at the primary level, but at the middle school stage the scheduled tribes had an edge over the non scheduled. Majority of students coming from illiterate homes in difficult financial situation engaged in no extra-curricular activities. Based on the recommendations Government implemented policies for the education of the scheduled caste and schedule tribe students.

Sachitananda (1974)³² conducted a study in Bihar and showed that among the college going scheduled tribe students 25 per cent were girls whereas among the college going scheduled caste students the percentage of girls was only 0.4. Nearly 30 per cent of the scheduled caste students were married. $\frac{3}{4}$ of the students of both the communities opted for Arts courses. Most of these students had

high academic and occupational aspirations. Most of the teachers regarded their scheduled caste and scheduled tribe students as inferior.

Rajagopalan (1974)³³ conducted a study on the educational progress and problems of scheduled castes and scheduled tribes school students in Karnataka. The study revealed that 30 percent of the students lived in hostels while their parents lived in villages. Economic donations of the students were 'uncomfortable' and domestic work seemed to come in their way. The amount given as scholarship was inadequate.

Sahai (1975)³⁴ stressed that education plays an important role in eradicating untouchability. He recommended that education at all levels should be given free and compulsory. Meritorious students should be given free, higher foreign education.

Dixit (1975)³⁵ made a study of educational need pattern of adults in the urban and tribal communities of Rajasthan. Finding out the educational need pattern of adults in urban, rural and tribal communities, the attitude of adults towards their needs for continuing education and relationship between different age groups and the useful educational programmes and educational activities were the main objectives of the study. The study revealed that most of the tribal community were in the age group of 20-35 years and were

married. Their main occupation was agriculture. Most of them had very little education.

Lakra (1976)³⁶ conducted a study on the Impact of Education on the Tribals of Ranchi District. The study revealed the changes that have occurred due to the education in the tribal population, especially in their socio-economic and political spheres. The progress of education of these tribals before and after independence and its impact on their social, cultural, political and economic progress was studied. Education brought three fold benefits. They got emancipation from forced labour, got their land back and their self respect reinforced. Education freed them from ignorance, social taboos, superstitions and poverty.

Shah and Patel (1977)³⁷ studied the impact of education from a structural point of view. In order to assess the impact of college education on tribal social structure on the strength of empirical data, they argued that the benefits of education such as postmatric scholarships and residential facilities were enjoyed by the upper strata of the scheduled tribes. Study revealed that the benefits of higher education had favored the higher segments of the tribal group.

Sharma (1977)³⁸ investigated the activities of tribal education, type of school building, type of school equipments, the role of teachers in shaping the attitudes of students and other allied factors. He considered education as one of the significant elements in

harnessing the process of change to the advantage of the local community.

Pandey (1979)³⁹ conducted a study on the education and social mobility among scheduled tribes with the objectives of analysing the influence of education on social mobility among the schedule Tribes. Socio-economic status among the scheduled tribes was closely related to each other. Among the educated, there was strong reluctance to the traditional social conditions and occupational structure. The emergence of elites among scheduled tribes, in government jobs and power, was another adaptive change.

Joshi (1980)⁴⁰ conducted a study to assess and to analyse the educational problems of students belonging to the Scheduled Caste and Scheduled Tribes of Baroda district in the context of sociological, Psychological, Pedagogic and economic factors. In spite of their poor sociological background the students did not have a high level of feeling of rejection.

Sachadeva (1980)⁴¹ conducted a study on Spantial Analysis of the socio-economic structure of Tribal communities in Maharashtra addressed itself to the influence of social and demographic variables like urbanisation, literacy and population size on participation rate and pattern of economic participation in different industrial categories. The study results showed that it is poverty that compels

both tribal male and female to work for a livelihood through out the year.

Phande and Shukla (1980)⁴² studied about the drop out among scheduled tribe college students in Vyasa Arts and Science college in Gujarat University. The major findings were: the percentage of drop outs among scheduled tribe students was 53.48 per cent of which 59.23 percent belong to tribal male and 60.46 per cent females. The rate of drop outs among the non-tribal students both male and female in the arts and the commerce faculties were lower than those among tribal students.

Pandey (1981)⁴³ identified the following factors which led to low academic achievement on the part of scheduled tribe students. The factors were: The tribal students were not able to avail properly of educational opportunities provided by the formal educational set up due to their socio-cultural backwardness and the gap between school environment and family background. Their poor economic condition forced them to do manual labour. There was bitter and negative interaction pattern between non-tribal and tribal students. Teachers showed indifference to tribal students.

The study on Harijans made by Upadhyay (1981)⁴⁴ revealed that Harijans were debarred from entering temples, on other hand these untouchables aspired to attain this privilege. Most of the lower class people had no inhibition about social intercourse with upper

caste men. Higher caste people did not favour social relations like marriage of their children with harijans and entry into the religious places.

Jadhav (1983)⁴⁵ conducted a study of educational development of tribals of Nazi district. He studied the historical background of tribals, their social, cultural, religious, background and their economic conditions and backwardness and a description of their educational progress. The major findings were: education in tribal areas had immensely expanded during the period 1970-80. Primary schools were opened in Villages. The syllabi of schools needed to be oriented towards the needs of the tribals. The tribals had their own dialect. As such, the elementary education needed to be imparted in tribal languages, the state language being gradually introduced. And most of the problems of tribals were economic. They got reflected in education.

Lakshminarayan (1983)⁴⁶ examined the impact of adult education among the Tribals of Andhra Pradesh and found that the response of tribal participants was satisfactory in reading ability, arithmetical ability and writing ability. Nambissan (1983)⁴⁷ studied about the educational and occupational mobility among the Bhils of Rajasthan. The objective of the study was to understand the nature and magnitude inequality of educational opportunities between tribal and non-tribals (Bhils and Brahmins). The major findings of the

study were: the tribal house hold were educationally backward as compared to Brahmin house holds. The ability of household to send one or more children to school appeared to vary with the size of the household. The economic status of the house hold appeared to be crucial factor behind inequalities of educational opportunity. The spread of occupational opportunities among the tribal house holds were relatively narrow. The tribal respondents revealed extremely positive attitude towards education.

Pande (1983)⁴⁸ conducted an empirical study on education of Tribals in Orissa to understand the usefulness of education in tribal life and to find out the nature of impediments and hurdles for all educational programmes meant for tribal people. Some of the major findings were: Majority of teachers felt that the syllabus was not suitable to the daily use of tribal children. Teachers participating in workshops, seminars etc, were very poor. There was no regular inspection and supervision of school teaching for schools managed by Harijan and Tribal welfare Department, which created a lot of hindrance in the smooth management. Both teachers and students were of the opinion that the amount of stipend was very low and should be enhanced keeping in view the present condition of the society.

Sharma (1984)⁴⁹ conducted a study aimed at investigating the effect of different incentives like text books, uniforms, and boarding

facilities on enrolment of scheduled caste and scheduled tribe students. The study revealed that as a result of incentives the increase in enrolment between 1973 - 74 and 1982-83 among the boys of 6-14 age group of primary school level was from 60 percent to 95 per cent (all the groups) and from 49.2 to 92.7 percent among the scheduled tribes.

Gupta (1985)⁵⁰ conducted a study aimed at surveying the conditions of Adivasi students and to investigate the role of some important factors which influenced their adjustment and attitudes. The major findings of the study were: certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent. The overall situation posed by the Adivasi students was far from satisfactory; Their problems of adjustment to different spheres of the personal, financial, social and academic depend on various factors, such as social class accommodation, personality traits, distance from their native place, level of education and financial incentives.

Chand (1985)⁵¹ conducted an important study on self-perception, socio-economic status, vocational and educational aspirations and academic achievements of various Nagatribal pupil-Angami, Ao and Sema tribes. The major finding showed that: socio economic status did not influence the vocational choice of Angami pupils. While the educational aspirations of Ao pupils were found to

be significantly different from those of Sema pupils, they were found similar to those of Angar pupils. The educational aspirations of boys belonging to Angani, A and Sema Tribes differ significantly from those of girls of respective tribes. Boys belonging to these three tribes found to have similar educational aspirations and the educational aspirations of A0 tribes belonging to the high socio-economic status group were found to be significantly different from those pupils at middle and low socio-economic status group.

Choudary (1985)⁵² in his study aimed at finding out the effect of education on the scheduled tribes belonging to different economic settings. The major findings were: the spread of education among scheduled tribe communities were uniform at the tea gardens somewhat uneven among the indigenous scheduled tribes. The educated of all the categories did not favour the joint family system and involvement in common endeavors but considered education as a means to social improvement. Educated scheduled tribes had more modern attitudes towards social institutions of occupation, religion, family, marriage and politics as compared to the illiterates. The indigenous scheduled tribes were generally more advanced compared to the migrant scheduled tribes, both plantation workers and village settlers in the field of literacy and gainful occupation.

Kumari (1986)⁵³ conducted a descriptive study on the social attitudes of the problems of scheduled castes and Scheduled Tribes

girls in Secondary Schools in Karnataka. The study recommended for effective and suitable guidance to migrate the problems of students in Scheduled category. Efforts should also be made to implement the remedial measures to develop favourable attitude to certain social issues.

Lekheba (1986)⁵⁴ made a study to identify the structural variables which impede the spread of formal education among scheduled tribes and also studies the educational problems of tribal children. A sample of 404 tribal pupils was drawn through stratified random sampling techniques from junior high schools and secondary schools. He found that tribal girls faced more difficulties than boys in doing their home work but were found to be more adjusted with teachers as compared to their male counterparts. The low achievement of tribal pupils was attributed to factors like educational backwardness, unfavourable attitude of parents towards education and lack of motivation.

Malhotra (1986)⁵⁵ made a study aimed at finding out the educational problems among the different tribal groups, particularly Nicobarease in details. He has given a short account of six tribal groups of these islands, a historical and developmental study particularly with regard to Onge, the great Andamanese and Nicobarese. He has dealt with the suitability of the curricula, and opined that modern education is not only superfluous but it

discharges any initiative and creativity on the part of the tribal children.

Aswathy (1987)⁵⁶ conducted a study on the relationship between education of scheduled tribes and their socio-economic mobility. Selected the sample from Munda, Oraon and Khalia tribes of Ranchi and sumla districts of Bihar. She found that socio-economic mobility in scheduled tribes increases with the spread of education.

Shyamilal (1987)⁵⁷ made a systematic and authentic study of two tribal blocks on Banswara district of Rajasthan. The main purpose of the study was examining education facilities available in the district and extension of formal education among the socially disadvantaged groups. For the collection of data field work and survey techniques were used. The major findings of the study were: socio-economic variables have their impact on the educability of children. During summer and non-agricultural seasons tribal pupils have neither work in the field nor education at school. Geographical isolation and inadequate educational facilities constrain the extension of education among tribal communities. Low level of motivation and aspiration act as constraints for spread of tribal education.

Purandase (1987)⁵⁸ studied the progress and problems of Ashram schools of Thana district. The objectives of the study were: to study the availability of educational facilities for scheduled tribe pupils, to study the availability of grants in government and non-

government ashram schools, to study the educational, financial, administrative and social problems of Ashram schools and to study the programmes of Ashram schools. The findings of the study were: state and central government provide financial assistance to the schools. High schools and hostel facilities were available for scheduled tribe pupils and they were provided books, school uniforms and meals along with allowance for boarding and lodging in the hostel.

Hemlata (1988)⁵⁹ conducted a study on "Tribals and Education- A Quest for Integration in the Mainstream". The study aimed at analysing the role of modern education in integrating tribals with the main stream and also attempted to identify the regional level area in which integration of various tribal groups in Rajasthan is required. The study suggested that there was a need to suggest an alternative model for tribal education, which should on the one hand help the tribals to preserve their ethnicity, and on the other, speed up their integration with the regional society. Special courses oriented to technology rather than agriculture and a co-curricular package of activities should be made available to tribal pupils. The methodology of education in this context requires a wide structural transformation.

Beena (1989)⁶⁰ studied the educational problems of tribal pupils and also their educational aspirations and achievement motivation. A sample of 221 tribal pupils and 116 non-tribal pupils of

classes VI – XII in Chembili district, was selected for the purpose of the study. She found that senior basic level tribal pupils of general schools had more adjustment problems with their teachers as compared to their tribal counterparts. The rate of wastage and stagnation was significantly higher in the tribal group. The facilities in the special tribal schools were also better than those in general schools.

Bhatnagar (1989)⁶¹ conducted a study of Home Background and Selected Psychological, Vocational Planning Variable of Tribal High School students in and around Shillong. It was the only study available in the area of educational and career guidance for tribal population. The sample comprised 338, class XI tribal and non-tribal pupils, both boys and girls from rural and urban areas. The study did not indicate much difference between tribal and non-tribal students in Meghalaya in terms of background vocational planning characteristics. But on general mental ability, socio-economic status and academic achievements, tribal pupils were slightly inferior to their non-tribal counterparts. As compared to non-tribal girls and boys, tribal boys and tribal girls were found to be more independent in their job values. The fundamental reason lay in the nature of their society being a matriarchal society. The parents and siblings of such children play a significant role in their educational and vocational planning.

Rehman (1989)⁶² made a study on some aspects of the primary and secondary education of the Mishing Tribe of Assam. The study addressed itself to issues of enrolment and drop out and relationship between the appointment of teachers and teacher student ratio. A sample of 500 families was selected from nine villages randomly and the head of each family was interviewed. The study revealed that poverty, lack of infrastructure and literacy among parents are the main causes of low enrolment among the tribal children. Many pupils from the tribal community dropped out between the primary and secondary levels and between secondary and college levels.

Ramana (1989)⁶³ conducted a case study of Ashram schools on the problems of education among tribal communities of Andhra Pradesh, drew a sample of 18 students from six tribal Ashram schools together with their parents and 31 teachers. The study revealed that the infrastructure of Ashram schools was poor, teaching-learning process not satisfactory, and stagnation and wastage were high. But the researcher found a perceptible impact of the Ashram school on local communities.

Gaur (1989)⁶⁴ made a survey of special facilities given by the government for educational uplift of tribal population, and it investigated the attitude of teachers and guardians towards this endeavor. The analysis of information showed that the special facilities provided by government do influence the educational

development of tribal children. The teachers covered by the study felt that vacations if declared to coincide with harvesting season, will bring down the absenteeism in the schools. They also advocated training in self-employment for all tribal pupils and medical facilities for ailing tribal pupils.

Another study by Gaur (1990)⁶⁵ revealed the difference between the facilities available and facilities utilized by tribal pupils of various sub-communities of the tribes in Rajasthan, between 1984 and 1987. The study was conducted on a sample of 400 scheduled tribes pupils of class VI who belonged to the Mina, Bhil, Grassia, Damor tribes. The researcher noticed that the enrolment in the initial classes was high but was low in the subsequent classes. An important finding of the study was the existence of hardly any relationship between the school curriculum and the traditional occupation and culture of the tribal population. Only two-thirds and one-third of the facilities provided were being availed by scheduled tribes boys and girls respectively.

Ekk (1990)⁶⁶ conducted a descriptive study on the development of tribal education in Orissa after independence. The study concentrated on issues related to educational facilities, enrolment and literacy, effectiveness of various welfare schemes and the overall educational development of tribals in Orissa. The study indicated heavy drop out (73.48%) at the primary school stage and 84.1

percent dropout rate at the upper primary school stages; besides poor retention (12.44%) at the primary school stages; and at the upper primary (15.89%) and low literacy (13.50%). The researcher attributes the low level of education of tribals to their inability to derive benefit from various welfare measures planned for improving their education.

Kamble (1990)⁶⁷ conducted a study on the Effect of facilities given by the government to the backward classes pupils in primary schools in Devgad Taluka of Maharashtra. He conducted his study in headmasters and teachers of 25 percent primary schools in Devgad Taluka. Questionnaire and Rating scale were used to collect data. He found that the facilities provided to students of the backward classes improved their attendance and pass percentage and reduced the drop-out rate.

Srivastava (1990)⁶⁸ conducted an independent study of the pre-metric scholarship scheme meant for scheduled castes and scheduled tribes students. The result showed interstate variations. The common findings were that not only was the amount of the scholarship inadequate, it was not even disbursed in time. It was also found that the money received by the pupils was spent for purposes other than educational.

Praphat (1990)⁶⁹ conducted a descriptive study on the educational and vocational interest patterns of tribal pupils and their

relationship with intelligence, socio-economic status and educational achievement. The researcher noticed that high and low achievers did not differ significantly with regard to their educational interest patterns and also showed high scientific vocational interest. The study suggested that more courses including vocational courses should be started in schools situated in tribal areas, so that students could opt for subjects according to their interest. Vocational guidance Bureau may also be opened in tribal areas to find out the interests of students so that they could be guided accordingly.

Prabin Kumar (1991)⁷⁰ conducted a study of cognitive functioning, effective adjustment and academic achievement of scheduled tribe children attending special Ashram schools and integrated upper primary schools in Orissa. The study revealed that the tribal children in integrated schools showed a more field-independent cognitive style than the tribal children in tribal schools. No significant difference in terms of academic achievement was found among these groups. Various factors like occupation, income, education of family, housing facilities and reading time available were found to be positively related to conservation, cognitive style and academic achievement.

Das Achyut (1991)⁷¹ made a study on Innovative Education in Remote Tribal Blocks: A search for contents and methods" it was an innovation which has been carried out through Agragrame in Orissa.

It is an experiment in the development of education attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. In these areas tribal children do not have any access to education and the literacy rate remains abnormally low. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, teacher-training programmes conducted on a regular basis and an effective supervision are helpful in promoting tribal education.

Biswal (1991)⁷² studied the needs and problems of tribal community. The study was an attempt to get information on the indigenous educational training practices available in the tribal community with respect to their nature, scope, objective and usefulness and also the effectiveness of the developmental programmes undertaken for tribal community. The study identified various problem areas and suggested that educational development of the community needs to be emphasized, so that their socio-economic condition, culture, agriculture, health and life in general are enriched.

Santra (1991)⁷³ conducted a study on self-perception, parental aspiration, ability and school achievement of Santal Elementary school children studying in class 1 to V. Children studying in the lower classes differ significantly from their counterparts in the higher classes in respect of self-concept, achievement, orientation and

intelligence; but the parental life and aspiration were not found to be closely related to these psychological attributes though the self-concept of children was found to be significantly and positively correlated with their achievement orientation. The study suggested that well designed enrichment programmes were needed to improve the level of school achievement of Santhal children, which is otherwise low.

Bisolia (1991)⁷⁴ conducted a study on the "Need Based Ecologically Determined and Change Oriented System of Education" for a group of tribals-the Gaddis of Himachal Pradesh. The study was carried out in the Clambo and Congra districts of Himachal Pradesh. The study revealed that their culture was undergoing radical transformation under the impact of the dominant culture and media and speed of change is rather fast. Agriculture was no more rewarding for them for many reasons; lack of tradition being one of them and the next generation was trying to move to the cities.

Mandal's (1991)⁷⁵ study examined the impact of some psychological determinants of educational achievement of tribal pupils in West Bengal. The purpose of the study was to develop a standardised scale for measuring the academic motivation of tribal pupils belonging to high and low income groups of tribal people. The sample consisted of 570 tribal pupils of both sexes distributed over 12 schools of 3 districts in West Bengal.

Sharma (1991)⁷⁶ made a study on educational life style of tribal students. The study revealed that the socio-economic conditions acted as a barrier in the education of tribal pupils and those educational schemes for these pupils may be such as to provide them immediate jobs. Job opportunities may be extended to private sector and governmental undertaking organization. Efforts may be made to preserve their culture as such. Attitude of people towards education was largely influenced by the motive of economic returns. The size of the family had some influence on the educational level of the family. Communicative factors were the constraints in modernization and spread of education. For better utilization the educational opportunities, more hostel facilities need to be provided to the students coming from long distance.

Sachidananda (1992)⁷⁷ in his article "Modernisation, Development and Predicament of Tribal Communities" pointed out that after the attainment of independence, different development schemes experienced on the tribes of India, suffered from a hang over of colonial past. In spite of the implementations of the developmental programmes the tribals have not uniformly benefited. In certain cases the developmental programmes have badly affected their lifestyle. So he recommended a restructuring of development schemes in the coming decades.

Malhotra (1992)⁷⁸ studied the impact of modern education on the social, cultural, economic, political and religious life of the community, including its family structure and organization. The sample was drawn from 15 villages of Car Nicobar Island; which evaluated both tribal and non-tribal teachers. The data collected through the questionnaire, interview, observation schedule and case studies showed that spread of education has brought about changes in the traditional occupations in the cultural life; in Naoburse language (dialect) and in their economy and political consciousness and has also made them more receptive to new ideas.

Manju (1992)⁷⁹ conducted a study on the academic achievement of the tribal and non-tribal students of Ranchi city. It was aimed at exploring the relationship between secondary school curriculum and the students. A sample of 400 respondents was drawn through the stratified random sampling method from 12 senior schools of Ranchi. The tribal group consisted of 100 boys and 100 girls and the non-tribal group also had the same composition. When compared, the two groups showed extra-cultural and inter-culture variations in their scholastic achievement. An important finding of the study was that the operating factors behind the scholastic attainment were both cultural and school environment factors which were mutually exclusive.

The study of Kakoty (1993)⁸⁰ was on the Educational Development of Bodo tribe during post independence period with particular reference to Northern region of Assam. The objectives of the study were: to assess the existing pattern of education and the educational facilities available to the Bodo Kacharias and to examine the different educational attainment of the Bodo kacharias. The major findings were that: the indifferent attitude of parents towards the education of Bodo girls was another set back in the field of education of the tribes, the favorable geographic conditions, educational levels and social status etc. affected the educability of children and the prevailing school system in Assam did not satisfy the needs of Bodo kachari children. The incidence of drop out or wastage and absenteeism was found to be on a large scale among students. It was observed that the Bodo Kachari parents and their children were not motivated and had low educational aspirations. Most of the pupils liked to continue their study somehow up to the matriculation level only.

Sujatha (1994)⁸¹ conducted a critical analysis of the economic development programmes and their effect on tribal house holds especially on education and found that agriculture, horticulture and sheep rearing schemes have had negative effect on education. The same author has conducted another study on the effectiveness of the different aspects of planning on the management of tribal education of Integrated Tribal Development Project level. The study suggested

that micro level planning with flexibility is required for the inputs and quality of tribal education.

N.N.G Mathur (1994)⁸² studied the problems of tribal education (Past-Present-Future). The study encompasses secondary education of the tribal pupils in Udaipur district. He studied the educational problems of tribal pupils, teachers and social workers and also attitudes of parents, teachers and social workers towards education. The study had been done in depth, and has come out with some useful practical, suggestions which can pave way for future course of action to be taken in this direction.

Ambast et al (1995)⁸³ conducted a study on the effect of household, community in school factors on the enrolment, retention and achievement of scheduled tribe children at the primary level. They studied that effect of the cluster of household and school factors on the achievement of scheduled tribe children. They also tried to study the interstate difference in terms of their impact on achievement of tribal children. The study suggests that suitably designed research is needed to understand the effect of home background factors such as parental attitude, their education, their language spoken at home and economic conditions of the family on the scheduled tribes child's development.

Mehta and Jaswal (1996)⁸⁴ suggested that the policy of protective discrimination was a means to political balance among the

communities as well as of amelioration of conditions of scheduled castes and scheduled tribes. It is a temporary measure for the purpose of mitigating inequalities and redressing the wrong done to them in the past. The study revealed that the Government of Himachal Pradesh has achieved a significant measure of success in implementing the significant and related welfare measures.

Thulaseedharan (1996)⁸⁵ enquired in to the extent and use of welfare measure available to scheduled cast and scheduled tribes students and their influence on their education attainments and level of inspiration. The objectives of the study were: to survey the various welfare measures available to scheduled caste and scheduled tribe students at the post matric level and to examine the extent of utilization of the schemes. To analyse the educational attainments and the level of aspirations and performances of the scheduled caste and scheduled tribe pupils belonging to the various socio-economic strata and to study the awareness of the scheduled caste and scheduled tribe parents about the various educational welfare schemes provided for their pupils and to analyse their attitude towards the schemes. The major findings of the study were: around 30 major welfare schemes are found to be available to scheduled caste and scheduled tribe students, most of the scheduled caste and scheduled tribe pupils have a favourable attitude towards the various welfare measures and professors and principals hold, different opinions about the provisions of welfare measures, their utilization

and about the performance of the scheduled caste and scheduled tribe pupils in both academic and non-academic fields and in the case of their discipline.

U.N.Dixit (1996)⁸⁶ conducted a study on the education of tribals in Rajashthan. It was an empirical study and so portrays a correct picture of the field and tells a story so far unfolded. The study brings in to light the pains and pangs of tribal life, the saga of people who have made sincere effort to bring security to them, and also points out the ailing points in the educational system. It suggests pragmatic approach for solving unsolved riddle of so far unattained educational targets. The study concluded that the most important need for the tribals was to provide them useful education, which could engender confidence in them and kindle aspiration for bright future through education.

Mehendra Kumar Mistra (1996)⁸⁷ conducted a study on the scheduled tribe Children of Orissa, under the District Primary Education Programme, regarding student and teacher related problems etc. The study revealed that only 12% to 30% tribal children attended schools. The reasons for the mass non- attendance are helping parents at home, teacher's punishment, uncomfortable school environment and lack of positive environment or inspiration.

Jose (1997)⁸⁸ conducted a study on the Education of Scheduled Tribes in the Nilgiris District of Tamil Nadu. The following were the

facts revealed by the study though there were considerable improvement every year in the district with regard to the number of schools, teachers and other facilities, the progress of tribal education was low, their present rate of enrolment at the secondary and higher secondary level were not satisfactory.

B.S.Nagi (2000)⁸⁹ made a study on educating tribals in India-A study of Ashram schools. The study was called out in eight states having largest concentration of tribal population. The study showed that about 64% of Ashram schools were housed in pucca buildings. About 40% of Ashram schools did not have toilet facilities. About 82% Ashram school do not have medical facilities. It was heartening to find that there was an upward trend in the number of admission of tribal pupils in the Ashram schools.

Atasi Monhanty (2001)⁹⁰ studied about the performance characteristics of a difference between tribal and non-tribal subculture groups on reading, linguistic and class room achievement. The sample comprised of 250 Oriya medium primary school children from the state of Orissa studying in standard 2,4 and 6. The findings revealed that non-tribal pupils performed better than their tribal counter parts in reading comprehension but the tribals did better on linguistic tasks. The difference in the performance was attributed to difference in the home environment and exposure to various opportunities for both the groups.

2. STUDIES IN KERALA

The general literature on tribes of Kerala itself is scant, not to speak of the research literature on tribal education. However there are a few attempts made by individuals to study the tribes of Kerala from different perspectives.

It was Dr.Ayyappan who first prepared a report on tribals of Kerala. In the report (1948)⁹¹ submitted to the Government of then Madras province (of which Malabar area of the present Kerala was then a part of) he discussed the major problems of education of the Madras tribes. The report also contains recommendations regarding schools, vocationally based education, prizes and literacy programmes for the youth.

Ehrenfels (1952)⁹² made a study on the Kadar's of Cochin. This study mainly concentrated on their education and rehabilitation. It gave a comprehensive idea regarding their children's education and their proficiency and discussed the problems of language and teachers. The study also contains detailed recommendations for the rehabilitation of the Kadars of Cochin in respect of education, incorporating curriculum, methods of instruction, revitalization of Kadar's cultural life etc. The author opined that the staff of teachers entrusted with the execution of such programme should be specially

selected and instructed and that a basic knowledge of the problem of social and applied Anthropology in this connection was indispensable.

An enquiry committee (1955-56)⁹³ appointed by the Government of Travancore- Cochin made several investigation into the conditions of various hill tribes in the state. The report contains recommendations concerning the Muthuwans of Idamali, the Hill Pulayar of Champakad and the Kadars of Cochin. The recommendations were concerned with education, especially vocational training, training of aboriginal staff etc.

The Evaluation Committee (1963)⁹⁴ on the welfare of scheduled caste, scheduled Tribes and other Backward communities in their report reviewed the different stages of tribal education in Kerala. Many important suggestions were put forward regarding pre-primary education, primary education, welfare and tribal schools, compulsory primary education, post-graduate courses professional courses, education concessions, residential facilities for scheduled tribe pupils etc.

Kumara Pillai Commission Report (1960)⁹⁵ and the Nettor Commission Report (1970) were mainly concerned with reservation of job for the backward sections in Government Services and recommended for Government incentives. But these reports emphasized besides other things the educational facilities to be provided to the students of the backward classes. The

recommendations of Kumara Pillai Commission Report was implemented by the Government with slight modifications and the Nettoor Commission Report was rejected.

A study by Nayar (1975)⁹⁶ sponsored as part of the ICSSR scheme on the Scheduled caste and tribe High school students of Kerala throws some light on the back ground and problems of tribal education in Kerala. He conducted the study to assess the types and extent of educational problems of scheduled caste and scheduled tribe school students. Questionnaires and interview schedules were used for the collection of data. The study revealed that the majority of the students were older by two or three years for their standard. Economically scheduled tribe students were in more comfortable position than scheduled caste students. More than one fourth of the scheduled caste and scheduled tribe students studied three to four hours and this study habit was found to be promoted by better financial position, higher educational aspiration and non-participation in extra curricular activities. Stagnation and wastage was more among the scheduled caste and scheduled tribe pupils of Kerala.

Santha Kumari (1976)⁹⁷ conducted a study on the 'Impact of Welfare Measures on the Backward Classes in Kerala'. The study revealed that the awareness transcends both the educational and occupational level of respondents and the awareness of educational facilities was an incentive for their children for jobs, which brought

them a better job. Economic status increase the awareness of the backward classes about educational schemes.

Somasekharan Nair (1977)⁹⁸ made a study on Paniyans of Wayanad. The study mainly concentrated on the language and literature of the Paniyans of Wayanad. But it also revealed the social backwardness and educational in balance suffered by the community.

Mathur (1977)⁹⁹ studied the Government Residential Basic Training Schools of Wayanad. He analyzed the relation between education and economy and the various facilities available to the pupils. He opined that tribal education should be solution-oriented.

A study of Educated Unemployed Scheduled Castes and Scheduled Tribes (1983)¹⁰⁰ has enquired the socio-economic conditions of educated unemployed Scheduled Castes and Scheduled Tribes in Kerala and has examined the characteristics of employment and unemployment among them. The study revealed the causes for unemployment among them and remedies suggested. The report considers unemployment among scheduled castes and scheduled tribes as a part of the general problem. It was also revealed that in addition to their non-technical and less qualified man power, non-utilization of educational concessions, lack of idea about employment opportunities, and lack of interest in self-employment schemes are located as the reasons. In the light of these findings suggestions are also made.

Joshi (1983)¹⁰¹ conducted a study on Socio-cultural and Educational conditions of the hill tribes of Kerala. In addition to the socio economic conditions of the Adivasis, the study has also covered their literacy and educational status. The study was mainly of a survey type with tools like interview schedules to tribal families and rating for officers and social workers working in Tribal areas.

George (1984)¹⁰² in a study aimed at assessing the educational problems of the Scheduled Caste and Scheduled Tribe College students in Kerala. The objectives were to study the factors that promoted the scheduled caste and scheduled tribe students to go to the college, the factors responsible for drop-out of scheduled caste and scheduled tribe students and their perception about the same. The study revealed that the amount of scholarship was inadequate, parents needed to be educated about the facilities existing and its purpose etc. A considerable number of scheduled caste and scheduled tribe students suffered from inferiority complex.

C.P.Sreekantan Nair (1985)¹⁰³ investigated the socio-economic educational, cultural and intellectual aspects of the tribal children of different tribes of Kerala, with special reference to Wayanad area in all aspects including education. The major findings were: Special attentions should be given for the education of tribal girls and teachers should treat the problems of tribal pupils with empathy.

To study the socio-economic background of the scheduled caste and scheduled tribe college students of Kerala, to find out its impact on educational aspirations were the main objectives of the study of S.Mani (1989)¹⁰⁴ The study revealed that the scheduled caste and scheduled Tribe students remained in colleges for more than the normal time required. They had some discontentment about the amount and mode of disbursement of aids and scholarships.

T.V.Thulasidharan (1993)¹⁰⁵ made a study 'An enquiry into the extents and use of welfare measures available to the scheduled caste and scheduled tribe students and their influence on the educational attainment and levels of aspiration. Main objectives of the study were to find out the various welfare measures available to the scheduled caste and scheduled tribe students at the post metric level and to examine the extent of utilization of the schemes and attitude of students towards the scheme and awareness of the parents about the schemes and the attitude and opinions of principals and professors towards the scheme and their utilization and facilities available to the scheduled caste/scheduled tribe students in post metric hostels.

Major findings were: about thirty major welfare schemes were found to be available to the scheduled caste/scheduled tribe pupils. Male and female SC/ST students spent the financial assistance for different purposes according to their preferences. The financial

assistance were spend for the purchase of study materials, dress materials, private tuition, extra-curricular activities, excursions, educational expenses of their siblings etc.

To know the Social Background of the college students of scheduled caste and scheduled tribes, to identify the type of cause they are undergoing, to know their extra curricular activities, aspirations, ideals, friendship circles and discriminations experienced were the main aims of the study by Rajan (1993)¹⁰⁶. The study showed that the enrollment of scheduled tribes was very low at each level of education. A very high percentage of scheduled caste and scheduled tribe students were found to be highly educated when compared with the educational achievements of their siblings. The number of scheduled caste and scheduled tribe students was higher than that of other caste in arts and reverse was the situation in science. A large number of scheduled caste and scheduled Tribe students participated more in sports, N.C.C etc. than other activities such as student union, debates, literacy activities, etc.

Jayakumar (1996)¹⁰⁷ conducted a study on language problems of tribal primary school pupils in Idukki district, Kerala state. The major findings involved in the study were most of the tribal students were not familiar with many alphabets and unable to pronounce them properly. Most of the students were very poor in communicating

regional language. They cannot understand clearly the ideas when taught in standard language. Their reading skill was very poor.

Devan (1997)¹⁰⁸ conducted a study of 'Tribal Wayanad Past and Present' and pointed out that the educational status of Wayanad tribals is still very low. Although various measures have been taken to raise the educational status of Paniyans, Adiyans, Kuruma and other tribals in this district, they have not given us desired results. Though the thrust of the activities of the scheduled tribe development is on education, the Paniyan comprising over 60% of Wayanad tribal population continues to be backward in education.

Kunhaman (1998)¹⁰⁹ studied the development of tribal economy of Kerala. The objective of the study was to examine the extent of inter-regional variations in the levels of socio-economic conditions of the hill-tribes of Kerala and to understand the possible reason for such variations. An attempt has been made to understand the reasons for the inter-regional variations in the levels of socio-economic development among hill tribes of Kerala. Kunhaman concluded that the economic evolution of the hill tribes of Kerala shows significant regional variations and it is due to the various socio-political and historical conditions prevailed in different areas ie, Travancore-cochin and Madras. He has concluded that as one moves from the south to the north through the various districts of Kerala, one finds that important socio-economic indications such as

literacy, average area of land per household, degree of market participation, wage rate, per capita income etc. Decline among scheduled tribes. The intra-regional differences within Kerala, which emerged in the course of earlier historical evolution of hill tribes, have been perpetuated and possibly even aggregated.

Krishnan (1998)¹¹⁰ made a study on the awareness and utilization of Educational Development schemes by Tribals of Wayanad. Krishnan has concluded that Kerala is one of the state in India, which had introduced several tribal education programmes right from the conception of development plans. Still, tribal literacy was the lowest in Kerala when compared to other sections of the population. Compared to the general literacy rate of 89.81 percent, the literacy rate among the tribal was 57.22 percent while that of scheduled caste was 79.66%. He concluded that Kerala has achieved envious position with regard to various aspects of literacy. But, with respect to tribal literacy, Kerala has only 5th position. This is a point to be taken into account seriously. Krishnan also concluded that in spite of the commendable enrolment rate among the tribals, their dropout rate is a matter of great concern. Thus the major issue with regard to tribal education in the next century is their retention in schools. He suggested that more planned and imaginative policies were called for to settle those problems.

Achuthan (2000)¹¹¹ made a study on the efficiency of supporting programmes for scheduled caste and scheduled-Tribe pupils. Achievement Test and Interview techniques were used for the collection of data. For the collection of data the investigator interviewed 61 wardens of pre-matric hostels and 81 teachers of tutorial system. The major findings of the study were: sufficient rooms are not available for pupils in almost all pre-matric hostels. Adequate furniture is not provided in the pre-matric hostels, for the smooth implementation of the tutorial system.

Manish (2001)¹¹² conducted an important study on self-concept and academic achievement of scheduled tribe students in secondary schools of wayanad district. The sample consisted of 200 scheduled tribe students from VIII, IX and X from secondary schools of Wayanad district. A self-concept Inventory was used along with the academic achievement scores collected from school records. The following conclusions were drawn: There is high positive relationship between self-concept and academic achievement of secondary school tribal students. There was high positive and substantial relationship between various dimensions of self-concept like physical, social, temperamental and educational self concept of tribal students and academic achievements.

Thus a review of the related literature shows that though a number of studies have been made in the area of tribal education

there are many fields which remain unexplored. Further, since because of the impact of Governmental and other incentives the tribal situation is changing fast and the nature and direction of this change especially with regard to tribal education has to be continuously evaluate. Thus the review of literature only further underline the relevance of the present topic.

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

R.MERCY, M.A., M.Ed.

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CHAPTER- IV

METHODOLOGY

- ❖ *Method used for the study*
- ❖ *Sources of data*
- ❖ *Tools for the collection of data*
- ❖ *Questionnaires*
- ❖ *Questionnaire to scheduled tribe pupils*
- ❖ *Questionnaire to teachers in schools*
- ❖ *Questionnaire to scheduled tribe parents*
- ❖ *Interview schedule*
- ❖ *Structured interview schedule for social workers*
- ❖ *Structured interview schedule for educational experts*
- ❖ *Participant observation*
- ❖ *Sample proposed for the study*
- ❖ *Scheduled tribe pupils*
- ❖ *Teachers*
- ❖ *Scheduled tribe parents*
- ❖ *Social workers*
- ❖ *Educational experts*
- ❖ *Participant observation*
- ❖ *Administration of tools and collection of data*
- ❖ *Consolidation and analysis of data*

METHODOLOGY

This chapter deals with the methodology of the present investigation. This includes method used for the study, sources of data, tools used for the collection of data, sample used for the study, administration of tools and collection of data and suggested techniques of the analysis of data.

I. METHOD USED FOR THE STUDY.

The method adopted for the study is important in any research because this will help the investigator for the successful completion of investigation.

In this study for the realisation of each objective suitable methods were adopted. For the realisation of the first objective documentary analysis was made use of. For objectives 2 to 7 survey method and participant observation were used. The survey method was selected for the study because of the following reasons.

- Survey is cross-sectional and it will collect data from relatively large number of cases.
- Survey is concerned with generalised statistics of the whole population or a representative sample.
- Survey deals with well defined problems and objectives and also planning, a careful analysis and interpretation of the data and a logical reporting of the findings.

- It provides information useful for the solution of the problems.
- Survey is more realistic and it investigates phenomena in their natural settings.

While selecting survey the following precautions were taken:

- Survey was made as objective as possible
- Before conducting the survey the field was made familiar to the investigator.
- All objectives and procedures of the survey were made before the beginning of the survey.
- Discussion with experts was held to discuss the strategy to be adopted in the field.
- The co-operation of the Parents, Teachers, Pupils and the Heads of the institutions were ensured in the course of the survey.
- Enough time was allotted for the collection of data from various sources.

Participant observation

While selecting participant observation the investigator was full well aware that this method is a time consuming process. But here it was used to get first hand information about the tribal situation and also to check and reinforce the data collected from other sources. Through participant observation the investigator got an in-depth understanding about the attitude of tribal parents towards education, their way of life, the difficulties they in frond with, the study habits of

children, encouragement given by parents for the education of the children etc.

II. SOURCES OF DATA.

Data for the investigation were collected from primary and secondary sources. The following sources were used in order to collect necessary information.

- Administrative reports of the Scheduled Tribes Development Department, Thiruvananthapuram, Kerala State.
- Administrative reports of the Haryjan Welfare Department, Thiruvananthapuram, Kerala State.
- Administrative reports of the Directorate of Public Instruction, Thiruvananthapuram, Kerala.
- Census Reports of 1971, 1981, 1991 and 2001, Kerala
- Educational survey reports.
- Publications of Bureau of Economic and Statistics, Thiruvananthapuram, Kerala state.
- Planning Commission Reports.
- Project reports, Sub plan gazettes and Proceedings of Government of Kerala state.
- Reports of the Committees and Commissions
- Research publications
- Research publications on themes related to tribal education
- Previous researches, especially those relating to tribal education.

These reports yielded data to find out the answer for the first specific objective.

Data were also collected by administering questionnaires to tribal pupils, questionnaires to teachers, questionnaires to scheduled tribe parents, interviewing social workers in tribal belts engaged in tribal welfare activities and educational experts.

Participant observation was also used in the study to collect data and to check and reinforce the data collected from other sources.

III. TOOLS FOR THE COLLECTION OF DATA.

The selection of appropriate devices for the collection of new and unknown data for the study of the problem is important for successful investigation. The investigator has developed three Questionnaires for the collection of data-one for tribal pupils, one for teachers and the third for scheduled tribe parents and Structured Interview Schedules for interviewing the social workers and educational experts.

a) Questionnaires

The questionnaires were selected as tools for the present study because of the following reasons:

- Questionnaire is economical in respect of time, efforts and cost to the accumulation of information.
- Questionnaire is a better tool and it permits a wide coverage

- Through questionnaire large groups can be covered at the same time.
- Questionnaires ensure immediate response from the respondent in all the important items.
- Since Questionnaire is administered in a written form, the responses ensure some uniformity.

The following precautions were taken while preparing the questionnaire.

- The items in the questionnaire were submitted for expert's opinion
- The questions were framed in connection with the objective of the study
- Standard reference books were made use of in the preparation of questionnaires.
- It was ensured that the content of the questions would elicit valid and reliable answers.
- The questions were so worded that they were absolutely clear to the respondents.
- Provisions were given for anonymous response where the information calls for answers delicate and confidential in nature.
- The respondents were carefully chosen; it was sent only to those persons who possessed the desired information.
- The directions and questions were so worded and ordered as to allay any fears, hesitations, embarrassment or hostility on the part of the respondent.
- The questionnaire given to different groups contained parallel questions to help cross-check the responses.

i) Questionnaire to Scheduled Tribe Pupils

In order to collect data regarding the constraints in the education of the tribal pupils a questionnaire was prepared by the investigator based on the objectives of the present study.

Questionnaires were given to tribal pupils who are studying in standards VIII, IX and X in the secondary schools of Kerala. The questionnaire to tribal pupils was prepared in Malayalam.

The questionnaire to scheduled tribe pupils has two sections- section A and section B. Section A of the questionnaire seeks personal data of the pupils to whom it was administered. It contains eight questions for collecting general information about the tribal pupils.

The data includes such details as Name of pupil, sex, age, class, name of school, tribe to which belong to, mother tongue and Educational status of parents and siblings.

Section B consists of 40 questions based on the objectives of the present study. The question numbers 1 to 14 in the questionnaire to tribal pupils will yield data to find answer to the second objective. Question numbers from 15 to 20 are related to the third objective of the study. Question numbers 21 to 26 in the questionnaire are pertaining to the fourth objective of the present investigation.

The question numbers from 27 to 31 of the questionnaire are related to the fifth objective of the study. Question 32 of the questionnaire will give data related to the sixth objective and question from 33 to 39 are to find out how the lack of school facilities act as constraints in the education of the tribal pupils. In order to collect data from tribal pupils about their constraints in education, the last question was kept open.

The English and Malayalam versions of the questionnaire are appended as number I and II.

ii) Questionnaire to Teachers in Schools

The questionnaire to the teachers in schools with tribal pupils was prepared in Malayalam the regional language. The Questionnaire was issued to the teachers and headmasters of Primary, Upper primary and High schools.

The questionnaire consists of two sections, section A and Section B. Section A of the questionnaire is meant for the collection of personal data of the teachers to whom the questionnaire was administered. The data includes details such as – Name of teacher, Name of school, designation, Sex, Section in which works, Educational qualifications, Teaching experience, Special training in the teaching of scheduled tribe pupils etc.

Section B of the questionnaire consists of questions based on the objectives of the present investigation. The question numbers 1 and 2 of the questionnaire will give data related to the second objective of the study. Questions 3 and 4 are related to the third objective of the present investigation. Question number 5 is meant to collect data related to the fourth objective. Question numbers 6 and 7 are related to the objective of the study. Questions 8 the 9 in the questionnaire are pertaining to the sixth objective of the present investigation. The question numbers 10 and 11 will yield data to the seventh objective. In order to collect suggestions from teachers to minimize the constraints in the education of the tribal pupils, the last question was kept open.

The English and Malayalam versions of the questionnaire are appended as number III and IV.

iii) Questionnaire to scheduled tribe parents.

The investigator is aware that most of the tribal parents are illiterate and may be unable to fill in the questionnaire for themselves. This impediment was overcome by the investigator herself administering the questionnaire in person and making the entries on behalf of the tribal parents. This is supposed to bring more specific response from parents than through interviews even when structured interview schedules are used. Further by personal administration the investigator will get a chance to clarify doubts coming from the part of the tribal parents.

Any how, educated tribal parents were requested to fill in the Questionnaire by themselves.

Questionnaire to tribal parents consists of two sections, section A and Section B. Section A of the questionnaire is meant for the collection of personal data of the tribal parents, it contains 8 questions. The Section B consists of 21 questions based on the objectives of the present study. The questionnaire was prepared in Malayalam.

The question numbers 1 to 5 are related to the second objective of the study. Questions from 6 to 10 in the questionnaire to tribal parents will yield data to the third objective of the present investigation. Questions from 11 to 14 relates to fourth objective. Questions from 15 to 18 of the questionnaire are pertaining to the fifth objective of the study. Question number 19 is meant to collect data related to the sixth objective. Question number 20 is related to the seventh objective of the present investigation. Last question is kept open in order to invite suggestions from tribal parents to overcome the constraints in the education of the tribal pupils.

The English and Malayalam versions of the questionnaires are appended as V and VI.

b) Interview Schedules

In order to collect relevant data from social workers and educational experts they were interviewed with structured interview schedules.

Interview schedule was selected because of the following reasons.

- Interview permits the establishment of good rapport and stimulates the respondent to give more valid answers.
- Interview permits the interviewer to help the respondent clarify his thinking on a given point.
- The percentage of responses is likely to be much higher than in other methods.
- The investigator can create right type of friendship with respondent which is necessary for obtaining desired data.
- Interview permits even exchange of ideas and it provides opportunity for give and take.
- Through interview the respondent's facial expressions and other signs of non-co-operation and irregularities can be seen.
- Through interview the respondent may reveal information of a delicate or confidential nature.

i) Structured Interview Schedule for Social Workers.

Interview schedule prepared for the social workers was in Malayalam. It consists of 18 questions. First 5 questions were meant to collect personal data about the social workers. Questions from 6 to 18 were framed on the basis of the objectives of the study.

Question numbers 6 and 7 of the Interview schedule were related to the second objective of the present investigation. Question numbers 8 and 9 to the third specific objective, question number 10 was meant to collect data related to the fourth objective. Question numbers 11 and 12 was related to the fifth objective, Question number 13 and 14 to the sixth objective, question numbers 15, 16 and 17 related to the seventh objective. Last question in the interview schedule is meant to invite suggestions from the social workers regarding tribal education.

The English version of the interview schedule is appended as VII

ii) Structured Interview Schedule for Educational Experts

Data were also collected from educational experts using a structured interview schedule. The 25 educational experts from governmental and voluntary agencies were selected for interview.

Interview schedule prepared for the educational experts was in Malayalam. It consisted of 17 questions. First 3 questions were meant to collect personal data of the educational experts. Question numbers 4 and 5 of the interview schedule were related to the second objective of the study. Question numbers 6 and 7 to the third objective, question number 8 to the fourth objective, question numbers 9, 10 and 11 related to the fifth objective. Question numbers 12 and 13 are related to the sixth objective of the present study. Question numbers 14 to 16 are related to the seventh

objective of the study. Last question in the interview schedule is meant to invite suggestions from educational experts regarding tribal education.

The English version of the Interview scheduled is appended as VIII

c) Participant Observation

For participant observation five tribal hamlets from four revenue districts were selected. While selecting the hamlets along with accessibility the density of population and number of school going children from the hamlets were also considered.

IV. SAMPLE PROPOSED FOR THE STUDY

The sample for the present study consists of Scheduled Tribe pupils, Teachers, Scheduled Tribe Parents, Social Workers and Educational Experts.

i) Scheduled Tribe Pupils

As has already been mentioned pupils of stand VIII, IX, and X alone were selected as student sample of the study as pupils of primary and upper primary were considered incapable of providing well thought out opinion. Scheduled tribe pupils from four revenue districts of Kerala viz. Wayanad, Palakkad, Idukki and Thiruvananthapuram were selected for the study. This ensured representation to three regions of Kerala mainly North, Central and South. Tribal pupils studying in High schools alone were taken as

sample because primary and upper primary pupils were assumed to be incapable of giving well thought out answers. 1500 scheduled tribe pupils were taken as sample. More representation was given to the districts having more number of scheduled tribe pupils. Stratified random selection was used in sampling.

1) Sex-wise distribution of tribal pupils.

The sex-wise distribution of the scheduled tribe pupils selected for the study is presented in Table 4.1.

TABLE 4.1
Sex-wise distribution of tribal pupils

Sl.No.	Sex	Number	Percentage
1.	Boys	773	51.53
2.	Girls	727	48.47
Total		1500	100

The above table reveals that 773 (51.53%) tribal pupils are boys and 727 (48.47%) girls.

2) Age-wise distribution of scheduled tribe pupils.

The age-wise distribution of tribal pupils selected for the study is presented as Table 4.2

TABLE 4.2
Age-wise distribution of scheduled tribal pupils

Sl.No.	Age	Number	Percentage
1.	13 Years old	304	20.27
2.	14 Years old	313	20.87
3.	15 Years old	407	27.27
4.	16 Years old	209	13.93
5.	17 Years old	170	11.33
6.	18 Years old	85	5.67
7.	Above 18 years old	10	0.67

Table shows 407 (27.27%) pupils are of 15 years, 313 (20.87%) are 14 years, 304 (20.27%) 13 years, 209 (13.93%) 16 years, 170 (11.33%) 17 years, 85 (5.67%) 18 years old and 10 (0.67%) above 18 years old.

3) Standard-wise distribution

The standard-wise distribution of the scheduled tribe pupils selected for the study is given as Table 4.3.

TABLE 4.3
Standard-wise distribution of tribal pupils

Sl.No.	Standard	Number	Percentage
1.	Standard VIII	468	31.2
2.	Standard IX	501	33.4
3.	Standard X	531	35.4

Table shows 531 (35.4%) belong to standard X, 501 (33.4%) to standard IX and 468 (31.2%) to standard VIII.

4) Tribe-wise distribution of pupils

The tribe-wise distribution of the pupils selected for the study is presented as Table 4.4.

TABLE 4.4

Tribe-wise distribution of pupils

Sl.No.	Name of tribe	Number	Percentage
1.	Malayarayar	29	1.93
2.	Paniyan	132	8.8
3.	Irular	35	2.34
4.	Kanikkaran (Kanikkar)	116	7.73
5.	Mudugar	83	5.53
6.	Kattunaikar	71	4.73
7.	Mannan	69	4.6
8.	Hill pulaya	46	3.07
9.	Malaya	86	5.73
10.	Palleyan	77	5.13
11.	Kurumbas	89	5.93
12.	Kadar	63	4.2
13.	Malai Pandaram	42	2.8
14.	Malai Vedan	44	2.93
15.	Koraga	23	1.53
16.	Eravallan	53	3.53
17.	Kammara	49	3.27
18.	Malakuravan	59	3.93
19.	Palliyar	24	1.6
20.	Malasar	54	3.6
21.	Kochuvelan	21	1.4
22.	Aradan	23	1.53
23.	Palliyan	68	4.53
24.	Kondareddis	24	1.6
25.	Kurichian	104	6.93
26.	Kudiya, Melakudi	16	1.07
Total		1500	100

The table above shows that 132 (8.8%) pupils belong to Paniyan, 116 (7.73%) to Kanikkaran, 104 (6.93%) to Kurichian, 89 (5.93) to Kurumbas, 83 (5.53%) to Mudugar, 77 (5.13%) to Palleyan, 71 (4.73%) Kattunaikar, 69 (4.6%) to Mannan, 68 (4.53%) to Palliyan and 63 (4.2%) to Kadar tribes.

5) Mother -tongue wise distribution of tribal pupils

The mother-tongue wise distribution of tribal pupils is presented as Table 4.5

TABLE 4.5

Mother-tongue-wise distribution of tribal pupils

Sl.No.	Mother tongue	Number	Percentage
1.	Malayalam	897	59.8
2.	Tribal dialect	603	40.2
Total		1500	100

The table shows that for 897 (59.8%) pupils Malayalam is the mother tongue whereas 603 (40.2%) tribal dialect is the mother tongue.

6) Educational status of parents

The educational status of parents of the tribal pupils is presented as Table 4.6

TABLE 4.6

Educational status of parents of the tribal pupils

Sl. No.	Educational status	Fathers N = 1497		Mothers N = 1498	
		Nos.	%	Nos	%
1.	Illiterate	459	30.67	463	30.9
2.	Neo-literate	180	12.02	204	13.61
3.	Class 1 to 4	470	31.39	486	32.44
4.	Class 5 to 10	334	22.31	318	21.22
5.	College education	43	2.87	21	1.4
6.	Technical education	11	0.73	8	0.53

The above table shows that 470 (31.39%) fathers and 486 (32.44%) mothers have education of primary school level only. 459 (30.67%) and 463 (30.9%) mothers are illiterates. Only 11 (0.73%) fathers and 8 (0.53%) mothers had college education.

7) Educational status of siblings

The educational status of the siblings of 1500 tribal pupils selected for the study is presented as Table.4.7. It may be noted that the tribal pupils altogether had 2839 brothers and 2481 sisters of educable age.

TABLE 4.7

Educational status of siblings of tribal pupils

Sl. No.	Educational status	Brothers N = 2839		Sisters N = 2481	
		Nos.	%	Nos	%
1.	Illiterate	608	21.42	549	22.13
2.	Neo-literate	325	11.45	367	14.79
3.	Class 1 to 4	981	34.55	922	37.16
4.	Class 5 to 10	685	24.13	493	19.87
5.	College education	192	6.76	129	5.20
6.	Technical education	48	1.69	21	0.85
7.	Total	2839	100	2481	100

The table shows that 981 (34.55%) brothers and 922 (37.16%) sisters have only primary school level education. 608 (21.42%) brothers and 549 (22.13%) sisters are illiterates. Any how, 192 (6.76%) brothers and 129 (5.20%) sisters have college education.

The table 4.1 to 4.7 shows the tribal pupils selected for the study form a representative sample of tribal pupils population of Kerala.

ii) Teachers

Teachers of Primary, Upper Primary and Secondary schools from Wayanad, Palakkad, Idukki and Thiruvananthapuram districts having experience in teaching tribal pupils form the sample of teachers. 500

teachers were selected from the above mentioned districts. Stratified random sampling was used for the selection.

1) *Designation wise distribution of teachers.*

The designation-wise distribution of teachers selected for the study is presented as Table 4.8. Since Secondary School teachers are more qualified it was expected that they will give better taught out opinion and hence more weightage was given to them while selecting the teacher's sample.

TABLE 4.8
Designation-wise distribution of teachers

Sl.No.	Designation	Number	Percentage
1.	LP/UP Assistant	86	17.2
2.	HSA	351	70.2
3.	Physical Education	24	4.8
4.	Others	39	7.8
5.	Total	500	100

The table shows, of the 500 teachers, 351 (70.2%) are high school assistants, 86 (17.2%) LP/UP Assistants 24 (4.8%) P.T teachers and 39 (7.8%) belong to the category of 'others'. In the category of 'others' come mostly Headmasters and Principals.

2) *Sex-wise distribution of teachers*

The sex-wise distribution of the sample of teachers is presented as Table 4.9



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TABLE 4.9
Sex-wise distribution of teachers

Sl.No.	Sex	Number	Percentage
1.	Male	128	25.6
2.	Female	372	74.4
Total		500	100

The table shows of the 500 teachers, 128 (25.6%) are males and 372 (74.4%) females.

3) **Community-wise distribution of teachers**

The community-wise distribution of teachers is presented as Table 4.10

TABLE 4.10
Community-wise distribution of teachers.

Sl.No.	Community	Number	Percentage
1.	FC	249	49.8
2.	OBC	180	36
3.	OEC	21	4.2
4.	SC	47	9.4
5.	ST	3	0.6
6.	Total	500	100

A perusal of the table reveals that 249 (49.8%) teachers belong to forward communities, 180 (36%) to other backward communities, 47 (9.4%) to other communities, 21 (4.2%) to other eligible communities and only 3(0.6%) belong to schedule tribes.

4) *Qualification-wise distribution of teachers*

The qualification-wise distribution of teachers is presented as Table 4.11

TABLE 4.11
Qualification-wise distribution of teachers.

Sl.No.	Qualification	Number	Percentage
1.	SSLC/PDC	73	14.6
2.	Graduate	410	82
3.	Post graduate	17	3.4
4.	T.T.C	76	15.2
5.	B.Ed	389	77.8
6.	M.Ed	4	0.8
7.	Others	31	6.2
8.	Total	1000	200

The above table reveals that 410 (82%) are graduates and 73 (14.6%) are under graduates and 17 (3.4%) teachers are post graduates. Further 389 (77.8%) have B.Ed qualification and 76 (15.2%) have TTC qualification and 4 (0.8%) have M.Ed. Any how, 31 (6.2%) have other qualifications like computer diplomas, training in physical education etc.

5) *Experience-wise classification of teachers*

The experience-wise distribution of teachers selected for the study is presented as Table 4.12.

TABLE 4.12

Experience-wise distribution of teachers.

Sl.No.	Experience	Number	Percentage
1.	Below 5 years	53	10.6
2.	5 to 10 years	84	16.8
3.	10 to 15 years	136	27.2
4.	15 to 20 years	102	20.4
5.	20 to 25 years	74	14.8
6.	More than 25 years	51	10.2
7.	Total	500	100

The table shows that 136 (27.2%) teachers have an experience of 10 to 15 years, 102 (20.45%) have an experience of 15 to 20 years, 84 (16.8%) 5 to 10 years, 74 (14.8%) 20 to 25 years, 53 (10.6%) below 5 years and 51 (10.2%) teachers have an experience of more than 25 years.

6) Subject-wise distribution of teachers

The teachers were also classified on the basis of the subjects they teach. Their distribution in this regard is presented as Table 4.13

TABLE 4.13

Subject-wise distribution of teachers.

Sl.No.	Subject taught	Number	Percentage
1.	English	84	16.8
2.	Malayalam	91	18.2
3.	Hindi	46	9.2
4.	Social science	83	16.6
5.	Physical science	71	14.2
6.	Biology	49	9.8
7.	Physical education	24	4.8
8.	Mathematics	63	12.6
9.	Others	21	4.2
10.	Total	532	106.4

A perusal of the table reveals that 91 (18.2%) teach Malayalam. 84 (16.8) English, 83 (16.6%) social science, 63 (12.65) mathematics, 46 (9.2%) Hindi and 21 (4.2%) other subjects. It has to be noted that since at the primary and upper primary level the same teacher has to teach different subjects and in the high school level, subject-teachers have to teach English also, total number may be more than 500.

7) Number of tribal pupils taught.

In order to get an idea about the experience of teachers in teaching tribal pupils they were asked to furnish details regarding the number of tribal pupils they have taught. Their response in this regard is consolidated in Table 4.14

TABLE 4.14

Number of tribal pupils taught by teachers

Sl.No.	Number of pupils taught	Number	Percentage
1.	Less than 100	4	0.8
2.	Between 100 to 200	7	1.4
3.	Between 200 to 300	12	2.4
4.	Between 300 to 400	23	4.6
5.	Between 400 to 500	46	9.2
6.	More than 500	408	81.6
7.	Total	500	100

The above table reveals that 408 (81.6%) teachers have taught more than 500 tribal pupils. Only 4 teachers have taught less than 100 tribal pupils. Others are distributed in between.

Thus a look at the teacher's sample reveals that they are quite experienced and can represent the general population of teachers involved in the area of the education of the tribal pupils.

iii) Scheduled Tribe Parents

Scheduled tribe parents from Wayanad, Palakkad, Idukki and Thiruvananthapuram districts were selected as sample. Stratified random sampling was used in their selection. 150 tribal parents belonging to different tribes formed their sample.

1) Tribe-wise distribution of parents

Parents selected for the study comprised of 18 different tribes. Their distribution is presented as Table 4.15.

TABLE 4.15

Tribe-wise distribution of parents.

Sl.No.	Name of tribes	Number	Percentage
1.	Irular	11	7.33
2.	Kanikkar	13	8.67
3.	Mudugar	13	8.67
4.	Kattunaikar	9	6.0
5.	Mannan	8	5.33
6.	Hill pulaya	6	4.0
7.	Malayan	5	3.33
8.	Kurumbas	6	4.0
9.	kadar	4	2.67
10.	Malai Vedan	7	4.67
11.	Eravallen	6	4.0
12.	Kammara	10	6.67
13.	Malakuravan	9	6.0
14.	Palliyar	10	6.67
15.	Malasar	8	5.33
16.	Palliyan	7	4.67
17.	Kondareddis	4	2.67
18.	Paniyan	14	9.33
	Total	150	100

Table shows that among the tribal parents Paniyan form 14 (9.33%), kanikkar and Mudugar 13 (8.67%) each, Irular form 11 (7.33%), Kammara, palliyar 10 (6.67%) each, Kattunaikar and Malakuravan 9 (6.0%) each and Mannan and Malasar 8 (5.33%) each.

2) Occupation of tribal parents

The distribution of tribal parents on the basis of their occupation is presented as Table 4.16

TABLE 4.16

Occupation of tribal parents

Sl.No.	Occupation	Number	Percentage
1.	Coolie	94	62.67
2.	Agriculturist	31	20.67
3.	Traditional work	23	15.33
4.	Government employee	2	1.33
5.	Total	150	100

The table shows that 94 (62.67%) are coolies, 31 (20.67%) are agriculturists 23 (15.33%) are traditional labourers and just 2 (1.33%) government employees.

3) Income-wise distribution of the family

The income-wise distribution of the family of the tribal parents is presented as Table 4.17.

TABLE 4.17

Monthly income-wise distribution of the family of the tribal parents

Sl.No.	Monthly income	Number	Percentage
1.	Less than Rs.500	79	52.67
2.	Between Rs.500 to 1000	53	35.33
3.	Between Rs. 1000 to 1500	9	6.0
4.	Between Rs. 1500 to 2000	6	4.0
5.	More than Rs. 2000/-	3	2.0
Total		150	100

The table shows the monthly income of 79 (52.67%) tribal parents is less than Rs.500/-, 53 (35.33%) between Rs 500 to 1000, 9 (6.0%) parents Rs. 1000 to 1500, 6 (4.0%) parents between Rs. 1500 to 2000 and only 3 (2.0%) tribal parents have more than Rs.2000,- as monthly income.

4) Educational status-wise distribution of tribal parents

The educational status-wise distribution of tribal parents is presented as Table4.18

TABLE 4.18

Educational status-wise distribution of tribal parents.

Sl.No.	Educational qualification	Number	Percentage
1.	Illiterate	37	24.67
2.	Neo-literate	19	12.67
3.	Class 1 to 4	60	40.00
4.	Class 5 to 10	31	20.67
5.	College education	2	1.33
6.	Technical educational	1	0.67
Total		150	100

The table shows that 60 (40%) tribal parents have only primary education, 37 (24.67%) are illiterates, 31 (20.67%) have education from fifth to tenth standards, 19 (12.67%) are neo-literates, 2 (1.33%) have college education and only one technically qualified.

5) Family structure-wise distribution of tribal parents

Tribals belong to both joint and nuclear families. Their distribution in this regard is presented as Table 4.19

TABLE.4.19

Family structure-wise distribution of tribal parents

Sl.No.	Structure of the family	Number	Percentage
1.	Joint family	101	67.33
2.	nuclear family	49	32.67
Total		150	100

6) School going children of tribal parents

Details regarding the school going children of tribal parents are provided in Table 4.20.

TABLE 4.20

School going children of the tribal parents

Sl. No.	School going children, N = 427	Male		Female	
		Nos.	%	Nos	%
1.	Primary	97	22.72	95	22.25
2.	Upper primary	51	11.94	54	12.65
3.	High school	59	13.82	49	11.48
4.	College	8	1.87	6	1.41
5.	Technical	5	1.17	3	0.70

The above table reveals that tribal parents have 97 (22.72%) boys and 95 (22.25%) girls studying at the primary level, 51 (11.94%) boys and 54 (12.65%) girls studying at the upper primary level, 59 (13.82%) boys and 49 (11.48%) girls studying at the high

schools, 8 (1.87%) boys and 6 (1.41%) girls studying at the college level, 5 (1.17%) boys and 3 (0.70%) girls studying in technical courses.

7) *Unenroled children of tribal parents*

The unenroled children of the educable age of the tribal parents is presented in Table 4.21

TABLE 4.21

Unenroled children of tribal parents

Sl.No.	Unenroled children	Number	Percentage
1.	Boys	7	41.18
2.	Girls	10	58.82
Total		17	100

The table reveals that of the 17 children of the educable age not sent to school, 7 (41.18%) are boys and 10 (58.82%) are girls.

From the above data it becomes clear that the sample of tribal parents selected for the study are quite representative and they are capable of giving valid information.

iv) Social workers

Persons who are engaged in the uplift of tribes are considered as social workers for the present investigation. 25 such social workers were interviewed, they included social workers of voluntary agencies, government agencies, panchayath representative and workers of literacy programmes.

1) Community-wise distribution of social workers.

The community-wise distribution of social workers is presented as Table 4.22

TABLE 4.22

Community-wise distribution of social workers.

Sl.No.	Community	Number	Percentage
1.	FC	10	40
2.	OBC	12	48
3.	OEC	1	4.0
4.	SC	1	4.0
5.	ST	1	4.0
Total		25	100

The table shows that 10 (40%) social workers belong to forward communities, 12 (48%) belong to other backward communities and 1 (4.0%) each to other eligible community, scheduled caste and scheduled tribe.

2) Religion-wise distribution of social workers.

The religion-wise distribution of social workers is presented as Table 4.23

TABLE 4.23

Religion-wise distribution of social workers.

Sl.No.	Religion	Number	Percentage
1.	Hindu	11	44
2.	Christian	13	52
3.	Muslim	1	4
Total		25	100

The table reveals that 13 (52%) social workers are christians, 11 (44%) Hindus and 1 (4%) muslim.

3) *Experience as social worker*

The experience of social workers is presented as Table 4.24

TABLE 4.24

Experience – wise distribution of social workers

Sl.No.	Experience	Number	Percentage
1.	Below 5 years	3	12
2.	Between 5 to 10 years	4	16
3.	Between 10 to 15 years	6	24
4.	Between 15 to 20 years	5	20
5.	More than 20 years	7	28
Total		25	100

A perusal of the table reveals that 7 (28%) have an experience of more than 20 years, 6 (24%) 10 to 15 years, 5 (20%) 15 to 20 years, 4 (16%) 5 to 10 years and 3 (12%) below 5 years.

4) *Category-wise classification of social workers*

The category-wise classification of social workers is presented as Table 4.25

TABLE 4.25

Category-wise classification of social workers

Sl.No.	Category	Number	Percentage
1.	Government	11	44
2.	Voluntary	14	56
Total		25	100

The table reveals that 14 (56%) are voluntary social workers where as 11 (44%) are governmental social workers.

Thus the sample of social workers interviewed will convince that they are committed, group of social workers working for the cause of the uplift of the tribes.

v) Educational Experts

25 Educational experts were interviewed using a structured interview schedule to get an in depth understanding about the issues in the education of the tribal pupils. The educational experts so selected were government officers like education officers, Tribal welfare officers and retired persons working though voluntary agencies for the cause of the popularisation of the education among the tribal pupils.

i) Educational status-wise distribution of educational experts

The educational status-wise distribution of educational experts is presented as Table 4.26

TABLE 4.26
Educational status-wise distribution of educational experts

Sl.No.	Educational status	Number	Percentage
1.	Graduate	25	100
2.	Post graduate	10	40
3.	B.Ed	12	48
4.	M.Ed	6	24
5.	M.Phil	4	16
6.	Doctorate	4	16

Table shows that 12 (48%) educational experts have B.Ed degrees, 6 (24%) have M.Ed, 4 (16%) each have M.Phil and Doctorate degrees.

2) Experience in educational activities

The experience of the educational experts in educational activities is presented as Table 4.27.

TABLE 4.27

Experience of the educational experts

Sl.No.	Experience	Number	Percentage
1.	Below 5 years	1	4
2.	Between 5 to 10 years	3	12
3.	Between 10 to 15 years	4	16
4.	Between 15 to 20 years	11	44
5.	More than 20 years	6	24
Total		25	100

The above table reveals that 11 (44%) educational experts have 15 to 20 years of experience, 6 (24%) have more than 20 years, 4 (20%) have 10 to 15 years experience, 3 (12%) has 5 to 10 years and 1 (4%) have below 5 years experience.

Thus the educational experts interviewed have vast experience, qualifications and their opinion can be considered valid and reliable.

vi) Participant Observation

Participant observation was also used as a source for collection of data. In selecting participant observation, the investigator was fully cognicent about the fact that participant observation is a time consuming process and getting identified with a highly integrated tribal community is still more difficult. But the investigator was very

objective in her observation and was fully aware of its limitations when conclusions were made. Further the data from participant observation was mainly utilised for checking and reinforcing the data collected through other sources.

Thus the present investigator spent one week each in five tribal hamlets trying her level best to identify with them and understand their problems. The five tribal hamlets selected were in the following places. They are presented as Table 4.28.

TABLE 4.28

Table showing tribal hamlets selected for participant observation

Sl.No.	Place	District
1.	Muthanga	Wayanad
2.	Ambalavayal	Wayanad
3.	Attappady	Palakkad
4.	Devikulam	Idukki
5.	Kottoor	Thiruvananthapuram

The table shows that two places are from wayanad and one place each from Palakkad, Idukki and Thiruvananthapuram districts.

V) ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

Data was collected with the help of tools such as Questionnaire to tribal pupils, questionnaire to teachers, Questionnaire to tribal parents, Interview schedule to Social workers and Educational

Experts and by participant observation. Details regarding the administration and collection of data are given below.

i) Questionnaire to the scheduled tribe pupils

In all the cases the questionnaires were administered by the investigator herself. Prior to administration the investigator visited the school and interacted with the headmasters, teachers and students. This was to help the investigator establish a good rapport.

With the co-operation from the Heads of the institutions and teachers the tribal pupils from High school classes were requested to assemble in a common hall and the questionnaire was administered to them. They were given enough time and was assured that the information given by them will be utilised only for research purpose. All the doubts they raised were clarified then and there. Special care was taken to maintain a democratic feel from atmosphere so as to encourage the pupils to speak out their mind.

All the filled up questionnaires were collected and analysed.

ii) Questionnaire to Teachers

The questionnaire to teachers was also administered by the investigator in person.

Prior to the administration of questionnaire to teachers the permission from the heads of the institutions were obtained. Usually questionnaires were served to teachers in the mornings and collected

back in the evenings. But in cases where necessary more time was given to teachers so as to ensure maximum returns. While administering the questionnaire if there were doubts faced they were immediately clarified.

iii) Questionnaire to Tribal Parents

Questionnaire was administered to the 150 tribal parents by the investigator herself. The purpose of the questionnaire was explained to tribal parents prior to administration. Tribal parents mostly were illiterate and were not able to fill in the questionnaire by themselves. Hence on their behalf the investigator made entries in the questionnaire. By personal interaction with the tribal parents good rapport was created first. This also helped to clarify doubts faced by parents. The interaction with the tribal parents also generated a feel free atmosphere which helped the tribal parents to express their response freely. The purpose of the questionnaire was explained to tribal parents prior administration.

iv) Interview of the social workers

The sample selected as social workers was interviewed only after getting their prior appointment. The investigator made contact with them in person or through telephone or by letters sufficiently early fixing the appointment. Whenever possible general idea about the study and the nature of help sought from them were also provided in advance so as to enable them to frame their opinion. At

the time of the interview their opinions were immediately recorded in paper by the investigator. The interview was also recorded in a tape recorder to enable replay whenever there was ambiguity to be clarified.

v) Interview of Educational Experts.

The 25 educational experts were also interviewed with a structured interview schedule. Prior to the interview their appointment was fixed either by direct contact, by telephone or by letters. Generally the purpose of the interview was revealed to them sufficient by early so as to help them to consolidate their views. Their opinion was immediately recorded by the investigator. In addition it was also tape recorded for clarification in case there were doubts.

Vi) Participant Observation

The present investigator spent one week each in five tribal hamlets to get a first hand understanding about their problems. Sufficiently earlier to the observation, the leaders of the hamlet were contacted and permission sought for the stay. In all cases the tribal heads were kind enough to arrange for a comfortable stay of the investigator.

The tribes generally were very co-operative during the participant observation. Special attention was paid to understand their attitude towards education, the motivation parents give for their school going children, the learning facilities they provide, how they

spend the governmental educational incentives etc. For fear that the tribes may project an artificial behaviour the purpose of the investigation was generally not revealed to them.

Detailed notes were prepared on the basis of observation which was later on used to check and reinforce the data collected from other sources.

VI) CONSOLIDATION AND ANALYSIS OF DATA

The data collected from different sources were consolidated in the order of the objectives fixed for the study.

For the first objective documentary analysis provided the data necessary. But for the other objectives data gathered from questionnaires to tribal pupils, teachers, tribal parents and interview schedules and participant observation was made use of.

The data from related questions pertaining to each objective was consolidated from the different tools. This was expected to make the study more comprehensive and also help the investigator to cross-check the information provided. All the data from the different sources were consolidated, percentage calculated and arranged as self explanatory tables; and the data provided by the different sources discussed to arrive at conclusions.

This discussion and interpretation helped to arrive at valid conclusions on the basis of which recommendations for the solution of the problems are put forth.

The analysis and discussion are presented in the next chapter.

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

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**Thesis submitted for the Degree of
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CHAPTER V

ANALYSIS

ANALYSIS

In this chapter the analysis of data collected using the different tools of the study is presented.

There are eight specific objective identified for the study. Data collected using different tools related to each objective are objective-wise analysed and presented.

1. ENROLMENT OF SCHEDULED TRIBE PUPILS

The 1st objective of the study was to find out the details regarding the enrolment of tribal pupils up to secondary school level. The details regarding this were collected from Hand book and Diaries of Tribal Development Department, publications of the Directorate of the Public Instruction and State Planning Board. Details were also collected from earlier studies in the regard.

The enrolment of tribal pupils at the school level was found to be very low before the attainment of independence and immediately after and gradually their enrolment gained momentum and there was substantial improvement during the last plan periods. The status in their enrolment at the primary level is presented below.

1.1 Enrolment at the primary level

The enrolment of tribal pupils in standard I, II, III and IV is presented as Table 5.1.

TABLE 5.1

Enrolment of tribal pupils at the primary school level.

Year	Standard I		Standard II			Standard III				Standard IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-1991	5172	4655	9827	4937	4515	9452	4517	4172	8689	4314	3967	8281
1991-1992	4848	4421	9269	4972	4483	9455	4376	3954	8330	4103	3824	7927
1992-1993	4228	3837	8065	4645	4301	8946	4546	4139	8685	4099	3847	7946
1993-1994	3747	3453	7200	4363	3993	8356	4307	4019	8326	4297	3940	8237
1994-1995	4023	3481	7504	3811	3525	7336	3965	3667	7632	3918	3732	7650
1995-1996	4109	3850	7959	3916	3511	7427	3518	3300	6818	3727	3531	7258
1996-1997	4328	4044	8372	3968	3697	7665	3622	3205	6827	3838	3082	6520
1997-1998	3914	3586	7500	4243	4141	8384	3785	3470	7255	3485	3188	6673
1998-1999	3453	3221	6674	3995	3748	7743	3929	3769	7698	3492	3238	6730
1999-2000	3341	3191	6532	3768	3445	7213	3748	3532	7280	3805	3562	7367
2000-2001	3015	2846	5861	3539	3335	6847	3617	3444	7061	3581	3379	6960
2001-2002	3534	3477	7011	3287	3063	6350	3475	3201	6676	3532	3266	6798
2002-2003	4202	3950	8152	3721	3504	7225	3188	3031	6219	3382	3172	6554
2003-2004	3886	3775	7661	4165	3885	8050	3447	3284	6731	3165	2952	6117

The table 5.1 reveals that the enrolment of boys in standard I was 9827 in 1991 and got dropped to 7200 in 1993-94. But there was a gradual increase there after and in 1994-95 the enrolment was 7504 but since then it again dropped to 7500 in 1997-98 and it was 5861 in 2000-01. But then again there was a spurt in 2001-02 to 7011 and 8152 in 2002-03 but during 2003-04 it again dropped to 7661.

Enrolment in standard II is also uneven. During 1990-91 the enrolment was 9452 and it dropped 7336 in 1994-95. Since then it increased and during 1997-98 it was 8384 but again during 2001-02 it was just 6350 but during 2002-03 it was 7225 and during 2003 - 04 it was 8050.

Enrolment in standard III also was fluctuating thus from 8689 in 1990 - 90. It dropped to 6827 in 1996-97 and got raised to 7280 in 1999-2000. But again there is a drop and during 2003-04 it was only 6731.

Enrolment in standard IV also is slightly fluctuating. It was 8281 in 1990-91 and got dropped to 7946 in 1992-93. Again there was a gradual reduction in enrolment except in year 1993-94 and 1999-2000 when it was 8237 and 7367 respectively. During 2003-04 it was just 6117.

1.2 Enrolment at the Upper Primary level

The enrolment of tribal pupils at the upper primary school level that is standard V, VI, and VII is presented as Table 5.2.

TABLE 5.2

Enrolment of tribal pupils at the Upper Primary school level.

Year	Standard V			Standard VI			Standard VII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-1991	3862	3386	7248	3051	3052	6103	2704	2673	5377
1991-1992	3706	3366	7072	3325	3026	6351	2924	2729	5653
1992-1993	3642	3438	7080	3185	3957	6142	3064	2872	5636
1993-1994	3683	3440	7123	3344	3129	6473	3241	2990	6231
1994-1995	3906	3489	7392	3278	3330	6608	3294	3077	6371
1995-1996	3612	3255	6867	3396	3176	6572	3106	2989	6095
1996-1997	3457	3082	6539	3248	2957	6205	3250	3084	6334
1997-1998	3288	2922	6210	3101	2858	5959	3242	2929	6171
1998-1999	3298	2871	6169	2932	2624	5556	3143	2835	5978
1999-2000	3374	2941	6315	3084	2631	5715	2968	2633	5601
2000-2001	3553	3114	6667	3111	2666	5777	2932	2564	5496
2001-2002	3385	3133	6518	3238	2932	6170	2985	2741	5726
2002-2003	3430	3059	6489	3143	2866	6009	3208	2889	6097
2003-2004	3173	2946	6119	3007	2855	5862	3138	2808	5946

The enrolment of tribal pupils in Standard V during 1990-91 was 7248. But gradually it dropped to 7080 in 1992-03 and increased 7392 in 1994-95. But since then there was a drop to 6169 in 1998-99 but during the subsequent two years there was an increase and from 6667 in 2000-01 it dropped to 6119 in 2003-04.

The enrolment in standard VI also is generally on the decline. In 1990-91 it was 6103 and got raised to 6608 in 1994-95. But then

it dropped to 5715 in 1999-2000 and gradually picked up 6009 in 2002-03. Enrolment in 2003-04 was 5862.

Enrolment in standard VII also is not very regular. It rose from 5377 in 1990-91 to 6334 in 1996-97 and dropped in 5496 in 2000-01 but during the subsequent years it increased to 6097 and during 2003-04 it was 5946.

1.3 Enrolment at the Secondary level

The enrolment of tribal pupils at the secondary school level is presented in Table 5.3

TABLE 5.3

Enrolment of tribal pupils at the secondary school level

Year	Standard VIII			Standard IX			Standard X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-1991	2494	2238	4732	1920	1936	3856	1168	1184	2352
1991-1992	2449	2386	4835	2102	2056	4158	1323	1367	2690
1992-1993	2367	2437	4804	1974	1966	3940	1313	1438	2751
1993-1994	2928	2609	5537	2061	2218	4279	1357	1515	2872
1994-1995	2869	2710	5579	2340	2308	4648	1333	1624	2957
1995-1996	2897	2779	5676	2297	2298	4595	1495	1669	3164
1996-1997	2849	2746	5595	2268	2466	4734	1454	1671	3125
1997-1998	2862	2815	5677	2187	2470	4657	1423	1748	3171
1998-1999	2878	2662	5540	2263	2417	4680	1553	1816	3369
1999-2000	3011	2638	5649	2430	2421	4851	1482	1831	3313
2000-2001	2797	2478	5275	2474	2390	4864	1517	1714	3231
2001-2002	2918	2504	5422	2388	2381	4769	1602	1817	3419
2002-2003	2753	2333	5086	2440	2236	4676	1580	1749	3329
2003-2004	2810	2560	5370	2471	2296	4767	1603	1745	3348

The table 5.3 shows that the enrolment of tribal pupils in standard VIII and 4732 in 1990-91 which rose to 5649 in 1999-2000.

And then dropped to 5086 in 2002-03. The enrolment during 2003-04 was 5370.

In standard IX also there is some increase. Thus in 1990-91 it was 3856 which got raised to 4864 in 2000-01, and again the enrolment slightly decreased during 2003-04 to 4757.

Enrolment in standard X was almost on the increase from 1991 to 2003-04 except very minor fluctuations. Thus during 1990-91 enrolment was 2352 whereas in 2003-04 it was 3348. Maximum enrolment of 3419 was in the year 2001-02.

1.4 Total enrolment of tribal pupils

The total enrolment of tribal pupils from 1956 - 57 to 2003-05 in all standards together is presented as Table 5.4

TABLE 5.4

**Total enrolment of tribal pupils from 1956-57 to
2003-2004 in all standards.**

Year	SCHEDULED TRIBE			YEAR	SCHEDULED TRIBE		
	Boys	Girls	Total		Boys	Girls	Total
1956-1957	7271	3566	10837	1980-1981	21352	17923	39275
1957-1958	8206	4025	12231	1981-1982	22295	19020	41315
1958-1959	6381	4334	10715	1982-1983	24174	21412	45586
1959-1960	6366	3792	10158	1983-1984	24627	22152	46779
1960-1961	7173	4273	11446	1984-1985	26134	23309	49443
1961-1962	8452	5034	13486	1985-1986	27964	24708	52672
1962-1963	9308	5544	14852	1986-1987	28947	25511	54458
1963-1964	10771	6414	17185	1987-1988	29476	26795	56271
1964-1965	10835	8347	19182	1988-1989	20864	28735	49599
1965-1966	11771	8670	20441	1989-1990	31863	29548	61411
1966-1967	12261	9140	21401	1990-1991	34139	31778	65917
1967-1968	14110	9779	23889	1991-1992	34128	31612	65740
1968-1969	14350	10219	24569	1992-1993	33063	31232	64295
1969-1970	14519	10519	25038	1993-1994	33328	31306	64634
1970-1971	14666	10660	25326	1994-1995	32734	30743	63477
1971-1972	14736	10675	25411	1995-1996	32073	30358	62431
1972-1973	14820	10774	25594	1996-1997	31882	30034	61916
1973-1974	14386	10671	25057	1997-1998	31530	30127	61657
1974-1975	14954	12201	27155	1998-1999	30936	29201	60137
1975-1976	15794	12486	28280	1999-2000	31011	28825	59836
1976-1977	18932	14233	33165	2000-2001	30136	27930	58066
1977-1978	20976	15821	36797	2001-2002	30344	28515	58859
1978-1979	18530	14372	32902	2002-2003	31047	2789	33836
1979-1980	21421	17257	38678	2003-2004	30865	29106	59971

The total enrolment of tribal pupils from 1956-57 to 2003-04 shows from 10837 of 1956-57 it almost steady increased to 65917 in the year 1990-91. Since then there was a tendency for decrease to 59836 in the year 1999-2000 but again gradually increased to 59971

in the year 2003-04 excepting the year 2002-03 when it was 59836. But in the year 2004-05 it was 59971.

1.5 District-wise enrolment of tribal pupils.

The district-wise enrolment of tribal pupils for the interim periods of five years from 1975-76 on words is presented as table 5.5 Any how, the enrolment of all years from 2001 on words is provided in Table 5.5 also.

TABLE 5.5
District wise enrolment of tribal pupils from 1975-76 on words

	1975-76			1980-81			1985-86			1990-91			1995-96			2000-01			2001-02			2002-03			2003-04		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Trivandrum	1396	1335	2731	1527	1579	3106	1613	1721	3334	1930	1900	3830	1857	2014	3871	1552	1730	3282	1735	1860	3595	1823	1853	3676	15588	1821	3409
Kollam	840	729	1569	682	598	1280	286	265	551	431	362	793	787	769	1556	645	761	1406	700	766	1466	577	760	1137	608	564	1172
Pathanamthitta	N.A	-	-	-	-	-	479	391	870	641	670	1311	587	586	1173	491	396	887	680	664	1344	612	595	1207	501	520	1021
Alappuzha	25	22	47	293	283	576	301	287	588	363	332	695	384	291	675	374	306	680	317	250	567	384	293	677	305	228	533
Kottayam	1633	1664	3297	1777	1772	3549	2216	2163	4379	2105	2170	4275	1937	1844	3781	1390	1367	2757	1305	1260	2565	1305	1240	2545	1277	1241	2518
Idukki	2524	2170	4694	3559	3121	6680	4052	3803	7855	5293	4748	1004	4089	3678	7767	3640	3154	6794	3295	2962	6257	3447	2970	6417	3442	3006	6448
Ernakulam	292	81	373	455	417	872	453	386	839	723	615	133	824	700	152	941	745	168	107	857	192	101	873	188	102	855	184
Thrissure	195	192	387	292	237	529	394	396	790	440	421	861	520	662	1182	508	674	1182	525	737	1262	514	748	1262	543	847	1390
Palakkadu	373	176	549	1166	861	2027	2885	1639	4524	2961	2620	5581	2788	2539	5327	3142	2592	5734	3213	2734	5947	3312	2798	6110	3469	3056	6525
Malappuram	143	93	236	486	401	887	601	452	1053	907	734	1641	970	838	1808	1016	910	1926	1125	1010	2135	1048	878	1926	1003	849	1852
Kozhikkodu	4721	3563	8284	7697	6073	13770	392	354	746	749	749	1498	644	639	1283	546	474	1020	523	527	1050	654	508	1162	620	535	1152
Wayanadu	-	-	-	-	-	-	9304	8544	17848	11479	10662	22141	11496	10864	22360	11013	10337	21350	11059	10485	21544	11805	11152	22957	12041	11338	23179
Kannur	3652	2461	6113	3418	2581	5999	1873	1559	3432	2587	2521	5108	1970	1956	3926	1946	1848	3754	1934	1831	3765	1867	1806	3673	1843	1766	3639
Kazargodu	-	-	-	-	-	-	3115	2748	5863	3530	3274	6804	3220	2978	6198	2932	2636	5538	2862	2572	5434	2684	2515	5199	2596	2450	5046
TOTAL	15794	12486	28280	21352	17923	39275	27964	24708	52672	34139	31778	65917	32073	30358	62431	30136	27930	58066	30344	28515	58859	31047	28789	59836	30865	29106	59971

The table 5.5 reveals that the total enrolment of tribal pupil was maximum during year 1990-91 with 65917. District-wise break up shows that Wayanad rank first in enrolment with 21544, during 2001-02, 22957 in 2002-03 and 23379 in 2003-04. Idukki district follows with 6257, 6417 and 6448 in the respective years. Palakkad closely follows with 5947, 6110 and 6525 in the respective years. Enrolment of tribal pupils in Thiruvananthapuram district was maximum in the year 1995-96 and a minimum of 2731 during 1975-76. Of tribal pupils in Kollam district during 1985-86 was just 551 but during 1995-96 it was 1556. The enrolment of tribal pupils in Kazargode district during 1985-86 was 5863. Enrolment was maximum in the year 1990-91 for the total population and was minimum of 5046 during 2003-04.

1.6 Section and Management-wise distribution of tribal pupils

The section-wise and management and community-wise enrolment of tribal pupils is presented as Table 5.6.

TABLE 5.6
Section and Management-wise distribution of tribal pupils

Section	Government			Aided			Unaided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	7686	7225	14911	6591	6185	12776	216	247	463	14493	13657	28150
UPS	4848	4381	9229	4688	4309	8997	245	124	369	9781	8814	18595
HS	3773	3456	7229	2836	2775	5611	164	87	251	6773	6318	13091
TOTAL	16307	15062	31369	14115	13269	27384	625	458	1083	31047	28789	59836

The table shows that in all sections of Lower Primary, Upper primary and High schools the enrolment of tribal pupils is always

more in the government schools, which is followed by aided schools. In the unaided schools the admission is just nominal. Thus at the lower primary section of the 28150 tribal pupils 14911 are in the government schools, 12776 in the aided schools and only 463 are in the unaided schools. In the Upper primary section of 18595 tribal students 9229 are in the government schools 8997 in aided schools and just 369 in unaided schools. In the High school section of the 13091, 7229 tribal pupils are in government schools, 5611 in aided schools and mere 251 in unaided schools.

1.7 Drop out percentage of tribal pupils.

The drop out percentage of tribal pupils from 1997-98 to 2001-02 is consolidated section wise and district wise in Table 5.7

TABLE-5.7

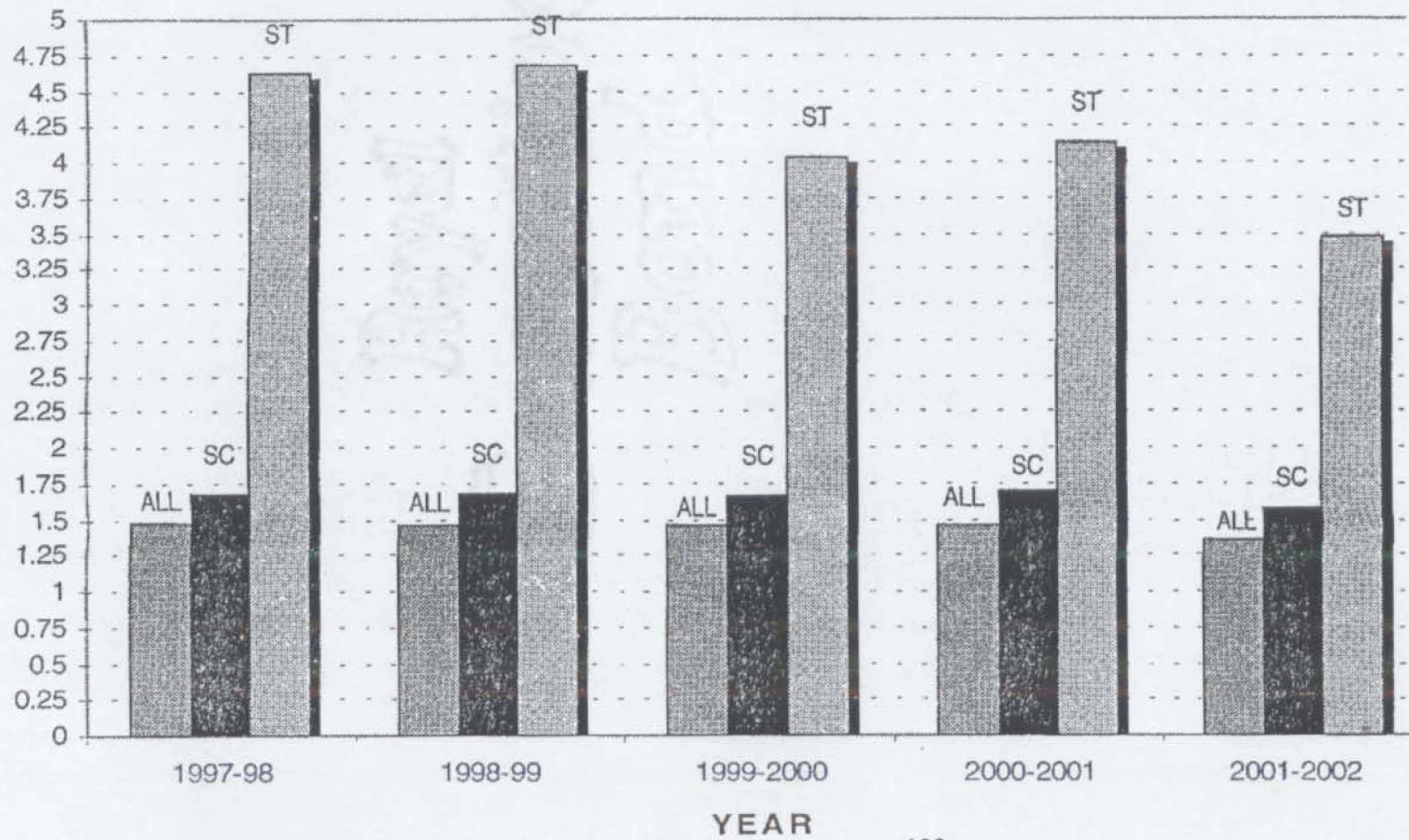
Drop out percentage of scheduled tribal pupils from 1997-98 to 2001-02.

District	1997-1998				1998-1999				1999-2000				2000-01				2001-02			
	Lps	Ups	Hs	Total	Lps	Ups	Hs	Total	Lps	Ups	Hs	Total	Lps	Ups	Hs	Total	Lps	Ups	Hs	Total
Trivandrum	2.20	1.40	1.46	1.70	1.90	1.73	2.21	1.95	2.01	1.38	2.04	1.81	1.91	3.12	3.15	2.68	2.01	3.42	2.10	2.48
Kollam	3.07	1.51	0.67	1.67	3.28	1.41	0.41	1.62	5.41	1.23	0.00	1.86	2.34	1.07	1.28	1.56	1.87	1.39	1.20	1.50
Pathanamthitta	1.57	2.74	0.51	1.54	2.44	1.94	0.39	1.55	3.37	1.64	0.00	1.77	2.65	0.32	0.00	0.79	3.63	4.09	2.91	3.57
Alappuzha	1.27	4.85	4.85	3.50	1.07	5.71	4.80	3.62	1.97	5.56	3.49	3.66	0.70	1.54	5.11	1.91	3.24	3.21	5.26	3.70
Kottayam	1.85	1.88	3.79	2.48	2.31	0.97	3.01	2.11	0.54	0.11	0.10	0.25	1.05	1.24	1.74	1.34	1.72	2.25	1.59	1.83
Idukki	1.78	2.03	4.34	2.48	1.74	2.46	4.24	2.58	2.43	2.75	4.95	3.17	2.26	3.07	6.26	3.50	3.19	3.86	5.79	4.06
Ernakulam	9.87	2.77	0.90	5.18	5.39	7.25	0.97	4.85	6.71	2.89	4.37	4.75	4.00	4.12	2.31	3.56	2.77	2.54	4.08	3.11
Thrissure	1.60	2.33	0.69	1.57	2.95	1.15	0.49	1.95	2.48	2.00	0.00	1.87	0.00	0.77	1.33	0.51	1.63	2.21	2.07	1.90
Palakkadu	3.89	3.91	1.68	3.61	4.48	3.05	1.69	3.75	4.30	3.46	1.69	3.71	4.41	3.24	0.00	3.40	2.90	4.05	3.41	3.30
Malappuram	7.70	8.32	5.43	7.57	6.63	8.89	6.79	7.26	5.83	10.69	8.58	7.76	8.04	8.75	8.47	8.36	5.18	4.27	1.68	4.26
Kozhikodu	1.61	0.55	1.62	1.26	1.35	0.50	1.75	1.18	1.14	0.00	0.36	0.57	3.50	0.62	0.37	1.76	5.31	2.99	0.34	3.24
Wayanadu	7.73	8.27	7.56	7.69	7.59	8.16	7.48	7.72	6.55	5.05	6.92	6.20	7.02	6.05	3.42	6.03	5.38	4.08	1.34	4.19
Kannur	2.14	3.13	2.73	2.56	2.16	2.01	2.95	2.28	0.54	1.02	1.29	0.84	2.92	3.79	0.61	2.71	3.27	4.57	1.88	3.37
Kasargodu	3.84	2.00	1.96	2.73	2.29	4.33	2.15	2.88	3.06	3.74	2.53	3.13	1.35	2.45	5.62	2.93	1.23	1.81	4.31	2.30
Total	5.01	4.57	3.86	4.63	4.90	4.77	4.08	4.68	4.46	3.56	3.82	4.04	4.56	4.08	3.33	4.13	3.80	3.58	2.65	3.47

A look at the table shows that the total drop out was maximum during 1998-99 with 4.6%. District-wise break up shows that wayanad rank first In the drop out percentage with 7.69 during 1997-98, 7.72 in 1998-99, 6.20 during 1990-2000, 6.03 during 2000-01, and 4.19 in 2001-02. Malappuram closely follows with 7.75, 7.26, 7.76, 8.36 and 4.26 in the respective years. Ernakulam also has high drop out percentage of 5.18, 4.85, 4.75, 3.56 and 3:11 in the respective years. Drop out was maximum in the year 1998-99 for the total population and was minimum of 3.37 during 2001-02.

The drop out rate of all communities during 97-98 was 1.47, 98-99 was 1.45, 1999-2000 was 1.46, 2000-01 was 2.20 and 2001-02 was 1.36. The drop out rate of scheduled caste during 1997-98 was 1.68, 1998-99 was 1.67, 1999-2000 was 1.66, 2000-01 was 1.69 and 2001-02 was 1.57 to make things explicitive the drop out rates of the different communities is represented in the form of a bar diagram.

DIAGRAM - I
DROP OUT RATE (%) 1997-98 TO 2001-02



DISCUSSION

The enrolment of tribal pupils at various levels has been a perennial problem in the education of the tribals. During the preindependence period their enrolment was very low and rate of stagnation and drop out stunting. But after the attainment of independence because of the renewed vigour with which the problem was approached and incentives offered the enrolment of tribal pupils gradually picked up. Thus from 10837 during 1956-57 it rose to 65917 during 1990-91. But after that there is some inconsistency and downward trend in enrolment and during 2003-04 it was 59971. The enrolment of general population is also on the decline during this period. This may be because of the impact of the family welfare schemes and the corresponding lower birth rates.

The data from 1990-91 to 2003-04 with regard to Standard I admission show that the maximum enrolment of 9827 was in the year 1990-91. Since then there is an inconsistent decline and during 2003-04 it was just 7661. This trend is equally applicable both for boys and girls. Thus it was 5172 boys during 1990-91 it was only 3886 during 2003-04. Similarly when it was 4655 girls during 1990-91 it was 3775 during 2003-04. The enrolment in standard II in spite of whole promotion in standard I touches a maximum of 9455 during 1991-92 and has declined since then to 6350 during 2001-02. After that there is some improvement and 8050 is the enrolment during 2003-04. In standard II also there was not much difference between

boys and girls in this regard. Thus the enrolment of boys was maximum during 1991-92 with 4972 and it was minimum with 3539 during the year 2000-01. Any how in 2003-04 it was 4165. The enrolment of girls with a maximum of 4483 in the year 1991-92 and minimum of 3063 was in the year 2001-02. During 2003-04 enrolment was 3885.

In standard III the total maximum enrolment was in 1990-91 with 8689 and the minimum with 6219 in 2002-03. During 2003-04 it has risen to 6731. Similarly the maximum enrolment of boys in standard III was 4517 during 1990-91 and after gradual decline reached 3188 during 2002-03. Enrolment of girls also was maximum with 4172 during 1990-91 and low with 3031 during 2002-03.

The total enrolment in Standard IV was 8281 during 1990-91 and since then it has dropped to 6117 during 2003-04. In the case of tribal boys enrolment also from 4314 during 1990-91 it dropped to 3165 during 2003-04. During the same interval the enrolment of tribal girls dropped from 3967 to 2952.

At the Upper Primary School level also the downward trend is conspicuous. Thus in the Vth Standard enrolment with 7248 during 1990-91 dropped to 6119 during 2003-2004. The only exception was during the year 1994-95 when the total enrolment was 7392. Accordingly there was a decline in the enrolment of boys and girls. The enrolment of boys during 1990-91 was 3862 from which it dropped to 3173 during 2003-04. But during 1994-95 there was a

spurt to 3903. The enrolment of girls was also maximum during 1994-95 with 3489 but the general trend was for a drop from 3386 of 1990-91 to 2946 of 2003-04. This may be due to family planning programme.

Enrolment in Standard VI is rather uneven. It was maximum during 1994-95. With 6608 since then it has come down to 5862 during 2003-04. Enrolment of boys also was maximum during 1995-96 with 3396. Since then it has declined irregularly to 3007 during 2003-04. Enrolment of tribal girls was maximum with 3330 during 1994-95. But during 2003-04 it was 2855.

Enrolment in Standards VII has almost remained consistent. It was a maximum of 6317 during 1994-95 and during 2003-04 it was 5946. The total enrolment has never dropped from 5377 during 1990-91. The enrolment of boys and girls also was rather consistent and there is in fact a slight upward trend. In the case of boys from 2704 during 1990-91 was 3138 in 2003-04, the maximum being 3294 during 1994-95. As for girls it was 2673 in the year 1990-91 and 2808 during 2003-04 with the maximum enrolment of 3084 during 1996-97.

The enrolment at the high school level is generally also on the increase. Thus in Standard VIII the enrolment was 4732 during 1990-91 which gradually increased to 5370 during 2003-04. But the maximum enrolment of 5677 was during the year 1997-98. The enrolment of boys has also increased from 2494 during 1990-91 to

2810 during 2003-04. Any how, the maximum enrolment of 3011 was during the year 1999-2000. As for the enrolment of tribal girls it was 2238 during 1990-91 which increased to 2560 during 2003-04, the maximum enrolment being during 1997-98 with 2815.

Enrolment in Standard IX also shows an upward trend from 3856 during 1990-91 to 4767 during 2003-04, the maximum being 4864 during 2000-01. Similarly the enrolment of boys rose from 1920 during 1990-91 to 2471 during 2003-04. The maximum being 2474 during 2000-01. Enrolment of girls has also increased from 1936 during 1990-91 to 2296 in 2003-04 the maximum being 2470 for 1997-98.

The enrolment in Standard X also shows consistent but slight improvement from 2352 during 1990-91 to 3348 in 2003-04, the maximum enrolment being 3419 during 2001-02. Enrolment of boys have improved to 1168 in 1991-92 to 1603 during 2003-04; And that the girls improved from 1184 in 1990-91 to 1745 during 2003-04 the maximum being 1831 during 1999-2000.

Since Wayanad district has the highest density of the tribes, the district wise enrolment of tribal pupils is the maximum at wayand which is followed by Palakkad, Idukki and Kasargod districts. Ever since the district of Wayanad has been carded out there has been steady progress in the enrolment of tribal pupils. Thus from 17848 during 1985-86, it has reached 23379 during 2003-04. With regard to Palakkad district from 549 during 1975-76 it has reached 6525

during 2003-04. Similarly in the Idukki district from 4694 during 1975-76 it has reached 6448 during 2003-04. Because of drop out from schools the enrolment dropped from 5863 during 1985-86 to 5046 in 2003-04. The maximum enrolment was 6804 during 1990-91. The minimum enrolment was in Pathanamthitta district during 1021 in 2003-04. Altogether in all districts together the enrolment has increased from 28280 during 1975-76 to 59971 during 2003-2004.

The drop out rate of tribal pupils is strikingly high. While the general dropout rate is 1.36 it is as high as 3.47 for the scheduled tribes. A look at the drop out rates shows that it was more than 4% till during 2000-01. The drop out rate is very high in Wayanad with 7.67% during 1997-98, 7.72% during 1998-99, 6.20% during 1999-2000, 6.03% during 2000-01, and 4.19% during 2001-02. Malappuram also has high percentage of drop out with 7.57%, 7.26%, 7.76%, 8.36% and 4.26% during the respective previous years. Ernakulam district also has conspicuous drop out rate with 5.18%, 4.85%, 3.56%, and 3.11% in the respective years. The drop out rate of Palakkad district is striking with 3.61%, 3.75%, 3.71%, 3.40%, and 3.30% during the years respectively under reference.

Compared to upper primary schools and high schools the drop out rate at the lower primary level is higher. Thus it is 5.01% during 1997-98, 4.90% during 1998-99, 4.46% during 1999-2000, 4.56 during 2000-01 and 3.80% during 2001-02. The drop out rate at the

upper primary level is higher than that of the high schools. Thus it is 4.57%, 4.77%, 3.56%, 4.08% and 3.58% in the respective years. The drop out rate at the high school level shows a general declining trend. It was 4.57%, 4.77%, 3.56%, 4.08% and 3.58% in the respective years. The drop out rate at the high school level shows a general declining trend. It was 3.86%, 4.08%, 3.82%, 4.13% and 2.65% in respective years referred to earlier. This indeed is a welcome able trend. It shows when tribal pupils reach the high school level than are taking education more seriously.

2. IDENTIFY THE SOCIO-ECONOMIC FACTORS ACT AS CONSTRAINTS IN THE EDUCATION OF TRIBAL PUPILS

The second objective of the investigation was to identify the socio-economic factors act as constraints in the education of tribal pupils. Data in this regard was collected from 1500 tribal pupils, 500 teachers, 150 tribal parents, 25 social workers and 25 educational experts and also by participant observation.

Data gathered by them are presented under the following subtitles.

- 2.1 Data collected from tribal pupils
- 2.2 Data collected from teachers
- 2.3 Data collected from tribal parents
- 2.4 Data collected from social workers
- 2.5 Data collected from educational experts
- 2.6 Data collected from participant observation

2.1 Data collected from tribal pupils

Related questions regarding the social conditions of the tribal pupils were collected by using a questionnaire for them. Their response in this regard is presented under separate subtitles.

2.1.1 Occupation of tribal fathers

Of the 1500 tribal pupils to whom questionnaire was administered three tribal pupils have lost their fathers. Therefore only 1497 could give the particulars of their fathers. The data given by them is presented in Table 5.8.

TABLE 5.8

Occupation of fathers of tribal pupils

Sl.No.	Occupation	Nos	%
1.	Coolie	742	49.57
2.	Agriculture	458	30.59
3.	Business	43	2.87
4.	Government employee	29	1.94
5.	Traditional work	184	12.29
6.	Others	41	2.74
Total		1497	100

A perusal of the table reveals that 742 (49.57%) fathers are coolies and 458 (30.59%) fathers are agriculturists. 184 (12.29%) fathers are doing traditional work and 43 (2.87) are business & men. Only 29 (1.93%) fathers are government employees.

2.1.2 Occupation of tribal mothers

Of the 1500 respondents two have lost their mothers. Hence the occupation of the mothers of 1498 tribal pupils alone could be collected. The data furnished by them in this regard is consolidated in Table 5.9

TABLE 5.9
Occupation of mothers of tribal pupils

Sl.No.	Occupation	Nos	%
1.	House wife	519	34.58
2.	Traditional work	218	14.55
3.	Coolie	711	47.46
4.	Government employee	16	1.07
5.	Business	17	1.13
6.	Others (Company, Kitchen maid servant etc)	17	1.10
Total		1498	100

The table given above reveals that 711 (47.46%) mothers are coolies and 519(34.58%) mothers are house wives. Only 16 (1.07%) mothers are government employees. 17 (1.10%) mothers were found employed in companies and in other well to do families.

2.1.3 Monthly income of the tribal families

The tribal pupils were asked to provide information regarding the monthly income of their families. The data furnished by them in this regard is presented in Table 5.10.

TABLE 5.10
Monthly income of the tribal families

Sl. No.	Source of Income	Less than Rs 500/-		Between Rs 500-1000		Between Rs 1000-1500		Between Rs. 1500 - 2000		More than Rs.2000/-	
		Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
1.	Fathers (N=1497)	913	61.15	319	21.31	177	11.82	58	3.88	30	2.00
2.	Mothers (N = 1498)	652	43.52	267	17.85	25	1.67	19	1.27	16	1.07
3.	Other members of the family (N = 346)	187	54.05	129	37.28	18	5.20	9	2.60	3	0.87
4.	Total income of the family (N = 3341)	1752	52.44	715	21.40	216	6.47	86	2.57	49	1.47

A perusal of the table reveals that 913 (61.15%) fathers, 652 (43.52%) mothers and 187 (54.05%) others in the family have a monthly income of less than Rs.500/-. 319 (21.31%) fathers, 267 (17.85%) mothers and 129 (37.28%) others have a monthly income between Rs 500 to Rs 1000. The income range from Rs 1000 to 1500/- is for 177 (11.82%) fathers; 25 (1.67%) mothers and 18 (5.20%) other members of the family. 58 (3.88%) fathers, 19 (1.27%) mothers and 9 (2.60%) others have an income between Rs 1500 to 2000/- and only 30 (2.00%) fathers, 16 (1.07%) mothers and 3 (0.8%) others in the family have an income of more than Rs.2000/-.

2.1.4 Residential accommodation of tribal pupils.

The response regarding the residential accommodation of tribal pupils is given in Table 5.11

TABLE 5.11
Residential accommodation of tribal pupils

Sl.No.	Residential accommodation	Nos	%
1.	Own house	387	25.8
2.	Rented house	57	3.8
3.	Hostels	186	12.4
4.	Joint family	870	58
Total		1500	100

A perusal of the table reveals that 870 (58%) tribal pupils live in joint families where as 387 (25.8%) live in their own houses. 186 (12.4%) pupils reside in hostels. Only 57 (3.8%) live in rented houses.

2.1.5 Types of houses of tribal pupils

The response of the tribal pupils regarding the types of their houses is presented as Table 5.12

TABLE 5.12
Types of houses of tribal pupils

Sl.No.	Types of houses	Nos	%
1.	Huts	436	29.07
2.	With wall and rooms	981	65.40
3.	Modern houses	83	5.33
Total		1500	100

The table shows that 981 (65.40%) tribal pupils live in houses with walls and rooms. 436 (29.07%) pupils live in huts. Modern types of houses are available only for 83 (5.33%) tribal pupils.

2.1.6 Facilities available in the houses for study

The facilities available for study at home is presented in Table 5.13

TABLE 5.13

Facilities available in the houses of tribal pupils for study

Sl.No	Facilities	Yes		No	
		No:	%	No:	%
1.	Study room	36	2.74	1278	97.26
2.	Table	74	5.63	1240	94.37
3.	Chair	163	12.40	1151	87.60
4.	Fan	26	1.94	1288	98.02
5.	Electric/Solar light	267	20.32	1047	79.68

The table reveals that most of the tribal pupils-1278 (97.26%) do not have study rooms of their own. 74 (5.63%) students do have tables for studies and only 163 (12.40%) tribal pupils have access for chairs for study purposes. Fans are available only for 26 (1.94%) students and electric or solar lights are available only for 267 (20.32%) tribal pupils. It may please be noted that in some tribal hamlets provisions are made for providing solar light facilities.

Working at home

Tribal pupils were asked about the different types of works they have to do at home. Their response in this regard is presented under separate subtitles.

2.1.7 Helping parents after school time

The tribal pupils were asked whether they were in the habit of helping their parents after school hours. The data furnished by them in this regard is consolidated in Table 5.14

TABLE 5.14

Details of tribal pupils helping parents after school hours.

Sl. No.	Particulars	Nos	%
1.	Do help parents after school hours	1033	78.61
2.	Do not help parents after school hours	281	21.39
Total		1314	100

The table shows that 1033 (78.61%) tribal pupils are helping their parents after school hours and 281 (21.39%) pupils are not helping their parents after school hours.

2.1.8 Working for wages during school days

Tribal pupils were asked whether they work for wages during school days. Their response in this regard is presented as Table 5.15

TABLE 5.15

Details of tribal pupils working for wages during school days

Sl. No.	Particulars	Nos	%
1.	Do work for wages during school days	284	18.93
2.	Do not work for wages during school days	1216	81.07
Total		1500	100

A perusal of the above table reveals that out of 1500 tribal pupils taken for study 284 (18.93%) students do work for wages during school days.

2.1.9 Working for wages during holidays

Tribal pupils also disclosed whether they work for wages during holidays. Details regarding this are consolidated in Table 5.16

TABLE 5.16

Table showing details of tribal pupils working for wages during holidays

Sl. No.	Particulars	Nos	%
1.	Do work for wages during holidays	348	23.2
2.	Do not work for wages during holidays	1152	76.8
Total		1500	100

The table shows that a sizable number of tribal pupils-348 (23.2%) do work for wages during holidays.

2.1.10 Discontinuing education for want of finance

The tribal pupils were asked whether their parents want to discontinue education of the children for want of finance. The details of their opinion in this regard is consolidated in Table 5.17

TABLE 5.17

Table showing parental demand to discontinue education for want of finance

Sl. No.	Particulars	Nos	%
1.	Will discontinue education for want of finance	307	20.47
2.	Will not discontinue education for want of finance	1193	79.53
Total		1500	100

The above table unravels that 307 (20.47%) tribal parents request their children to discontinue education for want of enough finance.

2.1.11 Previous instances of discontinuing education because of financial crisis

Tribal pupils were asked whether they have ever discontinued previously their education because of financial difficulties. Their response in this regard is presented in Table 5.18

TABLE 5.18

Table showing previous discontinuation because of financial crisis.

Sl. No.	Particulars	Nos	%
1.	Discontinued education previously	74	4.93
2.	Did not discontinue education previously	1426	95.07
Total		1500	100

The table given above shows that a few tribal pupils-74 (4.93%) had discontinued education on previous occasions because of financial difficulties.

2.1.12 Whether prevailing financial difficulties adversely affect education.

Tribal pupils were also asked whether prevailing financial difficulties affect their education adversely. Their response in this matter is presented as Table 5.19.

TABLE 5.19

Table showing whether prevailing financial difficulties affect education adversely

Sl. No.	Particulars	Nos	%
1.	Financial difficulties affects education adversely	1269	84.6
2.	Financial difficulties do not affect education adversely	231	15.4
Total		1500	100

The given table reveals that the education of 1269 (84.6%) tribal pupils is adversely affected because of prevailing financial difficulties.

2.1.13 Nature of adverse effect on education because of financial difficulties

The 1269 tribal students who have financial difficulties have also depicted the nature of difficulties they have to confront with because of poor financial conditions. Their opinion in this regard is consolidated in Table 5.20

TABLE 5.20

Table showing the types of difficulties confronted with due to poor financial conditions.

Sl.No.	Particulars	Nos	%
1.	Compelled to work for wages	246	23.01
2.	Lack of learning facilities at home	779	72.87
3.	Parents do not motivate for study	768	71.84
4.	The school requirements not provided by parents	759	71.00
5.	Parents do not provide additional reading materials	331	30.96
6.	Feel difficulty to interact with other students	347	32.46
7.	Finds difficulty in participating in co-curricular activities	358	33.49

The table given above shows that 779 (72.87%) tribal pupils are of opinion that lack of learning facilities at home is the consequence of poor financial condition. For 768 (71.84%) lack of learning facilities is the result. Finding difficulties to participate in co-curricular activities is the consequence of poor financial condition for 358 (33.49%) tribal pupils. 347 (32.46%) pupils feel difficulties in interacting with other students. Not getting additional reading material is the complaint of 331 (30.96%) tribal pupils. 246 (23.01) tribal pupils are compelled to work for wages because of their financial conditions.

2.2 Data collected from Teachers

Question numbers 3-5 in the questionnaire for teachers (N=500) pertain to the socio-economic conditions of tribal pupils. Their response in this regard is presented under relevant subtitles.

2.2.1 Social factors adversely affecting the education of the tribal pupils

As part of the questionnaire teachers were asked to provide the social factors adversely affecting the education of the tribal pupils. Their response in this regard is presented in Table 5.21.

TABLE 5.21
**Social factors adversely affecting the education
of the tribal pupils.**

Sl.No.	Particulars	Nos	%
1.	Ignorance of the parents about the importance of educating their children	306	61.2
2.	Lack of opportunities to interact with the educated people	283	56.6
3.	Lack of facilities like library in the neighborhood to enrich school education	294	58.8
4.	Inability of the tribal parents to help students when they study at home	341	68.2
5.	Illiteracy of the tribal parents	318	63.6
6.	Inferiority feeling as a scheduled tribe	148	29.6
7.	Addiction to liquors and other narcotics	87	17.4

The table reveals that 341 (68.2%) teachers consider the inability of the tribal parents to help students when they study at home as the social factor adversely affecting the education of the tribals. For 318 (63.6%) teachers illiteracy of parents and for 306 (61.2%) ignorance of the tribal parents about the importance of educating their children are the social factors. Any how 148 (29.6%) teachers consider inferiority feeling of the tribal parents as the social factor adversely affecting the education of tribal pupils. Only 87 (17.4%) teachers consider drug addition of tribal parents as the social factor adversely affecting the education of tribal pupils.

2.2.2 Economic factors adversely affecting the education of the tribal pupils.

The economic factors adversely affecting the education of the tribal pupils is presented in Table 5.22.

TABLE 5.22
Economic factors adversely affecting the education of the tribal pupils

Sl. No.	Economic factors	Nos	%
1.	Poor economic status of parents	323	64.6
2.	Lack of steady income in the family	339	67.8
3.	Resistance of the tribal parents to invest for the education of their children	214	42.8
4.	Tribal children are forced to work for wages	116	23.2
5.	Inadequacy of government concessions to tribal pupils	189	37.2

A perusal of the table reveals that 339 (67.8%) teachers consider lack of steady income in the family as a factor adversely affecting the education of the tribal pupils. 323 (64.6%) teachers consider poor economic status of tribal parents as an inhibitive factor. Inadequacy of government concessions to tribal pupils is considered as a factor by 189 (37.2%) teachers. But 116 (23.2%) teachers believe that tribal pupils going for wages is a factor adversely affecting their education.

2.3 Data collected from tribal parents

Question numbers from 1 to 5 in the questionnaire to tribal parents (N=150) pertain to socio economic constraints in the education of tribal pupils. Their opinion in this regard is presented under separate relevant subtitles.

2.3.1 Poor socio-economic conditions affecting the education of the tribal pupils

The opinion of tribal parents regarding their socio-economic backwardness affecting the education of their children is consolidated in Table 5.23

TABLE 5.23

Parental opinion regarding their financial position affecting the education of their children.

Sl. No.	Particulars	Nos	%
1.	Poor financial position affect the education of their children	128	85.33
2.	Poor financial position do not affect the education of their children	22	14.67
Total		150	100

The table shows that 128 (85.33%) tribal parents have reported that their poor financial condition affects adversely the education of their children where as 22 (14.67%) tribal parents proclaimed that their financial condition do not affect in any way the education of their children.

2.3.2 How the parental financial status affects the education of their children

The tribal parents (N = 133) who believe that their financial condition adversely affect the education of their children have also given their opinion regarding the ways by which their poor financial status affect the education of their children. Their opinion in this connection is consolidated in Table 5.24

TABLE 5.24

**Ways by which poor financial condition of tribal parents affect
the education of their children**

Sl.No	Types of difficulties	Nos	%
1.	Cannot meet the financial needs of the students	98	73.68
2.	Feels difficulties in providing learning materials	86	64.66
3.	Feels difficulties in providing money for field trip	84	63.16
4.	Difficult to provide the donations demanded by the school	69	51.88
5.	Unable to provide additional reading materials.	42	31.58
6.	Unable to provide needed dress materials	74	56.64
7.	Unable to arrange special private tuition	85	63.91
8.	Forced to sent children to work for wages	33	24.81
9.	Unable to provide good nutritive food.	83	62.41

The table reveals that 98 (73.68%) tribal parents are unable to meet the financial demands of their pupils because of financial difficulties. 86 (64.66%) parents do feel difficulties in providing learning materials for their children. For 85 (63.91%) tribal parents, they are unable to arrange special private tuition for their children. 84 (63.16%) parents find it difficult to provide finance for field trips. 83 (62.41%) parents have opined that it has become difficult for them to provide nutritive food for their children where as 33 (24.81%) are forced to send their children to work for wages during school days.

2.3.3 Sending children to work for wages.

The tribal parents were asked whether they are in the habit of sending their children to work for wages. Their response in this regard is presented in Table 5.25

TABLE 5.25
Tribal pupils sent to work for wages.

Sl. No.	Particulars	Nos	%
1.	Pupils sent to work for wages	37	24.67
2.	Pupils are not sent to work for wages	113	75.33
Total		150	100

The table shows that 37 (24.67%) tribal parents do send their children to work for wages where as 113 (75.33%) do not send their children to work for wages.

2.3.4 The schedule followed in sending tribal children to work for wages

The 37 tribal parents who have declared that they send their children to work for wages have also stipulated the schedule for sending the children to work for wages. The same is presented as Table 5.26

TABLE 5.26
Working schedule of Tribal pupils

Sl. No.	Particulars	Nos	%
1.	During holidays	31	83.78
2.	During school days	28	75.68
3.	During school days but after school hours.	12	32.43

The given table shows that 31 (83.78%) of the tribal parents send their children to work for wages during holidays. 28 (75.68%) send their children during school days where as 12 (32.43%) send their children to work for wages during school days but after school hours.

2.3.5 Reasons for sending children to work for wages

The opinion of tribal parents for sending their children to work for wages is presented as Table 5.27

TABLE 5.27
Reasons for sending tribal pupils to work for wages.

Sl. No.	Reason for sending tribal pupils to work for wages	Nos	%
1.	Poor economic condition	33	89.19
2.	Believes that working for wages during early stage is good	17	45.95
3.	Because learning is not of much use in future life	16	43.24
4.	Community practices are in favour of sending children to work for wages.	14	37.83
5.	To becomes self reliant in future, working during early stage is necessary.	15	40.54

This table reveals that 33 (89.19%) tribal parents send their children to work for wages because of financial constraint. 17 (45.95%) parents believe that working for wages during early stages is good. 16 (43.24%) parents believe that mere learning is not of much use for the future of their children. 15 (40.54%) parents believe that sending children to work for wages do enable them to become self reliant in future. 14 (37.83%) tribal parents sent their children because community practices are in favour of sending children to work for wages.

2.3.5 Hindrances in the education of the tribal pupils as they are sent to work for wages

The tribal parents were asked whether there are hindrances in the education of their children because they are sent to work for

wages. The response of the parents in this regard is presented in Table 5.28

TABLE 5.28

Whether education is hindered because working for wages

Sl. No.	Particulars	Nos	%
1.	Education hindered	30	81.08
2.	Education not hindered	7	18.92
Total		37	100

The above table shows that 30 (81.08%) tribal parents believe that sending their children to work for wages really affect their education negatively. Only 7 (18.92%) parents think this does not affect the education of their children.

2.3.7 Types of hindrances faced by tribal children as they work for wages.

The 30 tribal parents, who proclaim that the education of their children is adversely affected because they work for wages, have given the ways in which their education is being affected. The same is consolidated in Table 5.29

TABLE 5.29

Types of hindrances faced by tribal children because they work for wages.

Sl. No.	Types of hindrances	Nos	%
1.	Becomes difficult to attend the school	24	80
2.	Finds it difficult to concentrate in studies	25	83.33
3.	Results in failure in examinations	18	60
4.	Brings difficulties in interacting with other students	10	33.33
5.	Develops gradual disgust with education	19	63.33

As per the table given above 25 (83.33%) tribal parents believe that their children find it difficult to concentrate in studies because they work for wages. For 24 (80%) parents since children do work for wages and they find it difficult to attend the school. 19 (63.33%) parents believe this results in the development of gradual disgust towards education. 10 (33.33%) parents opined that this brings about difficulties in interacting with fellow students.

2.4 Data Collected from Social Workers.

Using a structured interview schedule data was collected from the social workers engaged in the field of tribal uplift about the socio-economic condition of tribal parents acting as constraint in the education of tribal pupils. Their response in this regard is presented under separate subtitles.

2.4.1 Socio-economic factors acting as constraints in the education of tribal pupils

All the 25 social workers interviewed had declared that the poor socio-economic conditions of tribal parents affect the education of tribal pupils. The reasons for this state of affairs is also provided by the social workers. The same is consolidated as Table 5.30

TABLE 5.30

Socio-economic factors affecting the education of tribal Pupils :Opinion of Social Workers.

Sl. No.	Socio-economic factors	Nos	%
1.	Ignorance of parents about the importance of educating their children	18	72
2.	Lack of opportunities to interact with educated people	14	56
3.	Lack of facilities like library in the neighborhood	15	60
4.	Illiteracy of parents	18	72
5.	Poor economic condition of tribal parents	18	72
6.	Lack of steady income of parents	17	68
7.	Poverty in the family	15	60
8.	Children being sent for wages	6	24
9.	Addiction to drugs	12	48
10.	Early marriage of children	12	48
11.	Lack of proper transport facilities to the school	10	40
12.	Lack of study facilities at home	16	64
13.	Inability of parents to help their children to study at home	16	64
14.	Community practices.	4	16
15.	Resistance of the parents to invest for the education of children	14	56
16.	Inadequacy of governmental educational incentives.	14	56
17.	Distance from the school	10	40
18.	Engaged to look after younger siblings	5	20

The table shows that 18 (72%) each of social worker consider Ignorance of parents about the importance of education, illiteracy of parents and poor economic condition of tribal parents as the causative factors. Lack of steady income of parents is cited as reason by (17.68%) social workers. Lack of study facilities at home and inability of tribal parents to help their children to study at home are projected as reasons by 16 (64%) social workers each. 15 (60%) each of social workers consider lack of facilities like library in the neighbourhood and poverty in the family as the causative factors. Lack of opportunities to interact with educated people, resistance of the tribal parents to invest for the education of their children and

inadequacy of governmental educational incentives to the tribal pupils are quoted as the causatory factors by 14 (56%) social workers each. Addiction to drugs is considered as the reason by 12 (48%) social workers. 10 (40%) each of social workers consider distance from the school and lack of proper transport facilities to the school as the causative factors. Only 4 (16%) social workers consider that community practices are not much in favour of school education.

2.4.2 Suggestions to overcome socio-economic constraints in tribal education

The social workers have offered suggestions to overcome the constraints in the education of tribal pupils. Their suggestions are consolidated in Table No 5.31

TABLE 5.31

Suggestions to overcome Socio-economic constraints in tribal education : opinion of social workers

Sl. No.	Suggestions	Nos	%
1.	Give them chances to interact with educated plainsmen.	15	60
2.	Starting more libraries in tribal belts	13	52
3.	Arranging awareness camps against resistance towards education, drugs addition and early marriage and children being sent for wages	15	60
4.	Popularization of non-formal educating among tribals	17	68
5.	Take steps for the improvement of the economic conditions of tribal parents.	12	48
6.	Ensure steady income for tribal parents	12	48
7.	Ensure free transport facilities to the school	13	52
8.	Appoint more promoters for tribal education	17	62
9.	Arrange for free private tuition	14	56
10.	Provide more free hostel facilities for tribal pupils	17	68
11.	Higher educational incentives for tribal pupils.	14	56
12.	Starting of more schools in tribal belts	18	72
13.	Free food for tribal students.	16	64

The table shows that 18 (72%) social workers request for the starting of more schools in the tribal belts. 17 (68%) each of social workers want more hostel facilities to be provided for tribal pupils, to appoint more promoters for tribal education, and popularization of non formal education among tribals. 15 (60%) social workers each want to arrange awareness programme for tribal parents to educate them against children being sent for wages, drugs addiction, early marriage, resistance towards schooling and giving chances to interact with plains-men. Arrangements for free private tuition and higher educational incentives for tribal pupils are suggested by 14 (56%) social workers each. 13 (52%) social workers each want to start more libraries in the tribal belts, total improvement of the economic conditions of the tribal parents and to ensure free transport facilities to the school. 12 (48%) social workers suggest to ensure steady income for tribal parents.

2.5 Data collected from Educational Experts

The 25 educational experts interviewed have given their opinion about the socio-economic constraints in tribal education. Item number 4 and 5 of the interview schedule are related to this aspect. Their response in this regard is consolidated under separate subtitles.

2.5.1 Socio-economic constraints adversely affecting the education of tribal pupils

The educational experts interviewed have given their opinion about the socio economic conditions affecting adversely the education

of tribal pupils. The components given by them in this regard is presented as Table 5.32.

TABLE 5.32
Socio-economic factors adversely affecting the education of tribal pupils : opinion of educational experts

Sl. No.	Socio-economic factors	Nos	%
1.	Lack of parental awareness about the importance of education of their children	18	72
2.	Illiteracy of parents and their inability to help children to study at home	17	68
3.	Addiction to drugs	11	44
4.	Poor economic condition of parents	17	68
5.	Child marriage practices	6	24
6.	Lack of study facilities at home	15	60
7.	Lack of chance to interact with educated persons	13	52
8.	Poverty in the family	16	64
9.	Lack of steady income of parents	15	60
10.	Distance from the school	8	32
11.	Children being sent to work for wages	5	20
12.	Deputed to look after younger siblings	4	16
13.	Lack of access to information communication technology	13	52
14.	Community practices are not much in favour of school education	3	12
15.	Lack of proper transport facilities to the school	12	48
16.	Lack of institutions like library etc in the neighbor hood.	15	60
17.	Resistance of the tribal parents to invest for the education of children	16	64
18.	Inadequacy of governmental educational concessions to tribal pupils	12	48

Table 5.32 unravels that 18 (72%) educational experts consider lack of parental awareness about the importance of education of their children as the main socio-economic factor affecting adversely the education of the tribal pupils. Illiteracy of tribal parents and their inability to help children to study at home and poor economic condition of parents are considered as the factors by 17 (68%) educational experts each. Lack of study facilities at home, poverty in the family and lack of library facilities etc in the neighborhood are considered as causative factors by 15 (60%) educational experts each. Lack of chances to interact with educated persons and lack of access to information communication technology are quoted as the causatory factors by 13 (52%) educational experts each. Lack of proper transport facilities to the school and inadequacy of governmental educational concession to tribal pupils are cited as reasons by 12 (48%) educational experts each. 11 (44%) educational experts consider addiction of drugs as the causatory factor. 8 (32%) educational experts consider distance to the school as constraint. Child marriage practice is considered as reason by 6 (24%) educational experts. 5 (20%) educational experts consider tribal children being sent to work for wages as the causatory factor. Only 3 (12%) of educational experts believe that the education of tribal pupils are affected because the community practices are not much in favor of school education.

2.5.2 Improvement of socio-economic conditions of tribals: Suggestions by educational experts

The educational experts have offered suggestion to avoid the socio-economic constraints in the education of the tribal pupils. The same is presented as Table 5.33

TABLE 5.33

Suggestions of educational experts to overcome socio-economic constraints in the education of tribal pupils

Sl. No.	Suggestions	Nos	%
1.	Starting more libraries in tribal belts	13	52
2.	Take steps for the improvement of the economic conditions of tribal parents	13	52
3.	Give them chances to interact with educated plainsmen	15	60
4.	Popularization of non-formal education among tribals	17	68
5.	Arranging awareness camps against resistance towards education, drugs addiction, children being sent for wages and early child hood marriage	15	60
6.	Free transport facilities to the school	12	48
7.	Ensure steady income for tribal parents	12	48
8.	Arrange free food for tribal pupils	16	64
9.	More hostel facilities for tribal pupils	17	68
10.	Starting more schools in tribal belts	16	64
11.	Appoint more promoters for tribal education	16	64
12.	Higher educational incentives for tribal pupils	12	48
13.	Arrangement for free private tuition	14	56
14.	Start day care centers in tribal belts so as to avoid tribal pupils bring deputed to look after younger siblings	10	40
15.	Information technology centres may be started in tribal belts	12	48
16.	Panchayaths may take initiative to enable tribal pupils to see educational telecasts.	14	56

From the above table it can be seen that 18 (72%) educational experts want to start more schools in tribal belts. Popularization of non formal education among tribals and providing more hostel

facilities are the suggestions of 17 (68%) educational experts. 16 (64%) each of educational experts suggest to make arrangements for free food for tribal pupils and appointment of more promoters for their education. Giving chances to interact with plains-men and arranging awareness camps against resistance towards education, drugs addiction, children being sent for wages and early child hood marriage are the suggestions of 15 (60%) each educational experts. Arrangement for free private tuition and initiative from the panchayaths to give access to tribal pupils to observe educational programmes telecast are suggested by 14 (56%) each educational experts. Steps for the improvement of the economic condition of tribal parents and starting more libraries in tribal belts are the suggestions of 13 (52%) each educational experts. Free transport facilities to the school, ensuring steady income for tribal parents higher educational incentives for tribal pupils, and starting of more information communication centres in tribal belts are suggested by 12 (48%) educational experts each where as 10 (40%) want to start day care centres in tribal belts so as to avoid tribal pupils being deputed to look after their younger siblings.

2.6 Data collected from Participant Observation

Participant observation has revealed the inordinate dimensions by which the poor socio-economic conditions of the tribal parents affect the education of their children. Lack of parental awareness about the significance of education is very conspicuous in the tribal situation. The illiteracy of the parents makes them helpless in

rendering help to the children while they study at home. It is the general trend in Kerala that mothers have more awareness about the education of their children and help them a lot in their learning. In striking contrast to this, tribal mothers were not found to help their children in their education. Even a few literate mothers were found not very keen in helping their children in studies. The study facilities available at tribal homes are highly pitiable. Most of the tribals are living in huts wherein the questions of separate study rooms do not arise. In the tribal colonies constructed by government also there is no provision for separate study rooms. One of the interesting things that could be observed was even the pet animals and live stocks are usually accommodated inside the houses. All these put together present a chaotic atmosphere quite incongenial for studies. There are only a very few exceptions to this state of affairs.

Drugs addiction of tribal parents is notorious. Even women are not totally free from this habit. Generally after the use of drugs family quarrels erupt that adversely affect the learning of children. Inconsistent and poor income forces the tribal parents to send children to work for wages or to collect hill products even during school days. There are also instances when enroute to school the tribal children are motivated to look after the animal herds or such other menial jobs by local land lords.

Tribes still have the tendency for early marriage which results in the discontinuation of education. Further each tribal community

members though interact among themselves they are found to be rather inhibitive in interacting with other tribal communities or with the general public. Generally shabby dress, which alone the tribes can afford, also acts as an inhibitive factor in interacting with others.

The tribal pupils are found to have no access to children's literature, comics or additional reading materials in their locality. Modern information communication technology is nowhere in their vicinity.

Above all, the poor economic conditions of the tribal parents were found to affect the education of their children very adversely. Not only that the tribal parents are not able to render enough financial help to their children but even the financial incentives they get from schools are found misdirected.

DISCUSSION

To get an insight into the socio-economic status of tribal parents the tribal pupils were asked to furnish the details regarding the occupation of their father and mother. The response of the tribal students shows that around 50% fathers are coolies, around 30% do agriculture, less than 3% do business, around 12% are in traditional occupations and only less than 2% government employees and just more than 2% do other jobs like working in companies. Most of the mothers of tribal pupils are coolies (around 48%) and less than 35% are just house wives. Around 15% are engaged in traditional jobs. Only around 1% are government employees. The income in the

family also is depressingly low. More than 60% fathers, 43% mothers and about 55% others in the family have a monthly income of less than Rs 500/-. Just more than 20% fathers, 17% mothers and 37% others in the family have an income between Rs 500 to 1000. The income range from Rs 100 to 1500/- is for just above 11% fathers, 1% mothers and 5% others. Less than 4% fathers, more than 1% mothers and 2% others in the family have the income range between Rs 1500 to 2000/-. More than Rs 2000/- is the income of just 2% fathers, 1% mothers and less than 1% others in the family.

The response of the tribal pupils, teachers, tribal parents, social workers and educational experts regarding the socio-economic status of tribal parents acting as constraint in the education of the tribal pupils has unraveled the pitiable conditions in which the tribal pupils are presently put in. Response to the question seeking facilities at home for studies shows that only less than 3% pupils have study rooms, less than 5% have table, only around 12% have chairs and less than 3% have fans. But since as a government programme solar lights have been distributed, about less than 25% have proclaimed that they have electrical or solar light facility. It is really unfortunate that in spite of the huge investments for the tribal uplift even the very basic and indispensable facilities have not reached to the tribal pupils.

The poor economic range of tribal parents forces their children to do work for wages or at least to help their parents when they do

work. Around 89% of tribal pupils have confessed that they help their parents in their work after school time. Around 19% pupils work for wages during school days and more than 23% during holidays. These data put together gives one, a clear picture of the pitiable educational situation of the tribal pupils. They do not have the bare minimum necessities for study at home and to add to the woe, a numerically significant population among them has to work for wages and also to help their parents in their work for wages. Any reform geared to the uplift of tribal education should start from the eradication of these impediments.

Further parents of more than 20% tribal pupils do demand their children to discontinue their education on the basis of financial constraints. In fact, around 5% tribal pupils have already discontinued their education previously, may be on financial grounds.

About 85% tribal pupils and tribal parents believe that their poor financial condition has adverse effect on their education. More than 23% tribal pupils and 24% tribal parents consider that pupils are compelled to go for wages because of the prevailing financial condition. Poor economic condition is identified by about 90% parents for compelling children to work for wages. More than 45% parents believe that working for wages during early child hood is good. More than 43% parents compel because they consider schooling as not much useful in future. Around 38% parents proclaimed that community practices are in favour of sending children

to work for wages. For more than 40% parents to become self-reliant in future, working during early stage is necessary. It is the traditional practice of tribes to go for wages at the early stage. This is almost their life-style and they forget about the educational implications. Further they are seeing many educated children helplessly wandering without job after the completion of their education. These children since they are not trained in their traditional job become totally helpless. May be because of all these that the tribal parents are not inhibitive in compelling children to work for wages even during school days.

Around 82% parents believe that sending children for wages will affect their education adversely. This gets manifested in tribal children being unable to attend schools regularly (80%) unable to concentrate on studies (83.33%), failure in the examinations (24.32%), inhibition in interaction with other students (37.83%) and gradually developing disinterest towards learning (56.75%). Both tribal pupils (less than 73%) and parents (less than 65%) consider that because of socio-economic constraints there is lack of learning facilities at home. Further tribal pupils (less than 72%) have complaint that the parents are not motivating them for studies and school requirements are not provided by parents (71%). Around 31% tribal pupils and parents agree that additional reading materials are not provided. Difficulties in participating in co-curricular activities and difficulties in interacting with other pupils are given as the consequence by more than 33% and 32% tribal pupils respectively.

All these factors may be acting as strong constraint in the education of the tribal pupils. These again hits at the Herculean task of improving the socio-economic condition of the tribes. Again, this shows that the investments and the schemes sponsored by the governments are yet to make strides on their life style.

The teachers, social workers and educational experts have also identified the socio-economic factors affecting adversely the education of tribal pupils. More than 61% teachers, 60% social workers, and 64% educational experts consider the ignorance of parents about the importance of educating children as an important factor. Participant observation is also quite in tune with this conclusion. Though many children are sent to the schools, tribal parents are yet to take education very seriously. Lack of opportunities to interact with the educated people is considered another factor by around 56% teachers, 56% social workers and 52% educational experts. During participant observation also it was evident that tribes do not get much chance to interact with the educated public and hence do not get actually convinced about the significance of education. Around 60% teachers, social workers and educational experts consider lack of facilities like library in the neighbourhood as an important factor that affects adversely the education of the tribes. Libraries, reading facilities and information communication technologies are yet to make inroads into the tribal belts as was evident during participant observation. More than 68% teachers and educational experts and 64% social workers have

considered the inability of parents to help pupils when they study at home as a factor. Illiteracy of tribal parents which is quite related to the previous one is considered as a component by more than 63% teachers, 72% social workers and 68% educational experts. During participant observation also it was evident that though many of the tribal parents proclaim themselves to be literates, their literacy is just superfluous and their behavioral manifestations are just as the same as those of illiterates. Further about 30% teachers consider the inferiority feeling of tribal pupils of being scheduled tribes act as a factor. Centuries of subjugation might have infused in them this feeling of inferiority.

Poor economic status of parents is identified as a factor by about 65% teachers and 72% each of social workers and educational experts. Participant observation also agrees with this statement. With the poor economic condition the tribal parents are not able to meet the educational requirements of their children. This also results perhaps in the minimization of their ambitions from education. Lack of steady income in the family which is quite related to the previous one is identified as a factor by around 65% teachers and social workers and 60% educational experts.

The conclusion from the analysis of occupational structure of tribal parents and their monthly income are quite in tune with this. Resistance of the tribal parents to invest for the education of the children is considered as a component by about 42% teachers. This

is in agreement with the findings of participant observation where the parents are found not much interested in the education of their children. Even the governmental educational incentives were found to be spent for purposes other than education.

Around 38% teachers, 56% social workers and 48% educational experts consider the prevailing governmental incentives for the education of the tribal pupils as inadequate. In the light of the general complaint that government incentives are not properly made use of for the purpose of education the suggestion by many that the incentives may be paid more in kind than in cash deserves serious consideration. Though more than 72% parents have considered incentives as inadequate only around 38% teachers think so. Lesser percentage of teachers considering the incentives as inadequate may be viewed in the light of the general complaint raised above.

More than 23% teachers, 24% social workers and 20% educational experts consider tribal children going for wages as a factor adversely affecting the education. Participant observation also revealed that a considerable number of tribal pupils go for wages even during school days. This definitely is an impediment demanding immediate attention of everyone concerned.

Poverty of the tribal family is identified as a strong component by 60% social workers and 64% educational experts. During participant observation also the investigator had observed serious instances of continued poverty in many of the tribal families. It may

be because of this that social workers and educational experts had advocated supply of free food to tribal pupils.

Early marriage of children is found to be another handicap in tribal education. 28% social workers and 24% educational experts believe so. During participant observation the investigator could see many instances wherein children specially girls are married at very young years. Other than its social and health wise hazards this has adverse educational implications as well. Not only children become less ambitious about education, they are forced to discontinue schooling as well.

Lack of study facilities at home is identified as a component by 65% social workers and educational experts. Tribal pupils have also the same complaint. Participant observation has also revealed that most of the tribal children do not have the minimum facilities for study at home. This becomes a strong inhibitive factor for study at home, which generally affects the performance and achievement of tribal children in schools.

40% social workers and 48% educational experts have the opinion that lack of transport facilities adversely affects the education of tribal pupils. During participant observation the investigator could see a few instances wherein the education of tribal children was discontinued solely for want of travel facilities to the school. This is more serious in the case of tribal children inhabiting the dense forests. In many instances the children have to travel through thick

forests inhabited by dangerous animals. Therefore not sending children to the schools becomes the only option of tribal parents.

Drugs addiction of parents is considered as a component by 48% social workers and 44% educational experts. During participant observation it could be seen that drug addiction is a common feature among tribals. This has financial, social and educational repercussions. The drug addicted parents are generally not bothered about the education of their children. On the contrary under drug effect they are found to pick up quarrels in the family mostly during the study time of pupils. Definitely this adversely affects the education of their children.

16% of social workers and 12% educational experts believe that the community practices are not much in favour of education. During participant observation the investigator could see a few instances wherein tribal parents surrender to the opinion of the community around and discontinue the education of the tribal pupils. The problems are not very acute as was a few decades before but the reminiscences still exist. Anyhow the unfavourable attitude was found to be more conspicuous in the case of the education of the girls. Perhaps it may take a few more decades before the right type of attitude towards education becomes popular in the community.

40% of social workers and 44% educational experts have identified the distance to the school as a factor adversely affecting the education of tribal pupils. As has already been mentioned in

connection with the inadequate transport facilities, the distance to the school still remains a strong factor going against the education of tribal pupils. This was evident during participant observation also. The general trend in the urban situation is the schools arranging transport facilities to the schools. Such a step cannot be thought of as feasible in rural set ups.

Deputation to look after younger siblings is identified as a component by 20% social workers and 16% educational experts. Participant observation also endorses this view. In many instances parents-both fathers and mothers-go for wages. The responsibility of looking after younger siblings is usually diverted to elder school going children. This disrupts their regular schooling and thereby adversely affects their attendance and achievement.

Social workers and educational experts have offered suggestions to overcome the socio-economic constraints in tribal education. Starting of more libraries in the tribal belts is suggested by 44% social workers and 52% educational experts. This suggestion becomes significant because the tribes do not have access to reading materials at present. Giving tribes chances to interact with the educated plains men is the suggestion of 52% social workers, and 60% educational experts. The tribes have only very few chances at present for interacting with non-tribes. This results in the narrowing of their vision and lack of ambition towards life. They also are not exposed to the non tribal practices towards education. Hence the

suggestion has some importance. Arrangements of awareness camps against resistance towards education, drugs addition, children being sent for wages and early marriage of children is suggested by 56% social workers, and 60% educational experts. There is still unfavourable attitude prevalent among tribes. The degree of their resistance varies from tribe to tribe. Further one of the social evils among the tribes is their drug addiction. During participant observation it was observed that even women are not free from this. Again, early marriage of tribal children is another tribal practice. This is particularly evident in the case of girl children. To eradicate all the evils from the society organization of awareness camps is a welcome suggestion. Taking steps to improve the economic condition of the tribes is the suggestion of 40% social workers and 52% educational experts. Ensuring steady income for tribal parents is suggested 56% social workers and 48% educational experts. During participant observation also the poor economic conditions and lack of steady income of tribal parents were conspicuous. Many steps taken by the government for their economic uplift are yet to yield results. Definitely poor economic condition has its adverse effects on the education of tribal children.

Ensuring free transport facilities to the schools is suggested by 68% social workers and 52% educational experts. As was evident children have to travel long distances from their homes to schools. Public travel facilities are not available because their ways to school, in many cases, are quite narrow and congested. But where ever public

transport systems are available it will be good if tribal children are provided with free transport facilities. It may be recalled that some of the neighbouring states like Tamilnadu have already introduced free transport facilities for tribal pupils. Appointment of more promoters for tribal education is suggested by 64% each of social workers and educational experts. Already tribal promoters are there appointed by the government but their number is quite meager. If more promoters are appointed it may have favourable impact upon their educational scenario. Arrangement for free private tuition for tribal pupils is the suggestion of 52% social workers and 56% educational experts. At present free private tuition is available only for residents of hostels. Since tribal parents are not educated enough to help their children for study at homes, this becomes a welcome suggestion. Arrangements have to be made either in the schools themselves or some other agencies authorised for private tuition so that the tribal students will be benefited.

More hostel facilities for tribal pupils is the suggestion of 72% social workers and 68% educational experts. Tribal children have also expressed their desire to join hostels for better food, learning facilities etc. Higher educational incentives for tribal pupils are the demand of 56% social workers and 48% educational experts. Tribal pupils, teachers and parents have also demanded for higher incentives. All these hint at the fact that educational incentives have to be enhanced. But since it was observed that the incentives are spent for purposes other than education it has to be decided whether

educational incentives should be distributed in the form of cash or kind.

68% social workers and 72% educational experts want to start more schools in tribal belts. Still the density of schools in the tribal belts is comparatively low. Starting more schools definitely, therefore, will result in the improvement of popularization of education among the tribes. Along with this popularization of non-formal education among tribals as demanded by 68% educational experts has to be seriously considered. Though at present attempts at non-formal education are there it is yet to make steady and deep roads in the tribal belts.

The educational experts have also given suggestions like starting day care centres, information communication technology centres in tribal belts. Arrangements to help the tribal pupils to watch educational programmes telecast is another suggestion. It may be recalled that starting day cares may help mothers who are day labourers and avoid children from being deputed to look after their siblings and information communication technology and tele programmes may throw open new avenues of information to tribal pupils.

3. INADEQUATE INCENTIVES ACT AS CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS.

The third objective of the study was to find out whether the inadequacies of the incentives act as a constraint in the education of the tribal pupils. Data for this was collected from tribal pupils, teachers, tribal parents social workers and educational experts.

The data gathered from them are presented under the following subtitles.

- 3.1 Data collected from tribal pupils.
- 3.2 Data collected from teachers
- 3.3 Data collected from tribal parents
- 3.4 Data collected from social workers
- 3.5 Data collected from educational experts.

3.1 Data collected from tribal pupils.

Question numbers from 15 to 20 in the questionnaire for tribal pupils pertains to the educational incentives they receive. The details they have furnished are presented under relevant subtitles.

3.1.1 Governmental educational incentives received by tribal pupils.

The tribal pupils have provided the details regarding the governmental educational incentives they receive. It is consolidated as Table 5.34.

TABLE 5.34

**Data showing Governmental educational incentives
received by tribal pupils**

Sl. No.	Incentives	Nos	%
1.	Stipend	1314	87.6
2.	Lump-sum-grant	1314	87.6
3.	Free hostel facilities	186	12.4
4.	Grant to parents	Nil	Nil
5.	Free books, dress etc	186	12.4
6.	Free transport facilities	186	12.4
7.	Complimentary incentives on the basis of final examination results.	4	0.2
8.	Complimentary incentives for winners of co-curricular activities.	8	0.53

The table shows that 1314 (87.6%) tribal pupils are in receipt of stipend and lump-sum-grant. Free hostel facilities, free books and dress are available to 186 (12.4%) tribal pupils. It has to be noted that this 186 hostel students are not eligible for stipend or lump sum grant. But they are given free mess and accommodation, free books and dress and also transport charges for parents to take the students from the hostel to and fro. Grant to parents are confined only to the primary school students. 4(0.2) tribal pupils are in receipt of complimentary incentives on the basis of final examination results of standards 7, 8 and 9.

3.1.2 Adequacy of the incentives

The tribal pupils have also given their opinion regarding the adequacy of the incentives they receive. The same is presented as Table 5.35

TABLE 5.35
Adequacy of educational incentives.

Sl. No.	Incentives	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Stipend	283	18.87	1217	81.33
2.	Lump-sum-grant	269	17.93	1231	82.07
3.	Free hostel facilities	164	10.93	1366	89.67
4.	Free books, dress etc	186	12.4	1314	87.6
5.	Grant to parents	0	0	1500	100
6.	Free transport facilities	113	7.53	1387	92.47
7.	Complimentary incentives on the basis of final examination results	246	16.4	1254	83.6
8.	Complimentary incentives on the basis of co-curricular activities.	238	15.87	1262	84.13

A perusal of the table shows that grant to parents are considered inadequate by all the tribal pupils. 1262 (84.13%) tribal pupils consider complimentary incentives on the basis of co-curricular activities as inadequate. Complimentary incentives on the basis of final examination results are inadequate for 1254(83.6%) tribal pupils. For 1387 (92.47%) tribal pupils free study tour facilities are inadequate. Free hostel facilities become inadequate for 136 (89.07%) tribal pupils. 1231 (82.07%) tribal pupils consider the lump-sum-grant amount as inadequate. Stipend amount is considered inadequate by 1217 (81.33%) tribal pupils.

3.1.3 Impact of inadequate incentives upon the education of tribal pupils

The tribal pupils have listed the impact of inadequate incentives upon their education. It is presented as Table 5.36

TABLE 5.36

Table showing the impact of inadequate incentives upon the education of tribal pupils.

Sl. No.	Impact of inadequate incentives	Nos	%
1.	Parents find it difficult to provide educational facilities	1103	73.53
2.	Forced to work for wages	364	24.27
3.	Difficult to interact freely with classmates	497	33.13
4.	Compelled to discontinue studies	184	12.27
5.	Feels difficult to participate in co-curricular activities.	463	30.87

The table shows that 1103 (73.58%) students feel that their parents are not able to meet their educational expenses because of inadequate incentives. 497 (33.33%) tribal pupils find it difficult to interact freely with classmates. 364 (24.27%) tribal students find it difficult to participate in co-curricular activities as the consequence. Only 184 (12.27%) students feel that they will be forced to discontinue education because of the inadequate incentives.

3.1.4 Additional educational incentives sought.

The 1500 tribal pupils have also requested for additional educational incentives. Their opinion in this regard is consolidated in Table 5.37

TABLE 5.37

Data showing additional incentives sought by tribal pupils.

Sl. No.	Incentives sought	Nos	%
1.	Increase in stipend amount	961	64.07
2.	Increase in lump-sum-grant	893	59.53
3.	Free supply of learning materials	615	41
4.	Free transport facilities	801	53.4
5.	Free food	837	55.8
6.	Free study tours facilities	714	47.6
7.	Free hostel facilities	894	59.6

The table shows that 894 (59.6%) tribal students request for free hostel facilities. 961(64.07%) tribal students request for an increase in lump-sum-grant. Free food is requested by 837 (55.8%) students. Free transport facilities are the request of 801 (53.4%) students. 714 (47.6%) tribal students want free study tour facilities. Free supply of reading materials is requested by 615 (41%) students.

3.1.5 Students residing in tribal hostels

As part of the study the tribal students were asked whether they reside in tribal hostels. Their response in this regard is consolidated in Table 5.38

TABLE 5.38

Data showing tribal students residing in tribal hostels.

Sl. No.	Residence	Nos	%
1.	Residing in tribal hostels	186	12.4
2.	Not residing in tribal hostels	1314	87.6
3.	Total	1500	100

The Table 5.38 reveals that out of 1500 tribal students sample only 186 (12.4%) students reside in tribal hostels.

3.1.6 Advantages of residing in hostels

The 186 tribal pupils who reside in tribal hostels have provided the advantages of residing in tribal hostels. Their opinion in this regard is presented as Table 5.39

TABLE 5.39
Advantages of residing in hostels.

Sl. No.	Advantages	Nos	%
1.	Can avoid long journey	152	81.72
2.	Better residential facilities	171	91.94
3.	Availability of free tuition	167	89.78
4.	Availability of better quality food	146	79.03
5.	Better learning facilities will be available	162	87.10
6.	Can avoid doing labour at home	78	41.94

The table reveals that 171 (91.94%) tribal pupils consider better residential facilities as an advantage. Availability of free tuition is considered advantage by 167 (89.78%) tribal pupils. Availability of better learning facilities is considered advantage by 162 (87.10%) tribal pupils. 152 (81.72%) students proclaimed that they can avoid long journey by being in the hostel. 146 (79.03%) tribal pupils consider better quality food as an advantage. Avoiding of labour at home is the advantage cited by 78 (41.94%) tribal pupils.

3.1.7 Distance from residence to school

The non-residents of the hostel (1314) were asked about the distance from their residence to school. Their response in this regard is presented in table 5.40

TABLE 5.40

Data showing distance from residence to school

Sl. No.	Distance	Nos	%
1.	Less than 1 Km	121	9.21
2.	Between 1 to 3 Kms	214	16.29
3.	Between 3 to 5 Kms	449	34.17
4.	Between 5 to 7 Kms	356	27.09
5.	More than 7 Kms	174	13.24
6.	Total	1314	100

The table shows that the distance from residence to school of 449 (34.17%) tribal pupils is between 3 to 5 Kms. For 356 (27.09%) the distance is between 5 to 7 Kms. 214 (16.29%) pupils reside at a distance of 1 to 3 Kms from school. More than 7 kilometers is the distance of 174 (13.24%) students. Only 121 (9.21%) students reside at a distance less than one kilometer.

3.1.8 Mode of travel of tribal pupils from residence to school.

The 1314 tribal pupils were further asked how they cover this distance from residence to school. Their response in this regard is presented as Table 5.41

TABLE 5.41

Mode of travel of tribal pupils from residence to school

Sl. No.	Mode of travel	Nos	%
1.	By walk	803	61.11
2.	By bus	436	33.18
3.	By other means	75	5.70

The Table 5.41 reveals that 803 (61.11%) tribal pupils cover the distance by walk. 436 (33.18%) cover this distance by bus and 75 (5.70%) follow other means of transport.

3.1.9 Desire to join tribal hostels

Tribal pupils who are non residents of hostels were asked whether they are interested in residing in hostel if offered. Their response in this regard is presented as Table 5.42

TABLE 5.42

Data showing the desire of tribal pupils to join tribal hostels

Sl. No.	Desire to join hostels	Nos	%
1.	Desirous of residing in hostels	874	66.51
2.	Not desirous of residing in hostels	440	33.49
Total		1314	100

Of the tribal children who were not at present residing in tribal hostels 874 (66.51%) are desirous of joining hostels if offered.

3.1.10 Possible advantages in joining tribal hostels.

The 874 tribal pupils who are desirous of joining hostels have listed the possible advantages in joining hostels. The same is consolidated in Table 5.43

TABLE 5.43
**Possible advantages of joining tribal hostels:
 opinion of tribal pupils**

Sl. No.	Possible advantages	Nos	%
1.	Can avoid long journey	581	66.48
2.	Better residential facilities	649	74.26
3.	Will get free tuition	614	70.25
4.	Will get better food	587	67.16
5.	Will get better learning facilities	676	77.34
6.	Can avoid manual work at home	594	67.96

The table reveals that 676 (77.34%) tribal pupils are of opinion that they will get better learning facilities in hostels. 649 (74.26%) tribal children are of opinion that they will get better residential facilities. 614 (70-25%) pupils think that they will get free tuition if in hostels. 594 (67.96%) pupils are of opinion that they can avoid manual labour at home. Better food is the attraction of 587 (67.16%) tribal children. Avoiding long journey is given as the advantage by 581 (66.48%) tribal pupils.

3.1.11 Possibility of discontinuing education if incentives are withdrawn.

All the tribal pupils were asked about the possibility of parents not sending them for schooling if the educational incentives they at present receive are withdrawn. Their response in this regard is consolidated in Table 5.44

TABLE 5.44
**Data showing possibility of education if
incentives are withdrawn**

Sl. No.	Possibility	Nos	%
1.	Education will be discontinued.	1089	72.6
2.	Education will not be discontinued	411	27.4

A perusal of the table reveals that 1089 (72.6%) tribal pupils believe that their education will be discontinued if the present educational incentives are with drawn. Only 411 (27.4%) tribal pupils think otherwise.

3.2 Data collected from Teachers

The 500 teachers forming the sample of the study were also requested to give details regarding the governmental educational incentives presently offered for the education of tribal pupils. Their opinion in this regard is presented under separate subtitles.

3.2.1 Adequacy of governmental educational incentives: teachers' opinion.

The teachers were asked whether the present incentives given to tribal pupils for their education are adequate or not. Their response in this regard is presented as Table 5.45

TABLE.5.45

Table showing the adequacy of educational incentives: opinion of teachers

Sl. No.	Adequacy of incentives	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Lump-sum-grant	321	64.2	179	35.8
2.	Stipend	309	61.8	191	38.2
3.	Grant to parents	167	33.4	333	66.6
4.	Free hostel facilities	136	27.2	364	72.8
5.	Free books, dress etc..	159	31.8	341	68.2
6.	Free transport facilities	150	30	350	70
7.	Complimentary incentives on the basis of final exams results	202	40.4	298	59.6
8.	Complimentary incentives for winners of co-curricular activities	197	39.4	303	60.6
9.	Free study tour facilities	216	43.2	284	56.8

The given table reveals that a large number of teachers-364 (72.8%) consider the present hostel facilities for tribal pupils as quite inadequate. Complimentary incentives for winners of extra curricular activities are considered inadequate by 303 (60.6%) teachers. Complimentary incentives on the basis of final examination results of 7th, 8th, and 9th standards are inadequate for 298 (59.6%) teachers. Stipend is considered inadequate by 179 (35.8%) teachers.

3.2.2 Additional incentives sought for tribal pupils

The teachers were also asked to give their opinion about the additional incentives that the tribal pupils are in need of for the betterment of their education. Their opinion in this regard is presented as Table 5.46

TABLE 5.46

Additional incentives sought for tribal pupils: teacher's opinion

Sl. No.	Additional incentives sought	Nos	%
1.	Free transport facilities	284	56.8
2.	Increase in stipend amount	181	36.2
3.	Increase in lump-sum-grant	169	33.8
4.	Free food	304	60.8
5.	Free tuition	309	61.8
6.	Pocket money for students	145	29
7.	More scholarships and awards	304	60.8
8.	More complimentary incentives for winners of co-curricular activities	289	57.8
9.	More complimentary incentives on the basis of final exams.	282	56.4
10.	Free study tour facilities	251	56.2
11.	Free supply of learning materials	300	60.0
12.	Free hostel facilities	249	49.8

The table shows that 309 (61.8%) teachers want more free tuition to be arranged for tribal pupils. 304 (60.8%) each of teachers want free food for tribal pupils and more scholarships and awards. Free supply of learning materials is requested by 300 (60%) teachers. 289 (57.87%) and 282 (56.4%) teachers respectively want more complimentary incentives for winners of co-curricular activities and on the basis of results of final examinations. Free transport facility is the desire of 284 (56.8%) teachers. 186 teachers want free study tour arrangements for tribal pupils. Only 145 (29%) teachers want pocket money to be provided for tribal pupils.

3.3 Data collected from tribal parents.

The 150 tribal parents were asked questions regarding the incentives they presently receive for the education of their children. The details provided by them in this regard are presented under separate subtitles.

3.3.1 Educational incentives received

The tribal parents were asked about the incentives they received for the education of their children. Their response in this regard is presented as Table 5.47

TABLE 5.47

Incentives received for the education tribal children : parental opinion.

Sl. No.	Incentives	Nos	%
1.	Lump-sum-grant	131	87.33
2.	Stipend	131	87.33
3.	Grant to parents	1	0.65
4.	Free hostel facilities	19	12.67
5.	Free books, dress etc	19	12.67
6.	Free transport facilities	0	0
7.	Complimentary incentives for winners of co-curricular activities	2	1.33
8.	Complimentary incentives on the basis of final exam results	4	2.67
9.	Free study tour facilities.	14	9.33

The table shows that 131 (87.33%) tribal parents each are in receipt of lump-sum-grant and stipend. Complimentary incentives on the basis of final examination results are received by the children of 5 (3.33%) tribal parents. Free hostel facilities are available to the children of 19 (12.67%) tribal parents. Complimentary incentives for winners of co-curricular activities are received by the children of

2 (1.33%) tribal parents. Only 1 (0.65%) tribal parent is in receipt of grant to parents.

3.3.2 Spending of educational incentives by tribal parents.

The tribal parents were directly asked whether they spent educational incentives solely for the purpose of the education of their children. Their remarks in this regard is presented as Table 5.48

TABLE.5.48

Spending of educational incentives : parental opinion

Sl. No.	Spending of educational incentives	Nos	%
1.	Incentives spent solely for the education of tribal children	98	65.33
2.	Incentives not spent solely for the education of tribal children.	52	34.67

The table shows that there are parents who divert the educational incentives for other purposes. 52 (34.67%) tribal parents have openly confessed that they do not spent educational incentives solely for the purpose of the education of their children.

3.3.3 Adequacy of the incentives received: parental opinion.

The tribal parents have also given their opinion about the adequacy of the incentives for the education of their children. Their opinion is consolidated in Table 5.49

TABLE.5.49

Adequacy of the incentives received : parental opinion.

Sl. No.	Adequacy of the incentives	Nos	%
1.	Incentives are adequate	54	36
2.	Incentives are inadequate	96	64
3.	Total	150	100

The table reveals that 96 (64%) tribal parents consider the present incentives as inadequate. Only 54 (36%) parents have opined that the incentives are adequate.

3.3.4 Types of inadequate incentives: parental opinion

The tribal parents have given their opinion about the adequacy and inadequacy of the different kinds of incentives for the education of their children. The details furnished by them is presented in Table 5.50

TABLE 5.50

Adequacy of the different types of incentives received: parental opinion

Sl. No.	Incentives	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Stipend	32	33.33	64	66.67
2.	Lump-sum-grant	35	36.46	61	63.54
3.	Grant to parents	23	23.96	73	76.04
4.	Free hostel facilities	19	19.79	77	80.21
5.	Free food	13	13.54	83	86.46
6.	Free study tour facilities	11	11.46	85	88.54
7.	Free transport facilities	24	25.00	72	75.00
8.	Complimentary incentives on the basis of final examination results	18	18.75	78	81.25
9.	Complimentary incentives for winners of co-curricular activities.	20	20.88	76	79.17
10.	Free books, dress etc.	23	28.96	73	76.04

The table reveals that a good number of tribal parents-85 (88.54) consider free study tour facilities as quite inadequate. Facilities for free food are considered inadequate by 83 (86.46%) tribal parents. For 78 (81.25%) complimentary incentives on the basis of final year examination results of standard VII, VIII and IX are inadequate. For 77(80.21%) tribal parents hostel facilities for tribal children are inadequate. For 76 (79.17%) tribal parents inadequacy remains in giving complimentary incentives on the basis of co-curricular activities. Grant to parents is inadequate for 73 (76.04%) parents and free transport facilities are inadequate for 72 (75%). 64 (66.67%) tribal parents consider inadequate and 61 (63.54%) think that lump-sum-grant amount is inadequate.

3.3.5 Ways in which inadequate incentives affect the education of tribal children

The 96 tribal parents who believe that the present educational incentives are inadequate have provided the possible ways by which such inadequacy will affect the education of their children. The details given by them are consolidated in Table 5.51

**TABLE 5.51
Possible impact of inadequate incentives upon the education of tribal students: parental opinion.**

Sl. No.	Impacts	Nos	%
1.	Unable to provide learning facilities	73	76.04
2.	Compelled to discontinue studies	38	39.59
3.	Compelled to do coolie work	25	26.04
4.	Pupils feel difficult to participate in co-curricular activities	33	34.38
5.	Difficult to interact freely with class mates.	32	33.33

The above table reveals that 73 (76.04%) tribal parents are of the opinion that inadequate incentives will result in providing poor learning facilities for tribal children. 38 (39.59%) have opined that inadequate incentives will result in discontinuation of the education of tribal pupils. 33 (34.38%) parents believe that because of this tribal children will not be able to actively participate in co-curricular activities. For 32 (33.33%) tribal parents the impact is difficulty in interacting with class mates. Only 25 (26.04%) parents have opined that inadequate educational incentives compel the children to do coolie work.

3.3.6 Additional incentives sought by tribal parents.

The 96 tribal parents who consider the prevailing incentives as inadequate have listed further incentives they desire for. It is consolidated in Table 5.52

TABLE 5.52

Additional incentives sought by tribal parents.

Sl. No.	Additional incentives sought	Nos	%
1.	Increase in stipend amount	77	80.21
2.	Increase in lump sum grant amount	73	76.04
3.	Free supply of reading materials	67	69.79
4.	Free transport facilities	64	66.67
5.	Free food	56	58.33
6.	Free study tour facilities	32	33.33
7.	Free hostel facilities.	61	63.04
8.	More incentives for winners of co-curricular activities	23	23.96
9.	More incentives on the basis of final examinations	24	25

From the table it is evident that 77 (80.21%) tribal parents want an increase in stipend amount and 73 (76.04%) parents want an increase in lump sum grant. Free transport facilities are demanded by 64 (66.67%) tribal parents and free hostel facilities by 61 (63.04%). 56 (58.33%) are desirous of getting free food for tribal children. 32 (33.33%) parents want free study tour facilities for their children. 24(25%) and 23 (23.96%) tribal parents respectively want more incentives on the basis of final examinations and more incentives for winners of co-curricular activities.

3.3.6 Chances of discontinuation of education if incentives are withdrawn

Tribal parents were asked whether they are inclined to discontinue the education of their children if governmental educational incentives are withdrawn. Their response in this regard is presented as Table 5.53

TABLE 5.53

Chances of discontinuation of education if incentives are withdrawn

Sl. No.	Chances of discontinuation	Nos	%
1.	Education will be discontinued	103	68.67
2.	Education will not be discontinued	47	31.33
Total		150	100

The response of the tribal parents from the table reveals that 103(68.67%) parents will discontinue the education of their children if the prevailing incentives are withdrawn.

3.4 Data collected from social workers

Using the structured interview schedule data was collected from social workers regarding the adequacy of educational incentives the tribal pupils get for their education. The data furnished by them are presented under separate subtitles.

3.4.1 Adequacy of the educational incentives

The social workers have given their opinion regarding the adequacy of the educational incentives that the tribal students receive. Same is consolidated in Table 5.54

TABLE 5.54

Adequacy of the educational incentives: opinion of social workers.

Sl. No.	Incentives	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Lump-sum-grant	13	52	12	48
2.	Stipend	12	48	13	52
3.	Free hostel facilities	8	32	17	68
4.	Free books, dress etc	6	24	19	76
5.	Grant to parents	9	36	16	64
6.	Free food	7	28	18	72
7.	Free transport facilities	11	44	14	56
8.	Complimentary incentives on the basis of final examination results.	13	52	12	48
9.	Complimentary incentives for winners of co-curricular activities	10	40	15	60
10.	Free tuition	7	28	18	72
11.	Free study tours	8	32	17	68
12.	Free learning materials	9	36	16	64

The table reveals that 19 (76%) social workers consider provision for free books, dresses etc. are quite inadequate. 18 (72%) each of social workers consider provisions of free food and free tuition as inadequate. Free hostel facilities are inadequate for 17 (68%) and free learning materials and grant to parents inadequate for 16 (64%) social workers each. 15 (60%) social workers consider complimentary incentives for winners of co-curricular activities as inadequate. Free transport facilities are inadequate for 14 (56%) social workers. Lump-sum-grant is considered inadequate only by 12 (48%) social workers.

3.5.6 Additional Incentives sought

The social workers have also listed the additional incentives sought for the education of the tribal pupils. The same is presented as Table 5.55

TABLE.5.55
Additional educational incentives sought for tribal pupils by social workers.

Sl. No.	Incentives sought	Nos	%
1.	Increased stipend	14	56
2.	Free hostel facilities	18	72
3.	Increase in grant to parents	13	52
4.	Increase in lump-sum-grant	12	48
5.	Free book, dress etc	14	56
6.	Free transport facilities	15	60
7.	Free food	15	60
8.	More scholarships and awards	12	48
9.	More free learning materials	18	72
10.	Complimentary incentives on the basis of final exam results	16	64
11.	Complimentary incentives for winners of co-curricular activities	14	56
12.	More free tuition	19	76
13.	Additional reading materials	13	52

A perusal of the table shows that 19 (76%) social workers want more free tuition facilities to be given to tribal pupils. 18 (72%) each social workers want free hostel facilities and free learning materials. Complimentary incentives on the basis of final examination results are demanded by 16 (64%) social workers. 14 (56%) social workers each demand free book, dress etc, more complimentary incentives for winners of co-curricular activities and increase in stipend. Only 12 (48%) social workers demand for more scholarships and awards.

3.5 Data collected from Educational Experts.

The 25 educational experts who were interviewed have given their opinion regarding the incentives presently available for tribal pupils. Their opinion in this regard is presented under separate subtitles.

3.5.1 Adequacy of educational incentives for tribal pupils

The educational experts interviewed have given their opinion about the adequacy of the government incentives for the tribal children. Their opinion in this regard is consolidated in Table 5.56.

TABLE 5.56
**Adequacy of educational incentives: opinion of
 educational experts**

Sl. No.	Adequacy of educational incentives	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Study tours	8	32	17	68
2.	Free food	6	24	19	76
3.	Free transport facilities	12	48	13	52
4.	Free learning materials	9	36	14	56
5.	Complimentary incentives for winners of co-curricular activities	11	44	14	56
6.	Complimentary incentives on the basis of final examinations results	14	56	11	44
7.	Stipend	17	68	8	32
8.	Lump-sum-grant	15	60	10	40
9.	Free hostel facilities	9	36	16	64
10.	Grant to parents	7	28	18	72
11.	Free books and dress etc.	8	32	17	68

The table shows that 19 (76%) educational experts consider provision for free food as inadequate. 18 (72%) educational experts consider provisions for grant to parents as inadequate. Study tours, free book and dress are inadequate for 17 (68%) educational experts each. Free hostel facilities are inadequate for 16 (64%) educational experts. 14 (56%) educational experts each consider complimentary incentives for winners of co-curricular activities and free learning materials as inadequate. Free transport facilities are inadequate for 13 (52%) educational experts. Only 10 (40%) consider lump-sum-grant as inadequate.

3.5.2 Additional incentives sought

The educational experts have also listed the additional incentives necessary for tribal pupils for their educational uplift. The same is presented as Table 5.57

TABLE 5.57
Additional incentives sought for tribal pupils by educational experts.

Sl. No.	Additional Incentives sought	Nos	%
1.	Free transport facilities	13	52
2.	Free food	16	64
3.	Scholarships / Awards	13	52
4.	Free hostel facilities	17	68
5.	Free books, dress etc	13	52
6.	Free study tours	14	56
7.	Increase in stipend amount	11	44
8.	Increase in lump sum grant	10	40
9.	Complimentary incentives for winners of co-curricular activities	12	48
10.	Complimentary incentives on the basis of final examinations results	10	40
11.	Extension of parental incentives to high school level	14	56
12.	Free tuition	15	60
13.	Free learning materials	11	44
14.	Increase in the duration of free coaching to Xth standard tribal pupils	18	72
15.	Remuneration for teachers for remedial teaching.	17	68

From the table it is evident that 18 (72%) educational experts want to extent free additional coaching for the Xth standard tribal pupils through out the academic year. 17 (68%) educational experts each want free hostel facilities and remuneration for remedial teaching. Free food and counselling for tribal pupils are demanded by 16 (64%) educational experts. 14 (56%) educational experts demand study tours and extension of parental incentives to high school level. Free transport facilities, scholarships/awards, free book and dress etc are demanded by

13 (52%) educational experts each. 12 (48%) want more complimentary incentives to be given to the winners of co-curricular activities. Only 10 (40%) each educational experts demand increase in lump-sum-grant and complimentary incentives on the basis of final examinations results.

DISCUSSION

A major attraction of tribal parents to send their children to school is the incentives they receive for education. There are a number of incentives presently made available to tribal pupils and parents but as to whether they are really adequate to meet the educational needs of the tribal pupils is doubtful. In the present investigation the tribal pupils, teachers, parents, social workers and educational experts were asked related questions to find out their opinion in this matter. About 88% students and parents admit they are in receipt of stipend and lump sum grant. For students residing in hostels stipend and lump sum grants are not given. Otherwise all the tribal pupils are receiving stipends and lump sum grant. Hostel facilities are available only for around 12% tribal students. There is no grant given to parents of children at the high school level, since as per government provision grants to parents are discontinued after primary level. Free books, dress etc are found given only to inmates of hostels. Complimentary incentives on the basis of final year examinations and co-curricular activities are received by only less than 1% tribal pupils.

Stipend to tribal pupils is considered inadequate by more than 80% students and 66% tribal parents. But only 30% teachers think so. Since students and parents are at the receiving end, may be, they are more ambitious in getting more stipend amount. Hence it is only reasonable that the teachers view in this regard is endorsed. The same is the case with lump-sum-grant. Whereas more than 80% tribal pupils and 63% tribal parents consider lump-sum-grant as inadequate only around 35% teachers think so. Though 12.4% tribal pupils are in hostels about 90% of total student sample consider free hostel facilities as inadequate. More than 80% parents also have the same opinion. But only around 72% teachers have a feeling that hostel facilities are inadequate. Free hostel facilities are considered inadequate by 68% social workers and 64% educational experts. Since everyone concerned have responded strongly that availability of hostel facilities are inadequate, the situation needs serious consideration. Grant to parents is an incentive given to parents of tribal children studying in primary schools; the only condition is that the student must have 75% attendance in the academic year. Through tribal parents of High school children were the sample, they may be having children studying in primary classes as well. Hence they have marked they are in receipt of grant. But it is considered inadequate by more than 75% of them. More than 68% teachers also consider grant to parents as inadequate. Free study tour facility is considered inadequate by about 90% students and parents and

more than 56% teachers. 68% each of social workers and educational experts also share this view.

Free transport facilities are considered inadequate by more than 72% students and 75% parents. About 70% teachers also endorse this view. But only 56% social workers and 52% educational experts consider it as inadequate. It may be recalled that in some of the neighboring states like Tamilnadu transport facilities are completely free from school to residence for tribal pupils. The present practice of giving complimentary incentives on the basis of performance in the terminal examinations is considered inadequate by around 80% tribal students and parents. But only less than 60% teachers and 48% social workers and 44% educational experts share this view. It may be considered that social workers and educational experts have not given any specific reason for this opinion. It may be because they think it will amount to discrimination against non tribal students. In the case of complimentary incentives for winners of co-curricular activities also inadequacy is marked by around 80% students and parents. But only more than 60% teachers and social workers and 56% educational experts consider these incentives as inadequate.

The inadequacy of the incentives the tribal pupils are afraid will affect their education adversely. They believe that their parents will be put to difficulties to provide them with educational facilities. A few students even believe that they will be forced to discontinue their

studies. Inadequacy of incentives will also force them to work for wages, create difficulties in interacting freely with classmates and in participating in co-curricular activities.

Tribal students, teachers, parents, social workers and educational experts have listed the additional incentives necessary for the uplift of tribal education. Invariably every one calls for a general increase in the prevailing incentives. In addition, free supply of learning materials, free transport facilities, free food, free study facilities and free hostel facilities are also sought. It is interesting that when only around 31% tribal pupils request for free supply of learning materials, around 56% teachers and social workers and 52% educational experts demand for the same.

Tribal pupils who come to the school every day from their homes are found to travel long distances to the school. About 35% of them have to cover a distance of three to five kilometers and around 30% between five and seven kilometers. More than 13% tribal pupils have to cover more than seven kilometers. More than 60% of the pupils cover this distance by walking and less than 35% by bus. All these may be really acting as impediments in their education. The students who have to travel by bus may have to spend a good amount for this purpose. Free transport facilities given as incentive by some neighboring states assumes additional significance in this connection.

Tribal pupils who are at present non residents of hostel are desirous of getting hostel accommodation. Around 60% of the tribal pupils have expressed this desire. Their main attraction in joining hostel is getting better residential facilities, getting better learning facilities, getting free tuition, avoiding long journey to schools, access to better food and avoiding manual labour at home. These points raised by tribal pupils demand serious consideration. Since it may be difficult to provide hostel accommodation to all the pupils, some steps have to be taken to ensure to cater to the demands raised by tribal pupils.

It is really surprising to note that about 69% parents have opined that they will not send their children for schooling in case the prevailing incentives are withdrawn. About 73% tribal pupils also vouch that their parents are not likely to continue their education in case the educational incentives are discontinued. This has unfortunate reflections not only on the pitiable economic conditions of the tribes but also on their attitude towards education.

4. PARENTAL ATTITUDE ACT AS CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS.

The fourth objective of the study was to identify whether the parental attitude act as constraint in the education of tribal pupils. Data in this regard was collected from tribal pupils, teachers, tribal parents, social workers, educational experts and also by participant observation.

The data gathered by them are presented under the following subtitles.

- 4.1 Data collected from tribal pupils
- 4.2 Data collected from teachers
- 4.3 Data collected from tribal parents
- 4.4 Data collected from social workers
- 4.5 Data collected from educational experts
- 4.6 Data collected by participant observation.

4.1 Data collected from tribal pupils

In the questionnaire provided to tribal pupils question numbers from 22 to 26 pertain to the attitude of tribal parents towards the education of their children. Their response in this regard is presented under relevant subtitles.

4.1.1 General attitude of tribal parents towards the education of their children

The tribal pupils were asked to give their opinion regarding the general attitude of their parents towards their education. Their response in this regard is presented in Table 5.58

TABLE 5.58

Table showing opinion of tribal pupils about the attitude of parents towards their education.

Sl.No.	Parental attitude	Nos	%
1.	Favourable	428	28.53
2.	Unfavourable	309	20.6
3.	Indifferent	763	50.87
4.	Total	1500	100

The given table reveals that 763 (50.87%) parents are indifferent towards the education of their children and 309 (20.6%) are unfavorable. Only 428 (28.53%) students opined that their parents have a favourable attitude towards their education.

4.1.2 Parental attitude acting as constraint in the education of tribal pupils

The tribal students have given their opinion regarding whether the attitude of their parents affect their education adversely. The opinion furnished by them in this regard is presented as Table 5.59

TABLE 5.59

Parental attitude towards education

Sl.No.	Particulars	Nos	%
1.	Affect adversely	946	63.07
2.	Do not affect adversely	554	36.93
Total		1500	100

Table shows that of 1500 tribal pupils responded, 956 (63.07%) have confessed that their education is adversely affected whereas 554 (36.93%) opined that their education is not adversely affected.

4.1.3 Ways in which parental attitude affects the education of their children.

The 946 tribal students have also given the ways in which their education is adversely affected by parental attitude. The response in this regard is consolidated in Table 5.60

TABLE 5.60

**Ways in which parental attitude affect the education
of their children**

Sl. No.	Particulars	Nos	%
1.	Do not motivate to go to school	459	48.52
2.	Not interested in providing learning materials	669	70.72
3.	Compel to go for wages during school days	173	18.29
4.	Rebukes in front of others for going to school	81	8.56
5.	Incentives are not properly used for study purposes.	581	61.41

The table given above shows that 669 (70.72%) tribal pupils opined that their parents are not interested in providing learning materials. 581 (61.41%) tribal pupils opined that educational incentives are not properly used for study purpose by their parents. 459 (48.52%) tribal pupils are of the opinion that parents do not motivate them to attend the school. Only 81 (8.56%) tribal pupils complaint that their parents rebuke them in front of others for going to school.

4.1.4 Encouragement from parents for education

The tribal pupils opinion as to whether they get encouragements from their parents for their education is presented in Table 5.61

TABLE 5.61

Table showing encouragement from parents for education

Sl.No.	Particulars	Nos	%
1.	Get encouragement	443	29.53
2.	Do not get encouragement	1057	70.47
Total		1500	100

The table shows that out of 1500 tribal pupils only 443 (29.53%) students think that their parents give them encouragement.

4.1.5 Compulsion from parents to study at home

The tribal students were asked whether their parents compel them to study at home. Their response in this regard is presented as Table 5.62

TABLE 5.62

Compulsion from parents to study at home

Sl.No.	Compulsion at home	Nos	%
1.	Compel to study at home	324	21.6
2.	Do not compel to study at home	1176	78.4
Total		1500	100

The Table 5.60 shows that 324 (21.6%) tribal parents alone compel their children to study at their homes. Thus majority of parents of tribal pupils do not have any inclination to compel their children to study at home.

4.1.6 Nature of compulsion by parents to study at home.

The 324 tribal students who proclaim that their parents compel them to study at home have also given details regarding the strategies adopted by parents for compelling them to study at home, the details of which are consolidated in Table 5.63

TABLE 5.63

Nature of compulsion of tribal parents to study at home

Sl.No.	Nature of compulsion	Nos	%
1.	Gives advice	84	25.93
2.	Offers rewards	56	17.28
3.	Threatens	142	43.82
4.	Rebukes	79	24.38
5.	Gives physical punishments	68	20.99
6.	Withdraws from promises of presents	47	14.51

Table 5.63 shows that 142 (43.82%) tribal pupils proclaimed that their parents threaten them. But 84 (25.93%) parents offer advice to their children in their study. 79 (24.38%) pupils proclaimed that their parents rebuke them. Physical punishment is given by 68 (20.99%) and rewards are offered by the parents of 56 (17.28%) tribal pupils. 47 (14.51%) pupils opined that their parents withdraw from promises of presents.

4.1.7 Study after school hours.

Tribal pupils have also given the details regarding their study after school hours. The details of their response in this regard is presented in Table 5.64

TABLE 5.64

Study after school hours.

Sl.No.	Study after school hours	Nos	%
1.	Do study after school hours	589	39.27
2.	Do not study after school hours	911	60.73
Total		1500	100

The table shows that 911 (60.73%) students are not in the habit of studying after school hours. Only 589 (39.27%) tribal students do study after school hours.

4.1.8 Time spent for study after school hours.

The tribal students have also given the details regarding the duration of their study after school hours. The same is consolidated in Table 5.65

TABLE 5.65
Time spent for study after school hours

Sl.No.	Duration of study	Nos	%
1.	Less than 1 hour	294	49.92
2.	1 hour to 2 hours	186	31.58
3.	2 hours to 3 hours	71	12.05
4.	More than 3 hours	38	6.45
Total		589	100

The table reveals that among those who are in the habit of studying after school hours 294 (49.92%) tribal pupils spent only less than one hour for studies. 186 (31.58%) students spent one to two hours and 71 (12.05%) spent two to three hours and 38 (6.45%) students spent more than three hours for study at home.

4.1.9 Reasons for not studying after school hours.

The 911 tribal pupils who are not in the habit of studying after school hours have also provided their reasons for the same. The reasons furnished by them in this regard is presented in Table 5.66

TABLE 5.66

Table showing reasons for not studying after school hours.

Sl.No.	Reasons furnished	Nos	%
1.	Will be tired after long travel	417	45.77
2.	Will have to do work at home after schooling	384	42.15
3.	Will have to look after younger siblings	128	14.05
4.	Parents do not insist on studying at home	561	61.58
5.	Lack of study facilities at home	609	66.85
6.	Not interested in study after school hours	104	11.42

The table reveals that 609 (66.85%) tribal students have given the reason that there are no study facilities at home. 561 (61.58%) pupils opined that parents do not insist on study at home. 417 (45.77%) pupils have provided the reason for not studying after school hours as they are tired after long travel. 384 (42.15%) pupils are of the opinion that they have to do work at home after schooling. 128 (14.05%) pupils opined that they have to look after younger siblings and 104 (11.42%) proclaim that they are not interested in studying after school hours.

4.1.10 Spending of additional money by tribal parents for the education of their children.

The tribal pupils were also asked whether their parents spend money in addition to the incentives they receive for their education. Their response in this regard is presented in Table 5.67

TABLE 5.67

Additional spending of money by tribal parents

Sl.No.	Particulars	Nos	%
1.	Spend additional amount	278	18.53
2.	Do not spend additional amount	1222	81.47
Total		1500	100

From the table it can be concluded that only 278 (18.53%) tribal parents spent additional amount other than the incentives they receive for the education of their children, where as 1222 (81.46%) tribal pupils have opined that their parents do not spend additional amount for the cause of their education.

4.1.11 Additional amount spend by tribal parents per month.

The 278 tribal pupils who proclaimed that their parents spend additional amount have also provided details of the amount being spent by the parents per month. The data provided is consolidated in Table 5.68

TABLE 5.68

Additional amount spent by parents per month

Sl.No.	Amount spend	Nos	%
1.	Less than Rs.25/-	196	70.50
2.	Between Rs. 25 to 50/-	63	22.66
3.	Between Rs. 50 to 75/-	11	3.96
4.	Between Rs.75 to 100/-	5	1.80
5.	More than Rs. 100/-	3	1.08
6.	Total	278	100

From the given table it is revealed that most of the tribal parents spend only less than Rs.25/- as additional amount. 63 (22.66%) tribal pupils proclaimed that their parents spent an additional amount between Rs.25 to 50 for their education. Only 11 (3.95%) pupils have opined that their parents spent between Rs.50 to 75. An amount between Rs.75 to 100 is spent only by parents of 5 (1.80%) students and more than Rs.100 only by the parents of 3 (1.08%) tribal pupils.

4.2 Data collected from teachers

Sample of teachers selected for the study also provided details regarding the attitude of tribal parents towards the education of their pupils. Details provided by them in this regard are presented under separate subtitles.

4.2.1 Unfavourable attitude of tribal parents toward the education

The teachers have given their opinion regarding the existence of unfavourable attitude of tribal parents towards the education of their children. The opinion given by them in this regard is presented as Table 5.69

TABLE 5.69

Data showing the attitude of tribal parents towards education :teacher's opinion.

Sl.No.	Attitude of parents	Nos	%
1.	Parents do have unfavourable attitude	326	65.2
2.	Parents do not have unfavourable attitude	174	34.8
Total		500	100

The table reveals that from among the 500 teachers selected as sample 326 (65.2%) have opined that tribal parents have an unfavourable attitude towards the education of their children whereas only 174 (34.8%) teachers proclaimed that no such unfavourable attitude exists.

4.2.2 Percentage of tribal parents having unfavourable attitude towards education.

326 teachers believe that there is an unfavourable attitude among tribal parents towards education. They also provided the probable percentage of parents having this attitude. The data given by them in this regard is consolidated in Table 5.70

TABLE.5.70

Data showing percentage of tribal parents having unfavourable attitude towards education: opinion of teachers.

Sl.No.	Particulars	Nos	%
1.	Less than 20%	19	5.83
2.	Between 20% to 40%	86	26.38
3.	Between 40% to 60%	108	33.13
4.	Between 60% to 80%	104	31.90
5.	Between 80% to 100%	9	2.76

The table shows that 19 (5.83%) teachers believe that only less than 20% tribal parents have unfavourable attitude towards the education of their children. But 86 (26.38%) teachers opined that parents with unfavourable attitude towards education come to between 20 to 40 percentages. 108 (33.13%) and 104 (31.90%) teachers have opined that tribal parents with unfavourable attitude

towards education come to 40 to 60 percentage and 60 to 80 percentage respectively. Only 9 (2.76%) teachers believe that the parental percentage with unfavourable attitude comes between 80 to 100.

4.2.3 Manifestations of unfavorable parental attitude in the education of tribal children.

The teachers have provided the manifestations of the unfavourable parental attitude in the education of tribal children. The details provided by them in this regard is presented in Table 5.71

TABLE 5.71

Data showing ways by which unfavorable parental attitude affect the education of tribal children.

Sl. No.	Nature of affecting	Nos	%
1.	Disinterest in providing learning materials	319	63.8
2.	Compel to work for wages during school hours	74	14.8
3.	Do not motivate for schooling	282	56.4
4.	Rebuke in front of others for going to school	41	8.2
5.	Do not make any sacrifice for the cause of the education of their children	348	69.6
6.	The governmental educational incentives are not spend for the cause of education	304	60.8
7.	Discourage children from participating in co-curricular activities.	176	35.2

From the table it is seen that 348 (69.6%) teachers have opined that the parents are not prepared to make any sacrifices for the cause of their children's education. Disinterest in providing learning material is manifested in the opinion of 319 (63.8%)

teachers. 304 (60.8%) teachers believe that the governmental incentives given are not spent solely for the cause of children’s education. 282 (56.4%) teachers have opined that tribal parents are not motivating the children for schooling. 176 (35.2%) teachers opined that tribal parents discourage their children from participating in co-curricular activities. 74 (14.8%) teachers proclaimed that parents compel their children to work for wages during school hours. 41 (8.2%) teachers vouch that children are rebuked by their parents in front of others for attending school.

4.3 Data collected from tribal parents.

As part of the study data was also collected from tribal parents to identify their attitude towards the education of their children. The data furnished by them in this regard is presented under separate subtitles.

4.3.1 Tribal parental attitude towards the education of their male children.

The tribal parents were asked to reveal their attitude towards the education of their male children. Their response in this regard is presented as Table 5.72

TABLE 5.72

Tribal parental attitude towards the Education of their male children.

Sl.No.	Parental attitude	Nos	%
1.	Favourable attitude towards the education of male children	122	81.33
2.	Unfavourable attitude towards the education of male children	28	18.67
Total		150	100

The Table reveals that of the 150 tribal parents, 122 (81.33%) parents do have favourable attitude towards the education of their male children whereas 28 (18.67%) parents have an unfavourable attitude.

4.3.2 Level of education expected

The tribal parents were also asked to depict the terminal level of education they expect for their male children. Their response in this regard is presented as Table 5.73

TABLE 5.73
Expected level of education for male children

Sl.No.	Expected level of education	Nos	%
1.	Up to primary	19	15.57
2.	Up to upper primary	36	29.51
3.	Up to Secondary	59	48.36
4.	Up to college level	8	6.56
Total		122	100

The Table shows, from among the 122 tribal parents who have favourable attitude towards the education of boys 19 (15.57%) parents are content with primary level education. 36 (29.51%) parents want their sons to be educated up to upper primary level. Anyhow, 59 (48.36%) parents want their children to be educated up to secondary school level. Only 8 (6.56%) parents want their children to have college level education.

4.3.2 Reasons for not showing favourable attitude towards the education of boys.

The 28 tribal parents who do not have favourable attitude towards the education of their boys have cited the reasons for the same. It is consolidated in Table 5.74

TABLE 5.74
Reasons for not showing favorable attitude towards the education of boys

Sl.No.	Reasons furnished	Nos	%
1.	Considers education is of no use for future	11	39.29
2.	Community practices are against education	3	10.71
3.	Sending for higher studies brings financial burden	14	50
4.	Educated boys are hesitant to do manual work for wages.	8	28.57
5.	Educated boys show less respect to their parents	9	32.14
6.	Educated boys migrate from tribal hamlets	7	25

From the table it becomes evident that 14 (50%) tribal parents have unfavorable attitude because education brings additional financial burden. 11 (39.29%) parents believe that education is of no use in future. For 8(28.57%) parents educated boys are hesitant to do manual work for wages. 7 (25%) tribal parents have the complaint that educated boys migrate from tribal hamlets. Only 3 (10.71%) parents opined that their community practices are against education.

4.3.4 Tribal parental attitude towards the education of their female children

The tribal parents were also asked to reveal their attitude towards the education of their female children. Their response in this regard is consolidated in Table 5.75.

TABLE 5.75

Data showing the tribal parental attitude towards the education of their female children.

Sl.No.	Parental attitude	Nos	%
1.	Favourable attitude towards the education of female children	118	78.67
2.	Unfavourable attitude towards the education of female children	32	21.33
Total		150	100

The above table reveals that out of 150 tribal parents 118 (78.67%) parents have favourable attitude towards the education of their female children.

4.3.5 Level of education expected

The 118 tribal parents who have favourable attitude towards the education of their female children have also given their opinion regarding the level of education expected for female children. The data is consolidated in Table 5.76

TABLE 5.76

Expected level of education for girls

Sl.No.	Expected level of education	Nos	%
1.	Up to primary	26	22.03
2.	Up to upper primary	44	37.29
3.	up to secondary	43	36.44
4.	Up to college level	5	4.24
Total		118	100

The above table shows that from among 118 tribal parents who have favorable attitude towards the education of girls, 26 (22.03%)

parents want their female children to be educated up to primary school level. 43 (36.44%) parents are of the opinion that their girl children to be educated up to secondary level. Only 5 (4.23%) tribal parents want their girls to be educated up to college level.

4.3.5 Reasons for having unfavourable attitude towards the education of girls

32 tribal parents who have unfavourable attitude towards the education of their girls have given reasons for having disinterest and this data is consolidated in Table 5.77

TABLE 5.77

Data showing reasons given by tribal parents having unfavourable attitude towards the education of their girl children.

Sl.No.	Reasons furnished	Nos	%
1.	Education is of no use in the future life of girls	18	56.25
2.	Community practices are against the education of girls	4	12.5
3.	Sending for education results in additional financial botheration	19	59.38
4.	Difficult to get suitable marriage alliance to educated girls	5	15.63
5.	Long distance to the school.	7	21.88
6.	Inadequate transport facilities	8	25
7.	Girls will not be available to do house hold duties if sent to schools.	6	18.75

The table reveals that for 19 (59.38%) tribal parents sending girls to schools results in additional financial burden. 18 (56.25%) parents believe that education is of no use in the future life of girls. Inadequate transport facilities are furnished as reason by 8 (25%)

tribal parents. For 7 (21.88%) parents long distance to the school is the hindering reason. 6 (18.75%) parents are not interested in sending girls to the schools because their services will not be available for household duties. 5 (15.63%) parents have opined that it is difficult to get suitable marriage alliance for educated girls. Only 4 (12.5%) parents confess that community practices are against girls education.

4.3.7 Compulsion to study at home

The tribal parents were also asked whether they compel their children to study at home. Their response in this regard is consolidated in Table 5.78

TABLE 5.78
Compulsion to study at home

Sl.No.	Compulsion for studying	Nos	%
1.	Compel children to study at home	44	29.33
2.	Do not compel children to study at home	106	70.67
Total		150	100

The table shows only 44 (29.33%) tribal parents compel their children to study at home whereas 106 (70.67%) parents do not compel their children to study at home.

4.3.8 Duration of study at home

The tribal parents have also given details regarding the duration for which they compel their children to study at home. The details furnished by them in this regard is presented in Table 5.79

TABLE NO. 5.79
Duration of compulsion to study at home

Sl.No.	Duration	Nos	%
1.	Less than 1 hour	26	59.09
2.	Between 1 and 2 hours	11	25
3.	Between 2 and 3 hours	3	6.81
4.	More than 3 hours	1	2.27

The table reveals a sizable number of tribal parents (26-59.09%) compel their children to study for only less than one hour. 11 (25%) parents insist on studying between one and two hours. Two to three hours is insisted upon by 3 (6.81%) parents. Only one (2.27%) has proclaimed that he insists on home study for more than three hours.

4.4 Data collected from social workers.

As has already been mentioned data regarding the attitude of tribal parents towards the education of their children was collected from social workers using a structured interview schedule.

All social workers interviewed have said that though the tribal parental attitude has improved a little, when compared to non tribal parental attitude it has still to go a long way. Therefore, all of them have opined that tribal parents have comparatively unfavourable attitude towards the education of their children. They have also furnished the details regarding the ways in which parental attitude adversely affects the education of tribal children. The details provided by them in this regard is presented in Table 5.80

TABLE 5.80

**Data showing how unfavourable parental attitude affect
the education of tribal children**

Sl. No.	Particulars	Nos	%
1.	Do not motivate children to go to school	19	76
2.	Enough study facilities are not provided	18	72
3.	Do not provide enough finance for study purpose	17	68
4.	Do not compel to study at home	19	76
5.	Do not provide additional reading materials	17	68
6.	Do not consult teachers concerned regarding the education of children	11	44
7.	Do not attend PTA/MPTA meetings	10	40
8.	Compel children to work for wages on school days	5	20
9.	Incentives are not spent solely for study purposes	13	52
10.	Pick up quarrels at home disregarding children's studies	4	16
11.	Send children in early marriages disregarding their education	4	16
12.	Retain the children in their houses neglecting schooling	3	12
13.	Rebukes in front of others for going to school	2	8
14.	Do not provide enough learning materials.	22	88

The table shows that 22 (88%) social workers believe the tribal parents could not provide enough learning materials for their children since they have unfavourable attitude towards education. 19(76%) social workers believe that the parents do not motivate their children to attend schools and do not compel them to study at home. 18 (72%) social workers opined that enough study facilities are not provided to the tribal pupils. 17 (68%) social workers believe that

enough finance is not provided by their parents and they do not provide additional reading materials. 13 (52%) social workers are of the opinion that tribal parents do not spend the governmental educational incentives solely for the study purpose of their children. 11 (44%) social workers believe the tribal parents do not consult teachers concerned regarding the education of their children. 10 (40%) are of the opinion that tribal parents do not attend PTA/MPTA meetings in the schools. 5 (20%) social workers opined that tribal parents compel their children to go for wages during school days also. Only 2 (8%) social workers are of opinion that tribal parents rebuke children in front of others for going to school.

4.5 Data collected from educational experts

Data was collected by using a structured interview schedule from 25 educational experts regarding their attitude of tribal parents towards the education of their children. As in the ease of social workers all the experts have also opined that though there is some improvement there is unfavorable attitude still prevalent among the tribal parents towards the education of their children. The experts have also given the ways by which the unfavourable attitude of tribal parents affects the education of their children. The data furnished by them in this regard is consolidated in Table 5.81

TABLE.5.81

**Ways by which unfavorable parental attitude affect
the education of tribal children.**

Sl.No.	Particulars	Nos	%
1.	Enough study facilities are not provided	20	80
2.	Do not compel to study at home	18	72
3.	Do not motivate children to go to school	18	72
4.	Do not provide enough finance for study purpose	16	64
5.	Do not provide enough learning materials	19	76
6.	Picks up quarrels in home disregarding children's studies	5	20
7.	Incentives are not spent solely for their study purpose	15	60
8.	Send children in early marriages disregarding their education	5	20
9.	Compel to work for wages	5	20
10.	Do not attend PTA/MPTA meetings in schools	12	48
11.	Do not consult teachers concerned regarding education of their children	13	52
12.	Retain the children in their houses neglecting schooling	4	16
13.	Rebuke children in front of others for going to schools	2	8
14.	Do not provide additional reading materials	17	68
15.	Disinterest in sending children to study tours, excursions etc..	13	52
16.	Disinterest in children participating in competitions	15	60
17.	Hesitate to motivate them to participate in co-curricular activities	10	40
18.	Reluctance to congratulate/encourage children when achievements are made	5	20

The table given above reveals that 20 (80%) educational experts consider not providing enough study facilities to the students as the consequence of the unfavorable attitude of the tribal parents. 19 (76%) educational experts opined that parents do not provide enough learning materials. Not compelling to study at home and not motivating children to go to school are considered as consequence of

unfavorable attitude for 18 (72%) each educational experts. 17 (68%) educational experts opined that tribal parents do not provide enough additional reading materials. For 16 (64%) tribal parents do not provide enough finance for study purposes. Disinterest shown in children participating in competitions and not spending the incentives solely for the educational purpose are estimated as the consequence by 15(60%) each educational experts. Disinterest for sending children to study tours, excursions etc.. and not consulting teachers concerned with the education of their children are considered as the consequence by 13 (52%) educational experts each. 12 (48%) educational experts observe that tribal parents do not attend PTA/MPTA meetings. Only 2 (8%) complain about tribal parents rebuking children in the presence of others for going to school.

4.6 Data from Participant Observation

As part of the study the present investigator visited five tribal settlements and spent one week each in each settlement with the specific objective of identifying tribal parental attitude towards the education of their children. The observation and the corresponding conclusions are more akin to the opinions of the social workers and educational experts. It is worth mentioning that though in comparison with the past, tribal attitude towards education has changed, they are still far away with regard to their attitude when compared to the non-tribals especially the plains men parents. Tribal parents though they send their children to the school are yet to

become totally dedicated for the cause of education. Other than just sending their children to schools they are rather reluctant to provide their children with necessary infrastructural facilities. The investigator has personally noticed many instances of educational incentives being misappropriated.

There are frequent quarrels in the families mostly under the impact of drugs, which are found to affect adversely the children both psychologically and educationally. Surprisingly even some of the educated tribal parents are no exception from this. Most of the parents are so uneducated that they are unable to help the children in any way in their studies at home. Being economically backward they cannot arrange private tuition for their wards. In Kerala the general situation is mothers taking inordinate interest in the education of their children. But the uneducated tribal mothers who are generally day labourers are of no use at all in the education of their children. May be because the poor financial background and also because disinterest towards education tribal parents are very often found to compel their children to go for wages even during school days. Excepting a very few cases the investigator could not find tribal parents inspiring their children to study at home. Not only those, parents were found more interested in transferring the skills associated with their traditional occupations to children.

The attitude towards the education of girls is generally not positive especially for beyond primary level. Surprisingly the attitude

of tribal mothers was found to be more negative than that of fathers. Tribal mothers prefer their daughters to be at home looking after the younger siblings and doing household duties.

Generally tribal parents are found still not cognizant of the potentialities of education. The general trend is to believe that education is not of much use both for boys and girls in their future. Many parents are even found to be afraid of sending their children for higher education because of supposed financial burden.

Even the amount received as governmental educational incentives are not properly utilized for the cause of education not to speak of additional spending from the pocket of tribal parents. Even learning facilities are nearly absent mostly because of the unfavourable or indifferent tribal parental attitude towards education.

DISCUSSION

Consolidating and interpreting the data furnished by the different sources with regard to the attitude of tribal parents yields interesting results. Tribal children proclaimed that more than 68% of the parents do have unfavorable attitude towards education. Participant observation also yielded more or less same results. Except a few educated parents who form a microscopic minority, in general, tribal parents were observed not very enthusiastic in sending children to the schools. But as can be expected only less than 20% tribal parents admit they have an unfavorable attitude towards the

education of their children. It is evident that many tribal parents were concealing their unfavorable attitude. Since tribal parents have only very little chance to interact and mingle with the plains men, there is very little possibility that they will not bring on changes in their traditional attitudes. Changes in this regard may take place only very slowly. It is worth mentioning here that in spite of the unfavorable attitude they send their children to schools may be because of the financial incentives it many fetch. The unfavorable attitude is evident not only in sending children to the school but also in providing facilities for the children in their education.

Tribal pupils have proclaimed that their parental attitude affects adversely their education. The ways by which parental attitude adversely affect the education of the children is provided by students, teachers, social workers and educational experts. The opinion of students and teachers broadly agree with regard to the fact that parents do not motivate their children for going to the school. Whereas tribal students and teachers assigned around 50% to this aspect, social workers and educational experts have gone up to around 75%. Participant observation also identified parents not motivating their children for schooling and the investigator's observation is more in agreement with the percentage of social workers and educational experts.

The attitude of the tribal parents also has an unfavorable effect in providing learning materials for students. The percentage of

students, teachers, social workers and educational experts broadly agree in this respect and this comes around more than 60%. During participant observation also the investigator could gather that parents are not generally inclined to provide learning materials for the students. It was generally observed that whatever learning materials supplied by schools alone were at the disposal of the tribal pupils. It may be partly due to the poor economic condition, but it has been noted that tribal parents spent considerable amount daily for drugs. And for this they sacrifice the educational interest of their own children. It is evident that the tribal parents are not aware of the significance of learning materials. For the comparatively lower achievements of tribal pupils this may also be an important causative factor. It is also worth mentioning that even the learning materials supplied by government for free of cost come to only less than their minimum requirement.

Around 15% tribal pupils and teachers have proclaimed that tribal pupils are sent for wages during school days. But 20% of social workers and educational experts have this view. During participant observation also it was found that a considerable number of tribal pupils are constrained to work for wages. In spite of the deplorable economic backwardness of tribes there is no justification at all in compelling tribal pupils to abstain from schools and go for wages. This results in the process of education getting intermittent disconnections. Once pupils start getting wages of their own gradually their interest towards schooling which is non remunerative

will decline. Some times it is likely to end up either in wastage or stagnation. In addition to the above points social workers and educational experts have found that because of the unfavourable attitude tribal parents are found not to provide enough finance for the study of their children. Further they are not in the habit of consulting teachers and do not compel their students to study at home, incentives are not spend solely for educational purposes and are reluctant to encourage or congratulate children when they make achievements. The tribal parents having unfavourable attitude are also found to rebuke children in front of others for going to schools. During participant observation the investigator also could find so many evidences to endorse these views expressed by social workers and educational experts. Tribal parents because of their lack of education actually are not aware of the parental role in education. This along with their poor financial status and also drugs effect and lack of chances to interact with the general public can be expected to bring the same results prevalent now. The ill effect that this has in the education of their children, the parents are not really aware of. As such there is no external agency to correct them in this regard. Yet it is a matter of consolation that things are improving when compared to the past. Higher percentages of children were sent for wages during school hours previously (eg. Nair C.P.S, Ph.D thesis, 1985).

The students' response about study after school hours is rather intriguing. More than 60% of the students have plainly admitted that

they do not study after school hours. Further only less than 30% tribal parents compel their children to study at home. Among those who study at home students proclaim that less than 50% study for less than 1 hour. And around 30% 1hour. And around 13% 1 to 2 hours, more than 10% two to three hours and just more than 5% for more than 3 hours. This is in striking agreement with the opinion of parents among whom less than 60% compel students to study for less than 1 hour, 25% for 1 to 2 hours a little above 5% 2 to 3 hour and just 2% for more than 3 hours. Participant observation also is quite in agreement with the statement of tribal students and parents. Only very few students are in the habit of studying at home and that too, for most of them less than one hour. This is in striking contrast with the students in the urban situation where they spent a lot of time either for study at home or for private tuition or for both. The backwardness of education of tribal students can be mainly attributed to the neglected study after school hours. In spite of having tribal promoters much progress has not been made in this regard.

The major reasons furnished by tribal students for not studying at home include lack of parental insistence for study at home and lack of study facilities at home. Only less than 15% tribal pupils have opined that they have to look after siblings. Any how, above 40% pupils have admitted they have to work after school hours and hence not able to study after school hours. If looking after siblings and doing work after school hours is clubbed together it will come to about more than 55% which has unfortunate reflections on tribal

home conditions, without the improvement of which the progress in the education of tribal children will be dubious.

It is interesting that about 80% of the pupils have proclaimed that their parents do not spend additional amount for their education. About 60% of the parents have indirectly admitted that they have disinterest in sending children to schools because of the financial burden it brings. Thus altogether it can be summarized that generally parents are disinclined to spend money other than the incentives for cause of education of their children. As has been noted during participant observation many parents even misappropriate the money they get by way of incentives for the purposes other than education. This directly hints at the fact that financial backwardness is a strong constraint in the education of the tribes. For the general progress of tribal education this component acting as a constraint has to be eradicated.

5. ADDITIONAL HELP IF ANY RECEIVED BY TRIBAL PUPILS FROM TEACHERS.

The fifth objective of the study was to identify the additional help, if any, received by tribal pupils from teachers. The data for this was collected from tribal pupils, teachers, tribal parents, social workers and educational experts.

The details furnished by them in this regard are presented under the following separate subtitles.

- 5.1 Data collected from tribal pupils
- 5.2 Data collected from teachers
- 5.3 Data collected from tribal parents
- 5.4 Data collected from social workers
- 5.5 Data collected from educational experts.

5.1 Data from tribal pupils

Using the questionnaire information was collected from tribal pupils regarding the additional help they get from teachers. The data furnished by them in this regard is presented separately.

5.1.1 Special consideration from teachers.

The tribal pupils were asked whether they get any special consideration from their teachers. Their opinion in this regard is presented as Table 5.82

TABLE 5.82

Table showing receipt of special consideration from teachers.

Sl. No.	Receipt of special consideration from teachers	Nos	%
1.	Get special consideration	341	22.73
2.	Do not get special consideration	1159	77.27
Total		1500	100

The given above table shows that 341 (22.73%) tribal pupils alone proclaim that they get special consideration from their teachers. 1159 (77.27%) tribal pupils are not getting any special help from their teachers.

5.1.2 Discrimination from teachers

The tribal pupils were asked whether they are being discriminated against by their teachers. Their opinion in this regard is presented as Table 5.83

TABLE 5.83

Table showing Discrimination from teachers.

Sl.No.	Presence of discrimination	Nos	%
1.	Discrimination exists	109	7.27
2.	Discrimination do not exist	1391	92.73
Total		1500	100

The table shows that only 109 (7.27%) tribal pupils believe that they are being discriminated against whereas 1391 (92.73%) do feel that there is no discrimination against them.

5.1.3 Additional help from teachers

The tribal pupils were asked whether they get any additional help from their teachers. Their response in this regard is presented as Table 5.84

TABLE 5.84

Additional help from teachers.

Sl.No.	Additional help	Nos	%
1.	Get additional help	364	24.27
2.	Do not get additional help	1136	75.73
Total		1500	100

The table shows that 364 (24.27%) tribal students are receiving additional help from their teachers. Any how 1136 (75.73%) are not in receipt of additional help.

5.1.4 Kinds of additional help received from teachers.

The 364 tribal pupils who proclaimed to be getting additional help from their teachers were asked to give the details of the additional help they are in receipt of. The details furnished by them in this regard is presented as Table 5.85

TABLE 5.85

Kinds of additional help received from teachers; student opinion.

Sl.No.	Kinds of additional help	Nos	%
1.	Additional attention during class time	206	56.59
2.	Free tuition from teachers	42	11.54
3.	Ask the better students to extend help in learning	153	42.03
4.	Give encouragement for learning	202	55.49

The table reveals that 206 (56.59%) tribal pupils are getting additional attention during class time. 202 (55.49%) tribal pupils have opined that they get encouragement from teachers in their learning. 153 (42.03%) students have said the teachers ask the better students in the class to extend their help to them. Only 42 (11.54%) are in receipt of free tuition from their teachers.

5.1.5 Lack of additional help affecting adversely education of tribals.

The 1136 tribal pupils, who have opined that they do not get any additional help, have also given their opinion regarding whether lack of teachers' additional care affects their education adversely or not. Their response in this regard is consolidated in Table 5.86

TABLE 5.86

Lack of additional help affecting education

Sl.No.	Impact of lack of additional help	Nos	%
1.	Lack of additional help act as a constraint	711	62.59
2.	Lack of additional help do not act as a constraint	425	37.41
Total		1136	100

The table reveals that of the 1136 tribal pupils who do not get additional help from teachers 711 (62.59%) think that this state of affairs acts as a constraint in their education. But 425 (37.41%) students think it otherwise.

5.1.6 Difficulties experienced because of lack of additional help from teachers.

The 711 tribal pupils who feel that lack of additional help from teachers act as constraint in their education; have also provided the types of difficulties they confront with, because of this. The same is consolidated as Table 5.87

TABLE.5.87

Types of difficulties experienced in the absence of additional help from teachers.

Sl.No.	Types of difficulties confronted with	Nos	%
1.	Poor marks in examinations	459	64.59
2.	Neglect from classmates	235	33.05
3.	Become lazy in studies	316	44.44
4.	Cannot compete with other students in the class	319	44.87
5.	Less participation in school competitions etc.	294	41.35

A perusal of the table would reveal that 459 (64.59%) tribal pupils believe that they are able to score only lesser marks in the absence of additional help from teachers. This state of affairs results

in not being able to compete with other students in the class in the opinion of 319 (44.87%) tribal students. For 316 (44.44%) lesser participation in public competitions is the result. As a consequence 294 (41.35%) tribal students proclaimed they become lazy in studies. Neglect from classmates is the result in the opinion of 235 (33.05%) tribal students.

5.1.7 Expectation about further additional help from teachers.

All tribal pupils have given their expectation about further help they anticipate from teachers. Their opinion is consolidated in Table 5.88

TABLE 5.88
Expectation about further additional help from teachers; student opinion

Sl.No.	Expectation about further additional help	Nos	%
1.	Further additional help expected	1139	75.93
2.	Further additional help not expected	361	24.07
Total		1500	100

The table shows that 1139 (75.93%) tribal pupils expect further additional help from teachers, whereas 361 (24.07%) do not anticipate any additional help from teachers.

5.1.8 Kinds of additional further help anticipated

The 1139 tribal pupils who anticipate additional further help have listed the types of additional help they expect. Their expectation is consolidated in Table 5.89.

TABLE 5.89
**Kinds of additional further help anticipated from
 teachers; student opinion**

Sl.No.	Types of help	Nos	%
1.	Further additional attention during class time	697	61.19
2.	Free tuition	491	43.11
3.	Providing the help of better students	574	50.40
4.	Give more motivation for studies	614	53.91

The table reveals that 697 (61.19%) tribal students vote for further additional attention during class hours. 614 (53.91%) students anticipate more motivation for studies from the teachers. Providing the help of better peers in the class is the wish of 574 (50.40%) tribal students. Free tuition from teachers is expected by 491 (43.11%) tribal students.

5.2 Data collected from teachers.

The 500 teachers who form the sample of the study have given details regarding the additional help they provide to the tribal pupils. The details provided by them in this connection are presented under separate sub titles.

5.2.1 Additional difficulties faced by teachers in teaching tribal pupils

The teachers have given their opinion as to whether they confront with additional difficulties while teaching tribal pupils. Their response in this regard is presented in Table 5.90

TABLE 5.90

Existence of additional difficulties while teaching tribal pupils; teacher opinion.

Sl.No.	Existence of additional difficulties	Nos	%
1.	Additional difficulties exist.	269	53.8
2.	Additional difficulties do not exist	231	46.2
Total		500	100

The table shows that for 269 (53.8%) teachers additional difficulties exist while teaching tribal pupils whereas for 231 (46.2%) teachers additional difficulties do not exist.

5.2.2 Kinds of additional difficulties existing

The 269 teachers who confront with additional difficulties while teaching tribal pupils have also provided the details regarding the difficulties they faced. The same is consolidated in Table 5.91

TABLE 5.91

Kinds of difficulties confronted in teaching tribal pupils : teachers opinion of teachers

Sl.No.	Types of difficulties	Nos	%
1.	Poor standard of tribal pupils	142	52.79
2.	Lack of interest towards learning	67	24.90
3.	Irregular attendance	79	29.37
4.	Lack of support from parents in learning	91	33.83

The table shows that the main difficulties the teachers confront with is due to poor standard of tribal pupils-142 (52.79%). For 91 (33.83%) teachers lack of support from the parents in learning is the main hurdle. 79 (29.37%) teachers have opined that irregular

attendance is a constraint. 67 (24.90%) teachers have also opined that lack of interest towards learning is another type of constraint.

5.2.2 Special help extended to tribal students by teachers.

The teachers have also given the details regarding the additional help they give to tribal pupils.

5.2.3 Extension of additional help to tribal pupils

The teachers have opined whether they extent additional help to tribal pupils. Their response in this regard is presented as Table 5.92

TABLE 5.92
Extension of additional help to tribal pupils.

Sl.No.	Particulars	Nos	%
1.	Additional help given	217	43.4
2.	Additional help not given	283	56.6
Total		500	100

A review of the table reveals that 217 (43.4%) teachers give additional help to tribal pupils. Any how 283 (56.6%) teachers do not extend any additional help.

5.2.4 Kinds of additional help extended

The 217 teachers have provided details regarding the kinds of additional help extended by them to tribal pupils. The types of help they proclaimed to be providing is presented as Table 5.93

TABLE 5.93

Kinds of additional help provided by teachers

Sl.No.	Types of additional help provided	Nos	%
1.	Gives special consideration during class hours	142	65.44
2.	Gives free tuition	27	12.44
3.	Ask better peers to help them	95	43.98
4.	Motivate them to take education seriously	129	59.44
5.	Guiding tribal parents to encourage their children for learning	81	37.33

The table shows that a sizable number of teachers-142 (65.44%) give special consideration to tribal pupils during class hours. 129 (59.44%) teachers motivate them to take education more seriously. 95 (43.98%) teachers ask the better peers of the class to help tribal students in their studies. Guiding tribal parents to encourage their children for learning is done by 81 (37.33%) teachers. Only 27 (12.44%) teachers proclaimed they give free tuition for tribal pupils.

5.3 Data from tribal parents.

The tribal parents have also provided their opinion about the additional help if any, received from teachers by tribal students in their learning. Their responses are presented under separate subtitles.

5.3.1 Extension of additional help to tribal pupils

The opinion of tribal parents regarding whether teachers extend additional help to tribal pupils is presented as Table 5.94

TABLE 5.94

Extension of additional help to tribal pupils, parental opinion.

Sl.No.	Extension of additional help	Nos	%
1.	Teachers give additional help	46	30.67
2.	Teachers do not give additional help	104	69.33
Total		150	100

The table reveals that 46 (30.67%) parents believe the teachers give additional help to tribal pupils in their learning. But 104 (69.33%) parents consider that no additional help is given to tribal children by teachers.

5.3.2 Kinds of additional help extended by teachers: parental opinion

The 46 parents who proclaim that teachers give additional help have also given its details. This is consolidated in Table 5.95

TABLE 5.95

Kinds of additional help extended by teachers, parental opinion

Sl.No.	Kinds of additional help extended	Nos	%
1.	Give additional attention during class hours	32	69.57
2.	Motivate to consider learning more seriously	29	63.04
3.	Give free tuition	4	8.70
4.	Ask better peers to help them	22	47.83
5.	Meeting parents and motivating them to sent their children to schools.	14	30.43

A look at the table shows that 32 (69.57%) tribal parents have the belief that teachers give additional attention to their children during class hours. 29 (63.04%) parents think that teachers

motivate tribal students to take education more seriously. 22 (47.83%) parents have opined that teachers ask better peer mates to help the tribal children. 14 (30.43%) have opined that teachers meet the parents and encourage them to send their children for schooling. Only 4 (8.70%) tribal parents proclaimed that free tuition is provided by teachers to tribal students.

5.3.3 The positive impact of teacher's help on the education of tribal pupils

The parents were asked whether they consider the additional help given by teachers have positive impact upon the education of tribal children. Their response in this regard is consolidated in Table 5.96

TABLE 5.96

The positive impact of additional help on the education of tribal pupils: parental opinion.

Sl.No.	The positive impact of additional help on the education of tribal pupils	Nos	%
1.	Additional help has positive impact	117	78
2.	Additional help has no positive impact	33	22
Total		150	100

The table shows that 117 (78%) tribal parents believe that additional help from teachers has a positive impact upon the education of tribal pupils whereas 33 (22%) think otherwise.

5.3.4 Impact of no additional help by teachers on the education of tribal pupils.

The 104 tribal parents who have opined that teachers do not extend any additional help in the education of tribal pupils have also

given details regarding the impact of this state of affairs upon the education of tribal pupils. Their response is consolidated in Table 5.97.

TABLE 5.97

Impact of no additional help by teachers on the education of tribal pupils; parental opinion

Sl.No.	Impact	Nos	%
1.	Has impact on education	85	81.73
2.	Has no impact on education	19	18.27
Total		104	100

From the table it can be seen that 85 (81.73%) parents have the opinion that in the absence of additional help from teachers education of tribal students is affected adversely. But 19 (18.27%) parents think it otherwise.

5.3.5 Ways in which lack of additional help from teachers affect the Education of the tribal pupils.

The 104 tribal parents have also given the possible ways in which the education of the tribal pupils is affected when no help from teachers is extended. Their opinion in this regard is consolidated in Table 5.98.

TABLE 5.98

Lack of additional help from teachers and its impact on education.

Sl.No.	Ways in which affected	Nos	%
1.	Become lazy in studies	73	70.19
2.	Unable to compete with non tribals of the class	58	55.77
3.	Securing poor marks in examinations	88	84.62
4.	Less participation in co-curricular activities	58	55.77

The table reveals that 88 (84.62%) tribal parents believe the consequence of lack of additional help from teachers is tribal students securing poor marks in examinations. 73 (70.19%) tribal parents believe that students become lazy in studies as a consequence. 58 (55.77%) parents each consider inability to compete with nontribals and less participation in co-curricular activities as the result.

5.4 Data from social workers

In the structured interview schedule two questions related to additional help expected from teachers for the tribal pupils were included. The response from the social workers to these questions is presented separately.

5.4.1 Kinds of additional help anticipated from teachers for tribal pupils.

All the social workers have given their desire about the kinds of additional help for the education of the tribal pupils. The same is consolidated and presented as Table 5.99

TABLE.5.99
Kinds of additional help anticipated from teachers

Sl.No.	Kinds of additional help	Nos	%
1.	Giving further additional attention during class hours	18	72
2.	Asking better peers to give more help to tribal pupils	17	68
3.	Motivating tribal pupils to consider learning more seriously	16	64
4.	Giving free tuition	14	56
5.	Motivating to go for higher studies	17	68
6.	Meeting parents and motivating them to send their children to schools	15	60
7.	Motivating regularly attending tribal students to fetch those with irregular attendance also to the schools.	14	56

For 18 (72%) social workers giving additional attention during class hours is quite welcome. 17 (68%) social workers each desire that teachers meet parents and motivate them to send their children to schools and motivating tribal students to go for higher studies. Motivating tribal pupils to take learning more seriously is the desire of 16 (64%) social workers. 15 (60%) social workers want teachers to depute better peers to help the tribal pupils. 14 (56%) social workers each expect the regularly attending students to motivate the irregular tribal students of the school to attend regularly, and free tuition is anticipated by teachers for tribal pupils.

5.4.2 Lack of additional help affecting education of tribal pupils

The social workers have also given their opinion about the lack of additional help adversely affecting the education of tribal pupils. Their opinion in this regard is presented as Table 5.100

TABLE 5.100

Impact of lack of additional help from teachers upon the education of tribal pupils.

Sl.No.	Particulars	Nos	%
1.	Irregular school attendance	10	40
2.	Poor marks in examinations	16	64
3.	Become lazy in studies	15	60
4.	Neglect from class mates	9	36
5.	Cannot compete with other non-tribal students in the class	12	48
6.	Less participation in school competitions	15	60
7.	Less participation in co-curricular activities	13	52
8.	Less teacher-pupil interaction	9	36

16 (64%) social workers believe that lesser marks in the examination of the tribal pupils is consequent on no additional help being provided by tribal pupils. 15 (60%) social workers each believe that less participation in school competitions and becoming lazy in studies are the consequences. For 13 (52%) social workers less participation in co-curricular activities is the result. 12 (48%) social workers believe in the absence of additional help from teachers tribal students cannot compete with other non tribal students in the class. Irregular school attendance is the result in the opinion of 10 (40%) social workers. Neglect from classmates and less teachers-pupil interaction are the consequences in the opinion of 9 (36%) social workers each.

5.5 Data collected from educational experts.

The 25 educational experts who were interviewed in connection with investigation have given their opinion in this regard and this is presented under separate titles.

5.5.1 Prevailing additional help extended by teachers in the education of tribal pupils

The educational experts have identified the prevailing additional help extended by teachers in the education of tribal pupils. The same is presented in Table 5.101

TABLE 5.101

Additional help extended by teachers in the education of tribal pupils

Sl.No.	Particulars	Nos	%
1.	Stimulate them to take education seriously	16	64
2.	Give free tuition	3	18
3.	Give additional help during class hours.	15	60
4.	Guiding tribal parents to encourage their children for learning	9	36
5.	Ask better peers to help them	10	40
6.	Give more motivation for studies.	16	64

A survey of the table reveals that 16 (64%) each educational experts consider that the teachers stimulate tribal pupils to take education seriously and give motivation for studies. 15 (60%) educational experts think that the teachers at present give additional help during class hours. 10 (40%) experts believe that the teachers depute better peers to help tribal pupils. 9 (36%) educational experts have the opinion that the teachers guide tribal parents to encourage their children for learning. Any how, only 2 (8%) believe that teachers are giving free tuition to tribal students.

5.5.2 Kinds of more additional help expected from teachers.

The educational experts anticipate more additional help from teachers teaching tribal students. Their opinion in this regard is consolidated in Table 5.102

TABLE 5.102

**Kinds of more additional help expected from teachers :
opinion of educational experts**

Sl.No.	Kinds of additional help	Nos	%
1.	Motivating tribal pupils to consider learning more seriously	19	76
2.	Meeting parents and motivating them to send their children to schools.	19	76
3.	Motivating regularly attending tribal students to bring those with irregular attendance also to the school.	15	60
4.	Giving further additional attention during class hours.	18	72
5.	Asking better peers to provide more help to tribal pupils	15	60
6.	Giving free tuition	8	32
7.	Stimulating to go for higher studies	18	72
8.	Arranging remedial teaching for tribal pupils	20	80
9.	Teaching tribal students using modern strategies so as to ensure their learning	20	80
10.	Identifying the talents of tribal pupils and arranging suitable co-curricular activities.	18	72

A look at the table would reveal that 20 (80) each of educational experts want teachers to use modern strategies as to ensure the learning of tribal pupils and also arrange remedial teaching for tribal pupils. 19 (76%) each educational experts desire motivating tribal pupils to consider learning more seriously and meeting parents and motivating them to send their children regularly to school. 18 (72%) each want teachers to stimulate tribal pupils to go for higher studies and also identifying the talents of tribal pupils and organizing suitable co-curricular activities.

5.5.3 Impact of lack of additional help from teachers on the education of tribal pupils

The educational experts have also identified the impact of not extending additional help to tribal students in their learning by teachers. The same is consolidated in Table 5.103

TABLE 5.103

Table showing impact of lack of additional help from teachers on the education of tribal pupils

Sl.No.	Impact of lack of additional help	Nos	%
1.	Poor marks in examinations	16	64
2.	Become lazy in studies	16	64
3.	Cannot compete with non-tribal students in the class	12	48
4.	Irregular school attendance	10	40
5.	Less participation in co-curricular activities	14	56
6.	Less participation in school competitions etc.	10	40
7.	Less-teacher pupil interaction	10	40
8.	Neglect from classmates	8	32
9.	Less arrangement for remedial teaching	14	56
10.	Less modern strategies practiced to help the learning of tribal pupils	11	44
11.	Inadequate arrangements for suitable co-curricular activities	12	48
12.	Lack of inducing interest in higher education among tribal pupils	13	52

The table reveals that 16 (64%) each educational experts have opined that lack of additional help from teachers result in students securing lesser marks in the examinations and also becoming lazy in studies. Less participation in co-curricular activities and less arrangement for remedial teaching are the consequence in the

opinion of 14 (56%) educational experts each. 13 (52%) experts consider inducing lack of interest in higher studies as the result. 12 (48%) each believe that inability to compete with others and inadequate arrangements for suitable co-curricular activities as the consequence. Less modern strategies are adopted to help the learning of tribal students is the opinion of 11 (44%) experts. Less participation in school competitions, irregular school attendance and less teacher-pupil interaction are attributed to lack of additional help from teachers by 10 (40%) each educational experts. Only 8 (32%) educational experts believe neglect from classmates as the consequence.

DISCUSSION

Whether teachers give additional educational help to tribal pupils had always been a moot point. The present study attempt to throw some light upon this area. Teachers, students and parents were asked about matters related to additional educational help from teachers. It is interesting that whereas more than 50% teachers proclaim that they extend additional help to tribal pupils, only around 25% students opined that they are in receipt of the same. The opinion of tribal parents in this regard comes to around 30%. May be teachers are exaggerating and students are not cognizant of the help they receive. For example, tribal pupils may not always notice additional consideration paid by teachers during class hours. Therefore it is only reasonable to conclude that the actual percentage

will come around between 25 and 50. What the parents have given though they are only indirectly involved in the process may be reasonably convincing percentage. More than 90% students proclaimed that they are not discriminated against. All these give the impression that education of the tribal pupils has rather started gaining momentum.

About 55% teachers do face additional difficulties in teaching tribal pupils. The difficulties hail from poor standard of tribal pupils, their lack of interest towards learning, irregular attendance and lack of support from parents in learning. It is interesting that in spite of frequent in-service programmes organized by Colleges of Teacher's Education, Institute of Advanced Studies in Education and State Council for Teacher Education, none of the teachers in the sample ever had any special training in teaching tribal pupils. May be this is one of the reason for teachers facing additional difficulties in teaching tribal pupils. It is more intriguing that only a bit more than 65% teachers are interested in receiving special training in tribal education. Others may be under the impression that what ever training they got during pre service training is enough to tackle the problems of tribal pupils. Teachers who are interested in receiving special training in teaching tribal pupils have also given the duration of the anticipated in-service programme. Most of them prefer a training period of less than 15 days. Only around 20% teachers want a training period to extend for more than 20 days.

The teachers who want special training for teaching tribal pupils have also identified the areas to be given accent in such a programme. About 60% teachers want the ways to motivate tribal pupils for schooling; more than 55% want training in the psychology of tribal children. Around 50% teachers want special instructional strategies for tribal children through such a programme.

Pupils, teachers, tribal parents and educational experts have identified the types of additional help the tribal pupils receive from teachers. Whereas only more than 55% tribal pupils proclaimed that they get additional help from teachers during class time, more than 65% teachers, around 70% tribal parents and 60% educational experts think so. It is reasonable to fix the percentage around 60. Since teachers may be exaggerating and parents are not in the direct know how of the things. Giving encouragement for learning is a type of additional help by around 55% pupils, 65% teachers and parents and 40% educational experts. As in the previous case teachers may be a bit exaggerating but the low percentage given by educational experts is dubious. Peer teaching is another type of help extended by teachers. The response in this regard from different samples falls from 40 to 48. May be around 45% teachers under take this strategy. Guiding tribal parents to encourage their children for learning is endorsed by around 38% teachers, 30% tribal parents and 36% educational experts. Unfortunately the most needed falls far behind namely free tuition from teachers which is endorsed by around 12% teachers and pupils and 8% each of parents and educational

experts. Ways of motivating more teachers to give free tuition for tribal pupils is a matter which deserves serious consideration.

Majority of tribal pupils and parents confess that they confront with difficulties in the education of tribal pupils in the absence of additional help from teachers. The main difficulties confronted with include securing poor marks in examinations neglect from class mates, becoming lazy in studies, inability to compete with non tribal pupils and less participation in school competitions. Social workers have gone further and proclaim that less teacher-pupil interaction, irregular attendance and less participation in co-curricular activities as the consequence. Educational experts while agreeing with all the above add that less arrangements for remedial teaching, inadequate organization of co-curricular activities, lack of inducing interest in higher education among tribal pupils also as the possible consequence.

Large majority of tribal pupils have expectation about further additional help from teachers. Their expectations include further additional attention during class hours, free tuition, providing more help of better pupils and providing more motivation for their studies. The social workers while strongly endorsing the expectations of tribal pupils also desire teachers for frequently meeting parents and motivating regularly attending tribal pupils to bring those with irregular attendance to the school. Educational experts move further and are desirous of teachers arranging remedial teaching for tribal

pupils, teaching tribal pupils using modern strategies so as to ensure their learning and also identifying the talents of tribal pupils and arranging suitable co-curricular activities for them.

6. ACADEMIC CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS.

The sixth objective of the study was to identify the academic constraints in the education of the tribal pupils. The data in this regard was collected from tribal pupils, teachers, tribal parents, social workers, education experts and by participant observation.

For the sake of clarity data collected from different sources were analysed separately under the following subtitles.

6.1 Data collected from tribal pupils

6.2 Data collected from teachers

6.3 Data collected from tribal parents

6.4 Data collected from social workers

6.5 Data collected from educational experts

6.6 Data collected from participant observation

6.1 Data collected from tribal pupils

Though students are believed to be not that authentic sources to commend on academic matters, just to get a general idea about the constraints they confront with, related questions were included in the questionnaire. Their response in this regard is presented under separate subtitles.

6.1.1 Existence of academic constraints

The tribal pupils have given their response about the academic constraints they confront with while learning. The same is presented as Table 5.104

TABLE 5.104

Existence of academic constraints

Sl. No.	Existence of academic constraints	Nos:	%
1.	Academic constraints exist.	574	38.27
2.	Academic constrains do not exist	926	61.73
Total		1500	100

The table shows that out of 1500 respondents 574 (38.27%) face academic constraints. Any how 926 (61.73%) do not have any academic constraints.

6.1.2 Types of academic constraints

The 574 tribal pupils who have academic constraints have also listed the constraints they confront with. The same is presented as Table 5.105

TABLE 5.105

Types of academic constraints confronted by tribal pupils

Sl. No.	Types of constraints	Nos:	%
1.	Difficult to understand text book language	308	53.66
2.	Matter taught are unrelated to life situation	378	65.85
3.	Has to study matter against conventional believes.	261	45.47
4.	Has to study many things not useful in future.	409	71.25

The table reveals that 409 (71.25%) tribal pupils believe that things taught are not of much use for their future. For 378 (65.85%) children, the matters taught are unrelated to their life situation. For 308 (53.66%) students have difficulties in understanding text book language. 261 (45.47%) students have opined that they are forced to study things which are against their conventional beliefs.

6.2 Data collected from teachers

Teachers have also given opinion regarding the academic constraints of the tribal pupils. The opinion of teachers about the existence of academic constraints among tribal pupils is presented under separate subtitles.

6.2.1 Existence of academic constraints among tribal pupils: opinion of teachers

Teachers have given their opinion regarding the existence of academic constraints among tribal students. The same is consolidated as Table 5.106

TABLE 5.106

Existence of academic constraints among tribal pupils: opinion of teachers

Sl. No.	Existence of academic constraints	Nos:	%
1.	Academic constraints exist.	154	30.8
2.	Academic constraints do not exist	346	69.2
Total		500	100

The table above reveals that 346 (69.2%) teachers do not believe that there are academic constraints for tribal pupils. Any

how, a numerically significant 154 (30.8) have declared that the tribal children do have academic constraints.

6.2.2 Types of academic constraints: opinion of teachers

The teachers have also provided the types of academic constraints that tribal pupils faced. The same is presented as Table 5.107

TABLE 5.107

Types of academic constraints: opinion of teachers

Sl. No.	Types of academic constraints	Nos:	%
1.	Text book language and tribal dialect are different	58	37.66
2.	Matter taught has no relevance to tribal situation	73	47.40
3.	Matter taught are sometimes contradictory to tribal beliefs.	59	38.31
4.	At the end of schooling tribal children become helpless.	49	31.82

The table shows that 73 (47.40%) teachers consider matter taught has no relation to tribal situation as a constraint. For 59 (38.31%) teachers curricular matters are often contradictory to tribal beliefs. 58 (37.66%) teachers have opined that text book language is different from tribal dialect. Only 49 (31.82%) teachers stated after school going tribal children becoming helpless as a constraint.

6.2.2 Suggestions from teachers to overcome academic constraints.

Teachers have also offered suggestion to overcome the academic constraints of tribal pupil. Their opinion in this regard is presented as Table 5.108.

TABLE 5.108

Suggestions by teachers to overcome academic constraints

Sl. No.	Suggestions	N=154	Nos:	%
1.	Prepare text books including tribal terminology		67	43.51
2.	Appoint teachers with knowledge of tribal dialect in tribal area		63	40.91
3.	Separate tribal pupils and teach them using tribal language		45	29.22
4.	Introduce more optional and give tribal students the option to select the most suitable		121	78.57
5.	Revise the curriculum including tribal situation		71	46.10
6.	Appoint more teachers from the tribal communities		67	43.51

A perusal of the table reveals that 121 (78.57%) teachers have suggested to introduce more optional subjects giving freedom to tribal pupils to select the most suitable. 71 (46.10%) teachers want to revise the curriculum incorporating tribal situations. 67 (43.51%) teachers each have suggested to appoint more teachers from the tribal communities and to prepare text books including tribal terminology. 63 (40.91%) teachers want to appoint teachers with knowledge of tribal dialects in tribal belts. 45 (29.22%) teachers want to separate tribal pupils and teach them using tribal language.

6.3 Data collected from tribal parents

The tribal parents were asked whether their children confront with academic difficulties. Their opinion in this regard is presented under separate subtitles.

6.3.1 Existence of academic constraints: parental opinion

The parents have given their opinion about the presence of academic constraints among tribal children. This is consolidated as Table 5.109

TABLE 5.109

Existence of academic constraints: Parental opinion

Sl. No.	Existence academic constraints	Nos:	%
1.	Academic constraints exist	73	48.67
2.	Academic constraints do not exist	77	51.33
Total		150	100

The table shows that 73 (48.67%) parents believe that academic constraints exist for their children whereas 77 (51.33%) parents believe that academic constraints do not exist.

6.3.2 Types of academic constraints: parental opinion

The tribal parents who believe that academic constraints exist have also identified the types of constraints existing. Their opinion in this regard is presented as Table 5.110.

TABLE 5.110

Types of academic constraints, parental opinion

Sl. No.	Academic constraints	Nos:	%
1.	Difference between text book language and tribal dialect	46	63.01
2.	Forced to learn things unrelated to life situation	60	82.19
3.	Many things taught in the class against tribal beliefs	32	43.84
4.	Academic subjects do not help for future life.	53	72.60

The table reveals that 60 (82.19%) parents have opined that the tribal pupils are forced to learn things unrelated to life situation. 53 (72.60%) parents believe that academic subjects are of no use in future. 46 (63.01%) parents have complaint about the difference between text book language and tribal dialect. Many things taught in the class is against the tribal beliefs in the opinion of 53 (72.60%) tribal parents.

6.4 Data collected from Social workers

The social workers selected as sample have also given their opinion regarding the existing academic constraints. The same is presented under separate subtitles.

6.4.1 Academic constraints of tribal pupils:

The social workers have given their opinion about the different academic constraints the tribal pupils confront with. The same is presented as Table 5.111.

TABLE 5.111

Academic constraints of tribal pupils : Opinion of social workers

Sl. No.	Academic constraints	Nos:	%
1.	Difficult to understand text book language	11	44
2.	Text book matter going against conventional beliefs.	6	24
3.	Matter taught are unrelated to life situation	15	60
4.	Has to study many things not useful in future	16	64
5.	Matter taught has no relevance to tribal situation	16	64
6.	At the end of schooling tribal children become helpless.	14	56

A perusal of the table reveals that 16 (64%) each social workers consider teaching things not useful for tribal pupils for their future and teaching matter not so relevant with tribal situation as academic constraints. 14 (56%) social workers believe that at the end of schooling tribal children become helpless. Difficulty in understanding text book language is considered as constraint by 11 (44%) social workers. 6 (24%) social workers consider text book matter going against tribal beliefs as constraint.

6.4.2 Social workers suggestions to overcome academic constraints

Social workers have also offered suggestions to contain the academic constraints of tribal pupils. Suggestions offered by them in this regard is presented as Table 5.112

TABLE 6.112

Containing academic constraints : suggestions by social workers

Sl. No.	Suggestions	Nos:	%
1.	Appoint teachers with knowledge of tribal dialect in tribal areas	10	40
2.	Separate tribal pupils and teach them using the dialect	7	28
3.	Prepare text books using tribal terminology	11	44
4.	Revise the curriculum including tribal situation	10	40
5.	Appoint more teachers from tribal community	12	48
6.	Introduce more optionals and give tribal pupils freedom to select the most suitable.	17	68
7.	Arrange private tuition free of cost to tribal pupils	12	48

The table above shows that most of the social workers (20-80%) have opted for providing more optional subjects with freedom for the tribal pupils to select the most relevant for them. 12 (48%)

each social workers want to appoint more teachers from the tribal community and arranging free private tuition to overcome these constraints. 11 (44%) social workers want text book revision incorporating tribal terminology. Revising the curriculum including tribal situation and appointing teachers with the knowledge of tribal dialect are presented as suggestions by 10 (40%) social workers each. 7 (28%) social workers suggest to separate tribal pupils and teach them in the media of tribal dialect.

6.5 Data collected from Educational Experts

The 25 educational experts who were interviewed have also offered their opinion regarding the academic constraints of tribal pupils. Their opinion is presented under separate subtitles.

6.5.1 Academic constraints of tribal pupils: opinion of educational experts

The educational experts have identified the academic constraints of tribal pupils. The same is presented as Table 5.113

TABLE 5.113

Academic constraints of tribal pupils: opinion of educational experts.

Sl.No.	Academic constraints	Nos:	%
1.	Has to study many things not useful for future life	13	52
2.	Matter taught are unrelated to tribal situation	15	60
3.	Has to study many things against conventional beliefs.	5	20
4.	At the end of schooling tribal children become helpless.	13	52
5.	Text book language and tribal dialect are different.	10	40

A perusal of the table reveals that 15 (60%) educational experts consider that the matters taught in the school are unrelated to tribal situation. 13 (52%) each of educational experts believe that tribal pupils have to study many things which are of not much use to their future life and at the end of schooling tribal children are thrown helpless. 10 (40%) experts have the feeling that text book language and tribal dialect are much different. 5 (20%) educational experts consider that tribal pupils have to study many things against their conventional beliefs.

6.5.2 Educational expert's suggestion to overcome academic constraints.

The educational experts have also put forth suggestions to overcome academic constraints of tribal pupils. Suggestions they have given are presented in Table 5.114

TABLE 5.114

Educational experts suggestions to overcome academic constraints

Sl. No.	Suggestions	Nos:	%
1.	Appoint more teachers from tribal community	10	40
2.	Prepare text books using tribal terminology	9	36
3.	Appoint teachers with knowledge of tribal dialect in tribal areas	10	40
4.	Separate tribal pupils and teach them using tribal dialect	6	24
5.	Revise curriculum including tribal situation	9	36
6.	Introduce more optionals and give tribal pupils the option to select the most suitable.	18	72
7.	Arrange free private tuition for tribal pupils	15	60
8.	Arrange remedial teaching for slow learners among tribal pupils	18	72

The table shows that 18 (72%) educational experts want to introduce more optionals and give tribal pupils the freedom to select the most suitable and arranging remedial teaching for slow learners among tribal pupils. 15 (60%) experts want to arrange free private tuition for tribal pupils. Appointing more teachers from tribal community, appointing teachers with knowledge of tribal dialect in tribal areas is suggested by 10 (40%) educational experts each. Separating tribal pupils and teaching them using tribal dialect is suggested by 6 (24%) educational experts.

6.6 Data from Participant Observation

During participant observation the present investigator could identify some academic constraints the tribal pupils confront with. The main problems that the tribal pupils faced were observed to be due to the difference in the text book language and tribal dialect. In the case of many areas and many tribes the text book language is quite different from tribal dialect. Many tribal pupils are found to have difficulties in properly understanding the text book language. The language problem thus acts as an additional burden for the tribal pupils. Compensatory education or remedial teachings are yet to be effectively implemented in schools of tribal belts. And when most of the non tribals have arrangements for private tuition, tribal pupils because of their financial backwardness cannot afford this. Internal help from the home is also very scant for the tribal pupils. All these

put together act as a strong academic constraint upon the tribal pupils.

For most of the teachers in the tribal belts the tribal dialect is quite alien. This brings about communication problems. Further teachers from the tribal community form just a microscopic minority. There is a general complaint among the tribal parents that at the end of schooling tribal children are thrown helpless. The chances of getting a regular employment for them are quite remote and since education has not given them needed training in their traditional occupation, they are helpless in undertaking the traditional occupation. Thus many tribal children after the schooling were observed to be helpless.

Further many subjects especially science subjects go against the beliefs and life-style of the tribals. Again the science that is taught is not in harmony with the flora and fauna of the tribal situation.

DISCUSSION

The data collected from different sources concerning the identification of academic constraints have yielded data which broadly agree. More than 35% tribal pupils and teachers confess that academic constraints exist in the case of tribal parents. For social workers and educational experts no question was asked about the existence of academic constraints among the tribal pupils but their response to subsidiary questions revealed that they have also belief

in the existence of academic constraints. During participant observation the investigator also could observe the conspicuous presence of academic constraints among tribal pupils. Of course academic constraints exist in the case of non tribal students as well, but the constraint existing related to tribal pupils are quite unique in nature.

A major academic constraint has its roots in the fact that tribal pupils are forced to learn many things not so useful in future. More than 70% tribal pupils and parents raise this objection whereas only more than 50% teachers and educational experts vote for it. It is interesting that the response of social workers comes somewhere in between with 64%. Of course there is general complaint that many things unrelated and useless for the future are included in the curriculum, but significance of this complaint gets quadrupled in tribal situation because any type of wastage, time or money will adversely affect the tribals who are socially and economically still very poor. Even though the opinion of tribal pupils and parents can be considered as a bit exaggerated and teachers and educational experts have agreed in their percentage this constraint becomes very significant. During participant observation also the investigator could come across the tribal parents who often complaint that the schooling is not of much use in future of the tribal children. The ground reality is that tribal children after schooling are unable to get jobs in accordance with their qualification. At the same time because of the schooling they become untrained in the traditional job also. The

investigator could come across many tribal children becoming helpless and wandering around after schooling.

Another academic constraint evolves from the matter taught in the school, which are quite unrelated to the life situation of the tribal pupils. More than 65% each of tribal pupils and teachers and more than 60% social workers and educational experts vouched about it. But the percentage of parents who raise this complaint comes to more than 80%. This means that though every one agrees with the unrelated matter taught in the school, tribal parents have more apprehensions about it. During participant observation also the investigator could see parents raising this complaint and unfortunately these results in gradual disinterest evolving towards education of their children.

Another serious complaint raised is against the text book language. This is evident in the case of most of the tribes. The text book language is rather alien to them. The tribal dialect is quite different and for the tribal pupils to understand them becomes a tedious task. More than 50% pupils and teachers have complaint about the text book language. But only less than 50% social workers and educational experts have this complaint and the percentage of parents complaining goes up to more than 63%. This shows that for parents who belong to the old generation the text book language is further alien. It may be noted that only 44% educational experts think about this academic constraint. During participant observation

the investigator could gather that the existence of aliens between text book language and tribal dialect is very conspicuous and striking.

There is a general belief that modern education goes against many of the orthodox and conventional tribal beliefs. More than 45% pupils and 48% parents have this complaint where as less than 40% teachers and social workers believe so. But only 28% educational experts have this opinion. From the field the investigator could gather that though not all parents, a sizable number among them especially belonging to the older generation and having high ranks in their social structure have complaints in this regard. It may be because they are afraid that the integrity of the tribal community will be lost because of modern education. It was observed to be a welcome trend that the parents belonging to newer generation and slightly educated do not have such apprehensions. It may be only hoped that such complaints will get automatically eradicated in future when education further spreads and filters.

Teachers, social workers and educational experts have also offered suggestions to contain the academic constraints. Since tribal pupils and parents were considered as not authentic sources in this regard they were not asked to offer their suggestions. Around 80% teachers want to introduce more optionals at the school level and giving tribal pupils the freedom to select most suitable for them. 80% social workers and 72% educational experts are also endorsing this suggestion. At present the tribal pupils have no option but to

master the curriculum mainly prepared for the plain land students. This does not suit the tribal pupils in any way. The general complaint that the prevailing system of education is not of much use to the tribals is to be read along with this. If more options suitable to the tribal situation is offered and freedom of selection given to the pupils education will be felt as more useful and meaningful for them.

Less than 50% social workers also have suggested to arrange free private tuition for the tribal pupils to overcome academic constraints. Further more than 70% educational experts have also suggested arranging remedial teaching for slow learners among tribal pupils. This is a suggestion demanding serious consideration. During the early 60's of the last century the government had made an attempt to separate slow learners and give them intensive coaching but in a few instances complaints were raised because the students so separated belonged to schedule caste community. Therefore serious thought has to be made before this recommendation is seriously considered. Academically it will be all right but its social implications are dubious.

Revising the prevailing curriculum including tribal situation is another suggestion seriously put forth. Around 50% teachers and social workers go for this suggestion. But only 36% educational experts have this suggestion. Though theoretically education should reflect the social situation and social practices, for a developing country like India when such steps are taken it may result in tremendous financial implications. That may be one of the reasons for

lesser number of educational experts opting for this suggestion. Yet it is a fact that in the present text books the flora and fauna and in general the tribal environment only very sporadically gets reflected.

Request for appointing more teachers from the tribal community is another suggestion that has emerged. More than 40% teachers and educational experts want this suggestion to be implemented where as about 52% social workers vote for this. From the sample of teachers selected for the study it is evident that only less than 1 % of teachers belong to the tribal community. The social workers were cognizant about this when more of them voted for the suggestion. It also has emerged from the belief that the tribal teachers will be more committed towards the education of tribal students.

Preparing text books using tribal terminology is another serious suggestion that has come forward. More than 43% teachers, 44% social workers and 36% educational experts stand for this suggestion. The investigator during participant observation could also identify the striking dissimilarity between tribal dialect and text book language and it was observed to act as a real hurdle in education of tribals. Though tribal terminology may be quite alien to the plain students for a speedy popularization of education among the tribals, this is a suggestion which has to be genuinely considered. Another suggestion that came forward is separating tribal pupils and teaching them using the tribal language. This is an academically good suggestion but social repercussions of it cannot be predicated.

7. INADEQUATE SCHOOL FACILITIES ACT AS CONSTRAINTS IN THE EDUCATION OF TRIBAL PUPILS.

The seventh objective of the study was to identify whether the inadequate school facilities act as constraint in the education of tribal pupils. Data for this was collected from tribal pupils, teachers, parents, social workers and educational experts.

Data collected from different sources are presented separately under the following subtitles.

7.1 Data collected from tribal pupils

7.2 Data collected from teachers

7.3 Data collected from tribal parents

7.4 Data collected from social workers

7.5 Data collected from educational experts.

7.1 Data from tribal pupils

Data was collected from tribal pupils to find out the inadequate school facilities acting as constraint in their education. The data furnished by them are presented under relevant subtitles.

7.1.1 Adequacy of laboratory facilities

The tribal pupils were asked to give their opinion regarding the adequacy of laboratory facilities in their school. Their response in this regard are presented as Table 5.115

TABLE 5.115

Table showing the adequacy of laboratory facilities

Sl.No.	Adequacy of lab facilities	Nos	%
1.	Enough lab facilities available	709	47.27
2.	Enough lab facilities not available	791	52.73
Total		1500	100

The table reveals 791 (52.73) pupils, believe that laboratory facility in their schools are not enough, whereas 709 (47.27%) tribal students believe that they have enough laboratory facilities.

7.1.2 Adequacy of Library / reading room facilities

The tribal pupils have given their opinion regarding the adequacy of library/reading room facilities. Their response in this regard is presented as Table 5.116

TABLE5.116

Adequacy of Library / reading room facilities

Sl.No.	Adequacy of Library/reading room facilities	Nos	%
1.	Have enough library / reading room facilities	741	49.4
2.	Do not have enough library / reading room facilities	759	50.6
Total		1500	100

Table shows that 759 tribal pupils (50.6%) believe that they have enough library/reading room facilities whereas 741 (49.4%) believe that the available library / reading room facilities are not enough.

7.1.3 Adequacy of school building facilities.

The tribal pupils have given their response regarding the adequacy of building space available which is consolidated in Table 5.117

TABLE 5.117
Adequacy of school building facilities

Sl.No.	Adequacy of school building facilities	Nos	%
1.	School building facilities adequate	694	46.27
2.	School building facilities not adequate	806	53.73
Total		1500	100

The table shows 806 (53.73%) tribal pupils believe that building facilities are not adequate whereas 694 (46.27%) students consider that the existing school building facilities are adequate.

7.1.4 Adequacy of furniture in schools

The tribal pupils have given their opinion about the adequacy of the furniture available in their schools which is consolidated in Table 5.118

TABLE 5.118
Adequacy of furniture in schools

Sl.No.	Adequacy of school furniture	Nos	%
1.	Furniture in the school adequate	612	40.8
2.	Furniture in the school not adequate	888	59.2
Total		1500	100

The table 5.118 shows that 612 (40.8%) tribal pupils proclaimed that they have enough furniture in their schools whereas 888 (59.2%) consider the furniture facilities as quite inadequate.

7.1.5 Availability of enough number of teachers

Tribal pupils have also given their opinion regarding the availability of enough number of teachers in their school. Their response in this regard is consolidated in Table 5.119.

TABLE 5.119
Availability of teachers.

Sl.No.	Availability of teachers	Nos	%
1.	Enough number of teachers available	1118	74.53
2.	Enough number of teachers not available	382	25.47
Total		1500	100

The response of the students indicates that 1118 (74.53%) tribal students believe that enough number of teachers are available and 382 (25.47%) tribal students believe that the enough number of teachers are not available in their schools.

7.1.6 Facilities for co-curricular activities

The tribal pupils have given their response regarding the facilities for organizing co-curricular activities in their schools and this is presented as Table 5.120

TABLE 5.120
Facilities for co-curricular activities

Sl.No.	Facilities	Nos	%
1.	Facilities for co-curricular activities available	604	40.27
2.	Facilities for co-curricular activities not available	896	59.73
Total		1500	100

The table shows that 896 (59.73%) tribal pupils believe that facilities for organizing co-curricular activities are not available and only 604 (40.27%) believe that facilities for co-curricular activities are available in their schools.

7.1.7 Availability of play ground facilities.

The tribal pupils have provided their opinion regarding the availability of play ground facilities in their schools. Their response in this regard is presented as Table 5.121

TABLE 5.121
Availability of play ground facilities

Sl.No.	Play ground facilities	Nos	%
1.	Enough play ground facilities available	621	41.4
2.	Enough play ground facilities not available	879	58.6
Total		1500	100

Table reveals that in the schools of 621 (41.4%) tribal pupils enough playground facilities are available and in the schools of 879 (58.6%) tribal pupils enough playground facilities are not available.

7.1.8 Inadequate school facilities adversely affecting education.

The tribal pupils have also given their opinion as to whether inadequate school facilities affect their education adversely. Their response in this regard is consolidated in Table 5.122

TABLE 5.122
Inadequate school facilities affecting education

Sl.No.	Effect of inadequate school facilities	Nos	%
1.	Inadequate school facilities affect education adversely	987	65.8
2.	Inadequate school facilities do not affect education adversely	513	34.2
Total		1500	100

The table shows that 987 (65.8%) tribal pupils are of the opinion that inadequate school facilities affect their education adversely where as 513 (34.2%) students think otherwise.

7.1.9 Ways in which inadequate school facilities affect education adversely

The tribal pupils have also furnished their opinion regarding the ways in which inadequate school facilities affect their education adversely. Their opinion in this regard is presented in Table 5.123

TABLE 5.123

Ways in which inadequate school facilities affect education adversely

Sl.No.	Particulars	Nos	%
1.	Reduces interest towards education	623	63.12
2.	Adversely affects proper learning	596	60.39
3.	Creates difficulties for teachers in teaching	631	63.93
4.	Poor facilities for additional reading for students	541	54.81
5.	Experiments are only rarely shown in class	604	61.20
6.	Difficult to participate in co-curricular activities	283	28.67
7.	Reduces teacher pupil interaction	188	19.05

A look at the table shows that 631 (63.93%) tribal pupils believe that teachers are not able to teach properly because of inadequate school facilities. 623 (63.12%) pupils consider that this results in the reduction of interest towards education. For 604 (61.20%) students experiments are shown only very rarely. Proper learning is affected adversely is the opinion of 596 (60.39%) pupils. Poor facilities for additional reading are presented as the consequence by 541 (54.81%) tribal students. A few pupils-283 (28.67%) have also given reasons like difficulty in participating in co-curricular

activities, and reduction in teacher-pupil interaction-188 (19.05%) as the result of inadequate school facilities.

7.1.10 Improvement in school facilities and increase in learning

The tribal pupils were also asked as to whether improvement in school facilities will favorably affect their class room learning. Their response in their regard is presented as Table 5.124

TABLE 5.124

Improvement in school facilities and increase in learning: pupils opinion

Sl. No.	Student opinion	Nos	%
1.	Improvement in school facilities will result in increase of learning	784	79.43
2.	Improvement in school facilities will not result in increase of learning	203	20.57

The table reveals that 784 (79.43%) tribal pupil believe that increase in school facilities will result in increase in their learning. Any how 203 (20.57%) tribal students think otherwise.

7.1.11 Ways by which increase in school facilities promote learning

The 784 tribal pupils who believe that improvement in school facilities will result in the increase of their learning have also given the ways by which the increase in learning will take place. The same is consolidated in Table 5.125

TABLE 5.125
Ways by which increase in school facilities promote education

Sl.No.	Expected ways of Increase	Nos	%
1.	Will develop more interest in studies	581	74.01
2.	Helps to score better marks in examinations	527	71.04
3.	Create interest for higher studies	493	62.88
4.	Matter taught will become clearer	417	53.18
5.	The interaction between teachers and students will improve	114	14.54
6.	More participation in co-curricular activities.	176	22.45

The above table shows that 581 (74.01) pupils have opined that if school facilities are improved it will result in developing more interest towards education. 527 (71.04%) tribal pupils believe that it will result in gaining more marks in the examinations. For 493 (62.88%) improvement in school facilities will develop interest towards higher education. For 417 (53.18%) students matter taught will become clearer as a result of this. More participation in co-curricular activities is the result in the opinion of 176 (22.45%) tribal students. For 114 (14.53%) the interaction between teachers and students will increase if school facilities are improved.

7.2 Data Collected from teachers

Data was collected from teachers using a questionnaire about the inadequate school facilities acting as constraint in the education of tribal pupils. The opinion furnished by them in this regard is presented under relevant separate subtitles.

7.2.1 Adequacy of school facilities : teacher opinion

Data about the adequacy of school facilities were collected from teachers using the questionnaire. Their response in this regard is presented in Table 5.126

TABLE 5.126

Adequacy of school facilities

Sl.No.	Adequacy of school facilities	Adequate		Inadequate	
		Nos	%	Nos	%
1.	Play ground	286	57.2	214	42.8
2.	Laboratory	209	41.8	291	58.2
3.	Library	227	45.9	273	54.6
4.	Adequacy of teachers	403	80.6	97	19.4
5.	Building facilities	254	50.8	246	49.2
6.	Furniture facilities	226	45.2	274	54.8
7.	Facilities for co-curricular activities	214	42.8	286	57.2

The table shows that 291 (58.2%) teachers consider laboratory facilities as inadequate. Facilities for co-curricular activities are inadequate for 286 (57.2%) teachers. 274 (54.8%) believe the furniture facilities and 273 (54.6%) consider library facilities as inadequate. Building facilities are inadequate for 246 (49.2%) teachers. For 214 (42.8%) play ground facilities and for 97 (19.4%) number of teachers are inadequate.

7.2.2 Inadequate school facilities affecting education of tribal pupils

The teachers have also given their opinion regarding the ways in which inadequate school facilities affect the education of tribal pupils. Their opinion in this regard is consolidated in Table 5.127

TABLE 5.127
**Ways in which inadequate school facilities affect the
 education of tribal pupils**

Sl.No.	Ways of affecting	Nos	%
1.	Poor facilities for additional reading	261	52.2
2.	Experiments are only rarely shown in the class	304	60.8
3.	Adversely affects learning progress	281	56.2
4.	Develop disinterest towards learning	243	48.6
5.	Difficulties in teaching effectively	202	40.4
6.	Organization of co-curricular activities become difficult	207	41.4
7.	Reduce teacher pupil interaction	102	20.4
8.	Poor marks in examinations	114	22.8

A perusal of the table would reveal that 304 (60.8%) teachers have opined that inadequate school facilities result in laboratory experiments only sporadically being shown. This situation affects adversely the learning progress is given by 281 (56.2%) teachers. For 261 (52.2%) teachers it results in the lack of scope for additional reading. As per 243 (48.6%) teachers inadequate school facilities develop disinterest towards learning. Organization of co-curricular activities will become difficult in the opinion of 207 (41.4%) and for 202 (40.4) teachers it creates difficulties in teaching effectively. Poor marks in examinations are presented as the consequence by 114 (22.8%) teachers. 102 (20.4%) teachers opined that inadequate school facilities result in the reduction of teacher-pupil interaction.

7.2.3 Improvement in school facilities and increasing learning

The teachers were asked as to whether improvement in school facilities will favorably affect tribal pupil's learning. Their response in this regard is presented as Table 5.128

TABLE 5.128
Improvement in school facilities and increase in learning : teachers opinion

Sl. No.	Teachers opinion	Nos	%
1.	Improvement in school facilities results in increase in learning.	376	76.2
2.	Improvement in school facilities will not result in increase in learning.	124	24.8
Total		500	100

A look at the table shows that 376 (76.2%) teachers believe that improvement in school facilities will result in increase in the learning of tribal students and improvement in school facilities will not result in the increase of learning is the opinion of 124 (24.8%) teachers.

7.2.4 Ways by which increase in school facilities promote learning: teacher's opinion

The 376 teachers who think that improvement in school facilities will affect school learning have also given the possible ways by which the tribal pupil's learning will improve in case more school facilities are provided. Their opinion in this regard is presented as Table 5.129

TABLE 5.129

**Possible ways by which increase in school facilities
promote learning of tribal pupils.**

Sl. No.	Possible ways of improvement in learning	Nos	%
1.	Help to score better marks in examinations	248	65.96
2.	Create interest for higher studies	232	61.70
3.	Interaction between teachers and pupils will improve	74	22.34
4.	Matter taught will become clearer	204	54.78
5.	Will develop more interest in education	261	69.41
6.	More participation in co-curricular activities	79	21.01
7.	More experiments can be shown in classes	252	50.4
8.	Result in the reduction of drop outs	68	18.08

The table shows that 261 (69.41%) teachers believe that if school facilities are improved, it will result in developing more interest among tribal students towards education. 248 (65.96%) teachers opined that it will help in scoring more marks in examinations. 232 (61.70%) teachers believe that improvement in school facilities will develop interest towards higher education. For 204 (54.78%) teachers, matter taught will become clearer as a result of this. 252 (50.4%) teachers believe that more experiments can be demonstrated. 74 (22.34%) teachers have opined that improved school facilities will help in the better interaction between teachers and pupils and 79 (21.01%) teachers believe that improvement in school facilities will help more participation in co-curricular activities.

7.3 Data Collected from tribal parents

Data was collected from tribal parents regarding the adequacy of school facilities. Their response in this regard is presented under separate subtitles.

7.3.1 Adequacy of School facilities

The tribal parents have provided their opinion regarding the adequacy of facilities in the schools wherein their children study. Their response in this regard is presented in Table 5.130

TABLE 5.130

Adequacy of school facilities: parental opinion

Sl.No.	Adequacy of school facilities	Nos	%
1.	School facilities adequate	89	59.33
2.	School facilities not adequate	61	40.67
Total		150	100

The table shows that 89 (59.33%) tribal parents consider the prevailing school facilities as adequate whereas 61 (40.67%) feel that the prevailing school facilities are inadequate.

7.3.2 Ways in which inadequate school facilities affect the education of tribal pupils

The tribal parents who consider the prevailing school facilities as inadequate have also provided the ways in which this affects the education of tribal pupils. Their response in this regard is presented as Table 5.131

TABLE 5.131

Ways in which inadequate school facilities affect the education of tribal pupils

Sl.No.	Particulars	Nos	%
1.	Adversely affects proper learning	41	67.21
2.	Reduces interest in education	38	69.29
3.	Poor facilities for additional reading	35	57.38
4.	Poor marks in examinations	43	70.49
5.	Difficulty in participating in co-curricular activities	11	18.03

The table shows that 43 (70.49%) tribal parents are of opinion that inadequate school facilities result in poor marks being scored in the examinations. For 41 (67.21%) parents it adversely affects proper learning. 38 (69.29%) parents believe that inadequate school facilities result in reduced interest towards education. For 35 (57.38%) tribal parents it results in reduced scope for additional reading. Only 11 (18.03) parents opined that it gives difficulties in participating in co-curricular activities.

7.3.3 Improvement in school facilities and increase in learning

The 61 tribal parents who believe that school facilities are inadequate have also given their opinion about the possibility of increased school facilities affecting favorably in different ways the learning of their children. Their opinion in this regard is presented as Table 5.132

TABLE: 5.132

Improvement in school facilities and increase in learning: Parental opinion

Sl.No.	Parental opinion	Nos	%
1.	Improvement in school facilities result in increase in learning	42	68.85
2.	Improvement in school facilities will not result in increase in learning	19	31.15

The table shows that 42 (68.85%) tribal parents believe that increase in school facilities will result in the increase in learning where as 19 (31.15%) tribal parents think otherwise.

7.4 Data collected from social workers

Using the structured interview schedule data was collected from the social workers regarding the impact of school facilities on the education of the tribal students. Their opinion is presented under separate subtitles.

7.4.1 Adequacy of prevailing school facilities

During structured interview the 25 social workers have expressed their opinion regarding the prevailing school facilities. Their view regarding the adequacy of the prevailing school facilities is provided in Table 5.133

TABLE 5.133

Adequacy of prevailing school facilities: opinion of social workers

Sl.No.	Adequacy of school facilities	Nos	%
1.	School facilities are adequate	10	40
2.	School facilities are not adequate	15	60
Total		25	100

The table shows that only 10 (40%) social workers consider the prevailing school facilities as adequate. 15 (60%) social workers consider it otherwise.

7.4.2 Ways in which inadequate school facilities act as constraint

The social workers have also given their opinion regarding the ways in which inadequate school facilities adversely affect the

education of the tribal students. Their opinion in this matter is presented as Table 5.134

TABLE 5.134

Ways in which inadequate school facilities affect the education of tribal pupils: opinion of social workers

Sl.No.	Particulars	Nos	%
1.	Adversely affect classroom learning	16	64
2.	Poor facilities for additional reading	13	52
3.	Reduce interest in education	15	60
4.	Result in poor marks in examinations	13	52
5.	Become difficult to organize co-curricular activities	6	24
6.	Schooling become boring for children	13	52
7.	Create difficulties for teachers in teaching	11	44

The table shows 16 (64%) social workers consider poor school facilities will affect class room learning. 13 (52%) social workers each consider poor facilities for additional reading, poor marks in examinations and schooling becoming boring for children as the consequence of inadequate school facilities. For 11 (44%) social workers inadequate school facilities will create difficulties for teachers in teaching. Only 6 (24%) social workers believe that inadequate school facilities result in poor organization of co-curricular activities.

7.4.3 Ways in which increase in school facilities promote education

The social workers have also given the possible ways by which the education of the tribal pupils will improve in case school facilities are made adequate. The same is consolidated in Table 5.135.

TABLE 5.135

Ways in which increase in school facilities promote education: opinion of social workers

Sl.No.	Expected ways of improvement	Nos	%
1.	Matter taught will become clearer	14	56
2.	More participation in co-curricular activities	5	20
3.	Help to score better marks in examinations	17	68
4.	Will develop more interest in education	17	68
5.	Create interest for higher studies	15	60
6.	Interaction between teachers and students will improve	5	20
7.	More experiments can be shown in the classes	14	56

The table shows that 17 (68%) each of social workers believe that improvement in school facilities will result in tribal pupils gaining more marks in the examinations and also betterment of interest towards education. 15 (60%) social workers have opined that this creates more interest towards higher studies. 14 (56%) each social workers each believe that better school facilities will make matter taught clearer and more experiments being shown in classes. 5 (20%) social workers each have declared that improved school facilities will help in the better organization of co-curricular activities and also better interaction between teachers and students.

7.5 Data collected from educational experts

Using structured interview schedule data was collected from educational experts about their opinion regarding the effect of poor school facilities upon the education of tribal students. This is presented under relevant sub titles.

7.5.1 Adequacy of school facilities : opinion of educational experts

The 25 educational experts interviewed have given their opinion about the inadequate school facilities and their impact upon the education of tribal students. Their response about the adequacy of school facilities is presented as Table 5.136

TABLE 5.136

Adequacy of prevailing school facilities: opinion of educational experts

Sl.No.	Adequacy of school facilities	Nos	%
1.	School facilities are adequate	12	48
2.	School facilities are not adequate	13	52
Total		25	100

Perusal of the table would reveal that 13 (52%) educational experts have the opinion that school facilities are inadequate where as 12 (52%) educational experts have opined that school facilities are quite adequate.

7.5.2 Ways in which inadequate school facilities act as constraints.

The educational experts have also given the possible ways in which inadequate school facilities affect adversely the education of tribal pupils. The data furnished by them in this regard is presented as Table 5.137

TABLE 5.137

Ways in which inadequate school facilities affect adversely the education of tribal pupils: opinion of educational experts.

Sl.No.	Ways of affecting	Nos	%
1.	Poor facilities for additional reading	12	48
2.	Reduce interest in education	14	56
3.	Adversely affect classroom learning	15	60
4.	Become difficult to organize co-curricular activities	6	24
5.	Result in poor marks in exams	14	56
6.	Create difficulties for teachers in teaching	13	52
7.	Schooling become boring for children	11	44
8.	Increase the rate of drop-outs	6	24
9.	Make difficult multimedia approach in education	8	32
10.	Lesser teacher-student interaction	5	20
11.	Experiments are only rarely shown in the classes	13	52

The table shows that 15 (60%) educational experts believe that class room learning is affected adversely consequent on inadequate school facilities. 14 (56%) each of educational experts consider reduced interest in education and lesser marks in examinations as the consequence. 13 (52%) each educational experts consider difficulties for teachers in teaching, and rarely experiments shown in the class as the consequence. A poor facility for additional reading is the consequence for 12 (48%) educational experts. For 11 (44%) schooling become boring for tribal students. Making difficult multimedia approach is the consequence caused by poor school facilities for 8 (32%) educational experts. Increase in the rate of drop-outs and difficulty in organizing co-curricular activities are cited as the consequence by 6 (24%) each educational experts.

For 5 (20%) educational experts lesser teacher-pupil interaction forms the consequence.

7.5.3 Ways in which improved school facilities promote education: opinion of educational experts.

The educational experts have also offered the ways in which improved school facilities will positively affect the education of tribal pupils. Their response in this regard is in Table 5.138

TABLE 5.138

Ways in which increase in school facilities promote Education: opinion of educational experts

Sl. No.	Suggested ways	Nos	%
1.	Stimulate interest in education	16	64
2.	Stimulate interest for higher studies	16	64
3.	More facilities for additional reading	13	52
4.	More participation in co-curricular activities	6	24
5.	Help to score better marks in examinations	16	64
6.	Reduce difficulties in teaching	13	52
7.	Schooling become interesting for the children	12	48
8.	Reduce the rate of drop-outs	5	20
9.	Matter taught will become clearer	16	64
10.	Interaction between teachers and students will improve	6	24
11.	More experiments can be shown in the classes	12	48
12.	Favorably affect class room learning.		

The table shows that for 16 (64%) each educational experts stimulating interest in education and increased interest towards higher studies, helping to score better marks in examinations and making the matter taught clearer are the possible effect of increased

school facilities. Lessening of difficulties in teaching and favorably affecting classroom learning are the consequence in the opinion 14 (56%) each educational experts. For 13 (52%) experts it results in more facilities for additional reading. 12 (48%) each educational experts believe that improvement in school facilities will result both in schooling becoming interesting for the tribal children and teachers showing more experiments in the classes. More participation in co-curricular activities and improvement in teacher-pupil interaction are the results of improved school facilities in the opinion of 6 (24%) educational experts. Only 5 (20%) experts believe that increase in school facilities will result in reduction of drop-outs.

DISCUSSION

Students, teachers, tribal parents, social workers and educational experts have given their opinion about the school facilities and their impact upon the education of tribal children. Parents, social workers and educational experts generally feel that school facilities are inadequate. Among them 60% of social workers have opined that school facilities are inadequate whereas the percentage of teachers and parents having this opinion is around 50 only. May be because the social workers are not that familiar about the physical condition and educational facilities of the school, the percentage given by them is a bit exaggerated. Any how, the inadequacy of school facilities is felt as a major constraint irrespective of the sample, underlines the fact that inadequacies in school facilities do exist.

The students and teachers have given details regarding the inadequacies in the different areas of school facilities. Generally higher percentage of students, when compared to the teachers, feels about inadequacy of school facilities. About 60% of the student population feels that the facilities for organizing co-curricular activities are inadequate whereas only more than 40% teachers think so. Since teachers form a more credible source of information in this regard their opinion has to be given greater weightage. Regarding laboratory facilities while more than 50% students consider it as adequate, about less than 60% teachers think so. When about 50% students consider library and reading facilities as inadequate about 55% teachers think so. Building facilities are considered inadequate by around 60% students and teachers. Around 60% students and 55% teachers consider furniture facilities as inadequate. While more than 35% students consider playground facilities inadequate more than 40% teachers express this opinion. Similarly when more than 25% students consider number of teachers as inadequate only 20% teachers have this opinion. Thus generally it can be observed that the opinion of students and that of teachers broadly agree regarding the inadequacies in school facilities

The different respondents have also provided the different ways in which inadequate school facilities affect the education of tribal children. Among them adversely affecting proper learning, reducing interest towards education, poor facilities for additional reading, scoring poor marks in the examinations etc rank high. Schooling

becoming boring for children and increase in the rate of drop-outs and making difficult multimedia approach in education have also been suggested by educational experts and teachers. Though all the respondents have given their opinion the response of educational experts and teachers have to be given due regard, they being the more authentic source of opinion. Students, teachers and parents have also vouched that improvement in school facilities will result in an increase in the learning of tribal students.

The opinions of the different respondents are in full agreement with regard to the ways by which an increase in school facilities will promote the education of tribal pupils. They believe that improvement in school facilities will help the tribal children secure more marks in the examinations. Further the improvement in school facilities will also result in the development of more interest among tribal children towards education and stimulate interest for higher studies. Matter taught will become clearer, more participation in co-curricular activities and improvement in the interaction between teachers and students are also given as the result of increased school facilities by the different respondents. Besides educational experts also consider favourably affecting class room learning, reducing difficulties in teaching, more facilities for additional reading and schooling becoming interesting for the students also as the results.

The conclusions and recommendations arrived at from the study are presented in the next chapter.

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

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2005**

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

- ❖ *Title of the study*
- ❖ *Objectives of the study*
- ❖ *Methodology*
- ❖ *Analysis*
- ❖ *Conclusions of the study*
- ❖ *Recommendations*
- ❖ *Suggestions for further research*

CONCLUSIONS AND RECOMMENDATIONS

This chapter is dedicated to present the conclusions arrived from the study and also to offer a few recommendations for the improvement in the education of the tribal students on the basis of the study.

For a quick reference a retrospect of the study is presented.

Title of the study

The present study is entitled as "CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA"

Objectives of the study

General objective:

The general objective of the study is to identify the constraints in the education of the tribal pupils of Kerala.

Specific objective:

The specific objectives of the study are the following.

1. To find out the enrolment of tribal pupils from primary school to secondary school level(Standard 1to x)
2. To identify the socio-economic factors acting as constraints in the education of the tribal pupils.
3. To find out whether the inadequacies of incentives act as constraints in the education of the tribal pupils.
4. To identify whether the parental attitude act as constraints in the education of tribal pupils.
5. To identify the additional help, if any, received by tribal pupils from teachers.
6. To identify the academic constraints in the education of the tribal pupils.

7. To identify how inadequate school facilities act as constraints in the education of tribal pupils.
8. To offer suggestions to minimize the educational constraints of tribal pupils.

Methodology

In the present study survey method was used for the collection of data. The opinion of 1500 tribal pupils of the high schools, 500 teachers, 150 tribal parents, 25 social workers and 25 educational experts were made use of for the study. For collecting data from the tribal pupils, teachers and tribal parents separate questionnaires were used and for the collection of data from social workers and educational experts structured interview schedules were used. Any how, when doing the structured interview the details from the respondents were collected in an unstructured way also.

Participant observation was also used as a method of the study. It was used to verify and reinforce the data collected through other techniques.

Analysis


The data collected from different sources were tabulated. The response from the different sources were consolidated together and interpreted to arrive at valid conclusions and corresponding recommendations.

CONCLUSIONS OF THE STUDY.

The following are the major conclusions of the study.

1. The enrolment of tribal pupils in schools has gradually improved during the post independence period.
2. After 90's there is a downward trend in enrolment of tribal pupils may be because of family welfare measures and drop in birth rates.
3. There is not much difference in the enrolment rate of boys and girls in spite of the resistance of some tribal communities towards the education of girls.
4. There is very good enrolment of tribal students in the district of Wayanad, Palakkad, Idukki and Kasargod, since tribal population is comparatively high in these districts.
5. The drop out rate of tribal students is high when compared to general population. In the districts of Wayanad, Malappuram, Palakkad and Ernakulam the tribal drop out rate is very conspicuous.
6. The drop out rate is higher at the primary and upper primary levels when compared to the secondary school level.
7. Many tribal pupils work for wages during holidays, after school hours and even on school days.

8. Tribal pupils have not even the bare minimum facilities for study at home.
9. The poor financial conditions of tribal parents have adverse effect on the education of tribal students.
10. Their Poor socio-economic conditions result in irregular attendance, less concentration in studies, failure in the examinations, inhibition in interacting with other students and development of disinterest towards learning.
11. Institutions like libraries, Information Communication Technology centres etc which would have catered to the education of the tribes are almost nearly absent in tribal belts.
12. Early marriage of tribal children, especially girls, was found to be a factor adversely affecting the education of the tribal pupils.
13. Drug addiction of tribal parents was found to be adversely affecting the educational interest of tribal children.
14. Many tribal students have to travel long distances sometimes through mid forests to reach the school.
15. There is a need for more tribal promoters in tribal belts.

16. The tribal pupils are found to be badly in need of private tuition. But they do not have enough financial background to afford paid tuition.
17. The motive of tribal pupils in joining hostel is getting better learning facilities, better food and better living conditions.
18. Density of schools in the tribal belts is found to be very low. This causes difficulties for tribal pupils in attending schools.
19. Day care centres are not available in many of the tribal centres. This causes inconveniences to working tribal mothers who are forced to depute school going tribal children to look after their younger siblings.
20. At present provisions to watch educational tele programmes are not available to tribal students.
21. The prevailing incentives are generally considered inadequate by tribal pupils and parents.
22. Hostel facilities presently available for tribal pupils are quite inadequate.
23. There are no parental incentives at the high school level.
24. Lump-sum-grant and stipend at present given as incentives are inadequate to meet the needs of the tribal pupils. 

25. Free study tour facilities and free transport facilities are almost non-existent incentives except for tribal hostel inmates.
26. There is a general dissatisfaction about the complimentary incentives on the basis of final examination results and performance in extra curricular activities.
27. Inadequate governmental incentives put the tribal students to many hardships like: parents are not able to meet the educational expenses and provide learning facilities, students are forced to work for wages and their interaction with others gets poorer. Sometimes even the discontinuation of their education is the consequence.
28. Tribal students are put to a lot of hardships in the absence of free supply of learning materials and free food.
29. Many tribal parents generally have still an unfavorable attitude towards the education.
30. Most of the tribal parents do not motivate their children to go to school.
31. Tribal parents do not usually provide sufficient learning materials for their children.
32. Tribal parents are not in the habit of compelling children to study at home. They are also found to be reluctant to consult

teachers regarding the education of their children and also to attend PTA and MPTA meetings.

33. Unfavorable attitude of parents is also evident in not providing enough additional finance for the education of their children.
34. It is observed that educational incentives given for the cause of education of tribal children are misappropriated.
35. Financial backwardness acts as a strong constraint in the education of the tribal children. Most of the parents are hesitant to spend money from their pockets for the cause of education. Some parents even misappropriate government educational incentives given to their children.
36. Lack of parental insistence and study facilities at homes refrains tribal pupils from studying after school hours. Doing work at home and looking after siblings are also causatory factors.
37. A sizable number of teachers extend considerable help for the education of the tribal pupils. The nature of the help extended includes giving additional attention during class hours, peer teaching, motivating parents towards education and stimulating students to take learning more seriously. But free tuition is provided only by a microscopic minority of teachers.

38. Majority of teachers confront with difficulties in teaching tribal pupils. The difficulties mainly hail from poor standard of the tribal pupils, their lack of interest towards learning, their irregular attendance and lack of parental support in their learning.
39. Teachers are not in receipt of special training for tribal education. Majority of the teachers are interested in getting additional training. The anticipated duration of the training by majority of the teachers is less than 20 days. During the in service programme they expect training for motivating tribal pupils, instructional strategies suitable for tribal pupils including their psychology and some training in tribal dialect.
40. Tribal students and parents believe that absence of additional help from teachers will have unfavorable impact upon the education of tribal pupils. Social workers and teachers also endorse the view. The main possible consequences include securing poor marks in examinations, becoming lazy in studies, inability to compete with non tribal students, irregular attendance and less participation in co-curricular activities.
41. Tribal pupils, social workers and educational experts anticipate further additional help from the teaching community. They want the present help extended to be provided on a larger scale. It is also desired to arrange remedial teaching for tribal

pupils, identify their talents and organize suitable co-curricular activities and motivate them for higher studies.

42. Academic constraints exist in the education of tribal pupils. The reasons for this generally are that they have to study many things not quite useful for their future, matters taught are unrelated to life situation, difficulty in understanding text book language and compulsion to study matters against conventional beliefs.
43. There are inadequacies in the available school facilities. The inadequacies are conspicuous in laboratories, libraries, furniture, buildings and playground.
44. Improvement in school facilities will result in the improvement of learning by tribal pupils.
45. The improvement in school facilities will be conspicuous in the areas of securing more marks in examinations, stimulation of interest towards education, participation in co-curricular activities etc.

RECOMMENDATIONS

There are a few practical recommendations suggested on the basis of the conclusions of the study. The investigator thinks that if these suggestions are implemented it may favourably affect the

education of the tribal pupils in Kerala. The following are the major recommendations of the study.

1. The drop out rate of tribal students was observed to be very high in the districts of Wayanad, Malappuram, Palakkad and Ernakulum. Hence governmental and voluntary agencies concerned with education in these districts should try their level best to check drop out rate by way of convincing tribal pupils and parents organizing awareness programmes. More tribal promoters may be appointed in these districts with specific instructions to check drop out rate.
2. Teachers, social workers and tribal promoters have to show more vigilance at the lower primary and upper primary school levels since drop out rates were observed to be higher during these stages. Further the government should think seriously about giving more incentives to tribal pupils and parents of this stage so as to attract and retain students at the primary and upper primary levels.
3. While trying to popularise education among the tribes authorities should not forget about their general poor financial condition. Along with considering additional incentives for the parents, authorities may take steps to make tribal parents financially self sufficient by providing package schemes etc.

4. Since a numerically significant population of tribal pupils is found to work for wages, steps may be taken for the organization of awareness camps for tribal parents against this practice. Tribal promoters may be made more vigilant in this regard.
5. More tribal promoters may be appointed in tribal belts with specific instructions to facilitate tribal education.
6. The tribal pupils are found to be badly in need of private tuition. As they do not have enough financial background to afford paid tuition, the government should take initiative to provide free private tuition for tribal pupils.
7. Most of the tribal pupils are interested in joining hostels. Since the present provisions are found to be insufficient, more hostels may be started as to accommodate all tribal pupils desirous of join in hostels.
8. More schools may be started in tribal belts so as to avoid tribal pupils traveling long distances to reach the school.
9. More strenuous efforts for the popularization of non-formal education may be made in the tribal belts. Governmental and non-governmental agencies can do a lot of help in this regard.

10. Day care centres may be started in all tribal belts. The services of Anganwadis and Balawadis may also be made use of for looking after young tribal kids, so as to free the mothers to go for work and free the school going children from the task of looking after their younger siblings.
11. More Information Communication Centres may be started in the tribal belts so as to give tribal pupils access to modern information communication strategies.
12. The local Pachayaths should take initiative to make arrangements to help tribal pupils watch educational programmes telecast.
13. The incentive amount in the form of stipend, lump-sum-grant etc.. may be increased. A task force may be constituted to recommend the amount that is to be given under each item.
14. Issuing free books, dress etc.. may not be confined to the hostel residents alone. Day scholars may also be given these incentives.
15. The prevailing practice of giving grant to parents for regular attendance of their wards studying in the primary school level may be extended to high school level also.

16. As tribal pupils are likely to get good benefit from study tours full financial support should be provided to the tribal pupils who undertake study tours.
17. It may be noted that in a few neighbouring states transport facilities to and fro from school to residence is made free for tribal pupils. It is good if this facility be provided to tribal pupils of this state also.
18. There is a prevailing practice of giving complimentary incentives on the basis of final examination results. At present the minimum marks for the eligibility is 45% aggregate in the standards of VII,VIII and IX terminal examinations. The 45% mark that is fixed may be reduced further so as to cover more tribal pupils.
19. At present only tribal pupils of primary classes are given 2 pairs of dresses. This incentive may be extended to the high school level also.
20. Complimentary incentives on the basis of the performance in co-curricular activities may be made more liberal.
21. Government should specially consider issuing free learning material and free food to all tribal pupils.
22. Awareness's programmes may be organized in tribal belts by governmental and non governmental organizations with a view

- to instill favourable attitude in tribal parents towards education. Parent Teachers Association and Mother Parent-Teachers association can also take initiative in this regard.
23. Since tribal parents are found generally not motivating their children for schooling, teachers and educational authorities should arrange strategies to develop intrinsic motivation among tribal pupils. In the awareness programmes organized for parents steps may be taken to motivate them so that they in their turn will motivate their children for schooling.
 24. The tribal parents are found to be reluctant in providing learning materials for their children. Hence the government should see that all the learning materials necessary should be provided free of cost to tribal children.
 25. It is also suggested to start a class-wise, standard-wise or school-wise learning material bank along the lines of the prevailing book banks.
 26. Tribal parents may be motivated to attend PTA and MPTA meetings. Some allowance as incentives may be provided for them for attending such meetings.
 27. Local bodies or some other agencies may be authorised to monitor and supervise the tribal promoters. Further by way of enacting and enforcing law against sending and receiving tribal

children below the age of fourteen for wages may be made punishable.

28. Only very few teachers give free tuition for tribal pupils. Sufficient encouragements and incentives may be given so that more teachers will come forward to give free tuition for tribal pupils.
29. Agencies concerned with in-service programmes of secondary school teachers like CTE, IASE, SCERT etc.. should take steps to organize in-service programmes for tribal education for teachers working in tribal belts. The duration of the course may be around 20 days.
30. The academic constraints of tribal pupils have to be considered. For this introducing more optional and giving tribal children freedom to select the most relevant, revising the prevailing curriculum including tribal situation, Appointing more teachers from the tribal community, including tribal terminology also in text books assume significance.
31. The department of education should make a detailed study in the schools of tribal belts about the inadequate facilities in different schools and take steps to rectify the inadequacies at the earliest. Help of the PTA's, MPTA's and Non-governmental organization can be welcome in this regard.

SUGGESTIONS FOR FURTHER RESEARCH

During the course of the present investigation the investigator could identified a few areas which she thinks if investigated further will thrown more light in to the area of tribal education in Kerala.

1. A study on the education of all the 35 Scheduled tribes and covering all the 14 districts of Kerala.
2. A comparative study of the educational constraints of the different Scheduled tribes of Kerala.
3. A comparative study of the education of the Scheduled tribes of Kerala with those belonging to neighbouring state.
4. Experimental studies to develop suitable instructional models for educating tribal pupils in different subjects.
5. A comparative study of the achievements of tribal pupils residing in tribal hostels and daily coming from hamlet.
6. A comparative study on the achievement of the tribal boy students and girl students.
7. A study to find out the interference of tribal dialect on their education.
8. An in depth study to identify the interference of tribal social practices on the education of tribal pupils

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NB- 5497

CONSTRAINTS IN THE EDUCATION OF THE TRIBAL PUPILS OF KERALA

R.MERCY, M.A., M.Ed.

**Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION**

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2005**

302

22

APPENDICES

APPENDIX - I

QUESTIONNAIRE TO SCHEDULED TRIBE PUPILS

Mercy. R,
(Research Scholar)
University of Calicut,
Department of Education,

This questionnaire is intended to collect information regarding constraints in the education of the Tribal Pupils of Kerala. I humbly request your co-operation. Please read the question carefully before answering. Put a (✓) mark against the appropriate alternative given as answer. Write briefly if explanation is asked for. The information you furnish in this questionnaire will be kept confidential and will be used only for research purposes.

Yours sincerely,

Mercy. R

SECTION A
PERSONAL DATA

1. Name of pupil (If you don't mind):
2. Name of school :
3. Sex :
4. Age :
5. Standard :
6. Tribe to which you belong to :
7. Mother tongue :
8. Give the educational status of the following members of your family put tick mark (✓) in the relevant column.

a. Parents

	Illiterate	Neo-literate	Class 1 to 4	Class 5 to 10	College education	Technical education
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Siblings (give the numbers)

	Illiterate	Neo-literate	Class 1 to 4	Class 5 to 10	College education	Technical education
Brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B

(Put tick mark (✓) wherever relevant)

1. Give the occupation of your father

- | | |
|-----------------------------|--------------------------|
| 1. Coolie | <input type="checkbox"/> |
| 2. Agriculture | <input type="checkbox"/> |
| 3. Business | <input type="checkbox"/> |
| 4. Government employee | <input type="checkbox"/> |
| 5. Traditional work | <input type="checkbox"/> |
| 6. Any other (specify)..... | <input type="checkbox"/> |

2. Give occupation of your mother

- 1. House - wife
- 2. Traditional work
- 3. Coolie
- 4. Government employee
- 5. Business
- 6. Any other specify).....

3. Monthly income of the members your family

- Rs.
- 1. Father
- 2. Mother
- 3. Others
- 4. Total

4. What is the nature of your residential accommodation

- 1. Own house
- 2. Rented house
- 3. Hostel
- 4. Any other specify).....

5. What is the type of your house

- 1. Hut
- 2. With walls and rooms
- 3. Modern house

6. Do your parents provide learning facilities for your study ?

- Yes
- No



7. What facilities do you have for your study at home ?

- 1. Own room
- 2. Table
- 3. Chair
- 4. Fan
- 5. Electric/Solar light
- 6. Any other (specify).....

8. Do you help your parents in their work after school time? Yes No

9. Do you work for wages after school hours ? Yes No

10. Do you work for wages during school days ? Yes No

11. Do you work for wages during holidays ? Yes No

12. Do your parents demand to discontinue your education because of financial difficulties Yes No

13. Have you discontinued your studies at anytime previously due to financial difficulties Yes No

14. Do your financial condition affect your studies adversely ? Yes No

If 'Yes' how do they affect your studies ?

- 1. Compelled to do coolie work
- 2. Lack of learning facilities at home
- 3. Parents do not motivate for study
- 4. The school requirements not provided by the parents
- 5. Do not provide additional reading materials
- 6. Feeling difficulty to interact at par with other students.

7. Finds difficulty in participating co-curricular activities

8. Any other (Specify).....

15. What are the Governmental educational incentives you receive for your education?

1. Stipend

2. Lump-sum-grant

3. Free hostel facilities

4 Free books,dress etc.

5. Grant to parents

6. Any other (specify).....

16. Do you consider the following educational incentives received by you as adequate

	Adequate	Inadequate
1. Stipend	<input type="checkbox"/>	<input type="checkbox"/>
2. Lump-sum-grant	<input type="checkbox"/>	<input type="checkbox"/>
3. Free hostel facilities	<input type="checkbox"/>	<input type="checkbox"/>
4. Free books, dress etc	<input type="checkbox"/>	<input type="checkbox"/>
5. Grant to parents	<input type="checkbox"/>	<input type="checkbox"/>
6. Any other specify.....		

17. If the incentives are inadequate how do they affect your education ?

1. Parents find it difficult to provide educational facilities

2. Forced to go for wages

3. Compelled to discontinue studies

4. Difficult to interact with classmates

5. Finds it difficult to participate in co-curricular activities

6. Any other (specify).....



18. If the present incentives are inadequate what more additional incentives do you request for ?

- 1. Increase in stipend amount
- 2. Increase in lump-sum-grant amount
- 3. Free supply of additional reading materials
- 4 . Free transport facilities
- 5. Free food
- 6. Free study tours facilities
- 7. Free hostel facilities
- 8. Any other (specify).....

19. Are you a resident of tribal hostel?

Yes No

a.) If 'Yes' what do you think of the advantages of being a hostel resident ?

- 1. Can avoid long journey
- 2. Better residential facilities available
- 3. Availability of free tuition
- 4. Availability of good quality food
- 5. Availability of better learning facilities
- 6. Can avoid doing labour at home
- 7. Any other (specify).....

b.) If you are not a resident of any hostel what is the approximate distance from your home to school ?

- 1. Less than 1 kilometer
- 2. Between 1 and 3 km
- 3. Between 3 and 5 Km
- 4. Between 5 and 7 Km
- 5. More than 7 Km

c.) How do you cover this distance ?

- 1. By Walking
- 2. By bus
- 3. By other means

d.) Are you Interested in getting hostel admission? Yes No

If 'yes' wha do you think are the advantages
in being hostel in mates ?

- 1. Can avoid long journey
- 2. Will get better resideing facties
- 3. Will get free tuition
- 4. Will get better food
- 5. Will get better learning facilities
- 6. Can avoid manual work at home
- 7. Any other (specify).....

20. Do you think your parents will send you to school if the
educational incentives are with drawn ?

21. What is the attitude of parents towards your education ?

- 1. Favourable
- 2. Unfavourable
- 3. Indifferent

22. Say whether the attitude of you parents act as a constaint
in your education ?

Yes No

a.) If 'yes' how do this act as a constraint?

- 1. Do not motivate for schooling
- 2. Not Interested in providing study facilities
- 3. Request to work for wages during school hours

4. Rebuke in front of others for going to school

5. Do not make any sacrifice for the cause of education

6. Any other (specify).....

23. Do you get enough encouragement from parents for your studies?

Yes No

24. Do your parents compel you to study at home ?

Yes No

If 'Yes' how do they compel

1. Gives advice

2. Gives rewards

3. Threatens

4. Rebuke

5. Gives physical punishments

6. Any other (specify).....

25. Do you regularly study after school time ?

Yes No

a.) If 'yes' how much time do you spend for study

1. Less than one hour

2. 1 hour to 2 hour

3. 2 hour to 3 hour

4. More than 3 hours

b.) If 'No' what are the reasons for not studying after school hours?

1. Will be tired after long travel

2. Will be to do work at home after schooling

3. Will have to look after younger siblings

4. Parents do not insist on study at home

5. Lack of study facilities at home

6. Not interested in studying at home

7. Any other (specify).....

26. Do your parents spend more than the incentives they receive for you education ?

Yes No

a.) If 'Yes' how much more do they spend per month for your studies.

- 1. Less than Rs 25/-
- 2. Between Rs 25 to Rs 50/-
- 3. Between Rs 50 to Rs 75/-
- 4. Between Rs 75 to Rs 100/-
- 5. More than hundred

27. Do you get special consideration from teachers in your studies ?

Yes No

28. Do you think teachers show discriminate behaviour towards you ?

Yes No

29. Do you get additional help from you teachers ?

Yes No

If 'Yes' what kind of help do you receive

- 1. Additional attention during class time
- 2. Free tuition from teachers
- 3. Ask the better students in the class to help you
- 4. Give encouragement for learning
- 5. Any other (specify).....

30. Is the lack of additional help from teachers a constraint in your education ?

Yes No

If 'yes' how does it affect your education

- 1. Poor marks in examination
- 2. Neglect from classmates
- 3. Become lazy in studies

- 4. Cannot compete with the other students in the class
- 5. Lesser participation in school competitions etc
- 6. Any other (specify).....

31. Do you expect any kind of additional help from teachers? Yes No

If 'yes' what kind of additional help do you expect from teachers

- 1. Special attention during class time
- 2. Free tuition
- 3. Asking better students to help us
- 4. Give more motivation for studies
- 5. Any other (specify).....

32. Do you feel difficulties in conceiving learning materials Yes No

If 'Yes' what are the difficulties due to

- 1. Difficult to understand text book language
- 2. Matter taught are unrelated to life situation
- 3. Has to study matter against conventional beliefs
- 4. Has to study many things not useful in future
- 5. Any other (specify).....

33. Does your school has enough laboratory facility ? Yes No

34. Does your school has enough library/reading room facilities Yes No

35. Does your school has enough building facilities Yes No

a.)Does your school has enough building facilities Yes No

b.)Does your school has enough furniture Yes No

36. Does your school has enough teaching staff Yes No

37. a.) Does your school has facilities for organization of co-curricular activities Yes No

b.) Does your school has enough play ground facilities Yes No

38. Do you think that lack of school facilities is a constraint in your education ? Yes No

If 'yes' how do they affect your education

1. Reduced interest in education
2. Affects proper learning
3. Teachers cannot teach well do to the lack of school facilities
4. No scope for additional reading
5. No experiments are shown in class
6. Any other (specify).....

39. Do you think if better school facilities are provided it will promote your education ?

Yes No

If 'yes' how will it promote your education

- 1. Will develop more interest in studies
- 2. Help to score good marks in examinations
- 3. Create interest for higher studies
- 4. The matter taught will become more clear
- 5. The interaction between teachers and students will improve
- 6. Any other (specify).....

40. Please write what ever you feel as constraints in your education

ഭാഗം എ - വ്യക്തിപരമായ വിവരങ്ങൾ

- 1. വിദ്യാർത്ഥിയുടെ പേര് :
(ഇഷ്ടമുണ്ടെങ്കിൽ)
- 2. വിദ്യാലയത്തിന്റെ പേര് :
- 3. നിങ്ങൾ ആൺകുട്ടിയോ / പെൺകുട്ടിയോ : ആൺ/ പെൺ
- 4. വയസ്സ് :
- 5. സ്റ്റാൻഡേർഡ് :
- 6. ഏത് പട്ടിക വർഗ്ഗ വിഭാഗത്തിലാണ് നിങ്ങൾ ഉൾപ്പെടുന്നത് :
- 7. മാതൃഭാഷ :
- 8. നിങ്ങളുടെ കുടുംബാംഗങ്ങളിൽ താഴെ പറയുന്നവരുടെ വിദ്യാഭ്യാസ നിലവാരം

(അനുയോജ്യമായ കോളങ്ങളിൽ ശരി അടയാളം (✓) ഇടുക

1. രക്ഷകർത്താക്കൾ	നിരക്ഷകർ	നവസാക്ഷരർ	ക്ലാസ്സ് 1-4	ക്ലാസ്സ് 5-10	കലാലയവിദ്യാഭ്യാസം	സാങ്കേതിക വിദ്യാഭ്യാസം
പിതാവ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
മാതാവ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. സഹോദരങ്ങൾ (അമ്മുവയസ്സിനു മുകളിൽ പ്രായമുള്ളവരുടെ എണ്ണം രേഖപ്പെടുത്തുക)

	നിരക്ഷകർ	നവസാക്ഷരർ	ക്ലാസ്സ് 1-4	ക്ലാസ്സ് 5-10	കലാലയവിദ്യാഭ്യാസം	സാങ്കേതിക വിദ്യാഭ്യാസം
സഹോദരന്മാർ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
സഹോദരിമാർ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ഭാഗം ബി

(അനുയോജ്യമായ കോളങ്ങളിൽ ശരി (✓) അടയാളപ്പെടുത്തുക)

1. നിങ്ങളുടെ പിതാവിന്റെ തൊഴിൽ എന്ത്?

- 1. കൂലി
- 2. കൃഷി
- 3. കച്ചവടം
- 4. ഗവൺമെന്റ് ജോലി
- 5. പരമ്പരാഗത തൊഴിൽ
- 6. മറ്റെന്തെങ്കിലും (എന്തെന്ന് എഴുതുക).....

2. നിങ്ങളുടെ മാതാവിന്റെ തൊഴിൽ എന്ത്?

- 1. വീട്ടമ്മ
- 2. പരമ്പരാഗത തൊഴിൽ
- 3. കൂലി
- 4. ഗവൺമെന്റ് ജോലി
- 5. കച്ചവടം
- 6. മറ്റെന്തെങ്കിലും (എന്തെന്ന് വ്യക്തമാക്കുക).....

3. നിങ്ങളുടെ കുടുംബാംഗങ്ങളുടെ മാസ വരുമാനം

- 1. പിതാവ്
- 2. മാതാവ്
- 3. മറ്റുള്ളവർ
- 4. ആകെ

4. നിങ്ങളുടെ താമസ സൗകര്യം എപ്രകാരമുള്ളതാണ്

- 1. സ്വന്തം വീട്
- 2. വാടക വീട്
- 3. ഹോസ്റ്റൽ
- 4. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

5. നിങ്ങളുടെ വീട് എങ്ങനെയാണുള്ളതാണ്

- 1. കൂടിൽ
- 2. ചുമരും മൂനികളും ഉള്ളവ
- 3. ആധുനിക പാർപ്പിടം

6. മാതാപിതാക്കൾ നിങ്ങളുടെ പഠനത്തിന് ആവശ്യമായ സൗകര്യങ്ങൾ നൽകാറുണ്ടോ.

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

7. പഠനത്തിനായി നിങ്ങൾക്ക് എന്തെല്ലാം സൗകര്യങ്ങളാണ് വീട്ടിലുള്ളത്

- 1. സ്വന്തം മുറി
- 2. മേശ
- 3. കസേര
- 4. ഫേൻ
- 5. വൈദ്യുത / സൗരോർജ്ജ ലൈറ്റ്
- 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

8. മാതാപിതാക്കളെ അവരുടെ ജോലിയിൽ നിങ്ങൾ സ്കൂൾ സമയം കഴിഞ്ഞ് സഹായിക്കാറുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

9. സ്കൂൾ ദിവസങ്ങളിൽ സ്കൂൾ സമയം കഴിഞ്ഞ് നിങ്ങൾ കൂലി പണിയ്ക്ക് പോകാറുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

10. സ്കൂൾ ദിവസങ്ങളിൽ നിങ്ങൾ കൂലി പണിയ്ക്ക് പോകാറുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

11. അവധി ദിവസങ്ങളിൽ നിങ്ങൾ കൂലി പണിയ്ക്ക് പോകാറുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

12. സാമ്പത്തിക പരാധീനതമൂലം നിങ്ങളുടെ വിദ്യാഭ്യാസം മതിയാകണമെന്ന് മാതാപിതാക്കൾ ആവശ്യപ്പെടാറുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

13. സാമ്പത്തിക ബുദ്ധിമുട്ട് കാരണം നിങ്ങൾ മുമ്പ് എപ്പോഴെങ്കിലും പഠനം നിർത്തിയിട്ടുണ്ടോ?

ഉണ്ട്	ഇല്ല
<input type="checkbox"/>	<input type="checkbox"/>

14. സാമ്പത്തിക പരാധീനത നിങ്ങളുടെ വിദ്യാഭ്യാസത്തെ മോശമായി ബാധിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ നിങ്ങളുടെ വിദ്യാഭ്യാസത്തെ അത് എങ്ങനെയാണ് ബാധിക്കുന്നത്?

- 1. കുലി പണിക്ക് പോകാൻ നിർബന്ധിതരായി തീരുന്നു
- 2. വീട്ടിൽ പഠന സൗകര്യങ്ങളുടെ അഭാവം
- 3. പഠിക്കാൻ മാതാപിതാക്കൾ ഉത്സാഹിഷിക്കാറില്ല
- 4. മാതാപിതാക്കൾ പഠനോപകരണങ്ങൾ നൽകാറില്ല.
- 6. മറ്റു വിദ്യാർത്ഥികളുമായി ഇടപെടാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നു.
- 7. പാവേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നു.
- 8. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

15. എന്തെല്ലാം വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ നിങ്ങൾക്ക് ഗവൺമെന്റിൽ നിന്ന് ഇപ്പോൾ ലഭിക്കുന്നു.

- 1. സ്റ്റൈപ്പെന്റ്
- 2. ലംപ് സൗ ഗ്രാന്റ്
- 3. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം
- 4. സൗജന്യ ബുക്കുകൾ, വസ്ത്രങ്ങൾ മുതലായവ
- 5. മാതാപിതാക്കൾക്കുള്ള സഹായധനം
- 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

16. നിങ്ങൾക്ക് ലഭിച്ചു വരുന്ന താഴെ പറയുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ പര്യാപ്തമാണെന്ന് തോന്നുന്നുണ്ടോ?

- | | പര്യാപ്തം | അപര്യാപ്തം |
|---|--------------------------|--------------------------|
| 1. സ്റ്റൈപ്പെന്റ് | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ലംപ് സൗ ഗ്രാന്റ് | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. സൗജന്യ വസ്ത്രങ്ങൾ, പുസ്തകങ്ങൾ മുതലായവ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. മാതാപിതാക്കൾക്കുള്ള സഹായധനം | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക) | | |

17. ആനുകൂല്യങ്ങൾ അപര്യാപ്തമാണെങ്കിൽ അവ എങ്ങനെയാണ് നിങ്ങളുടെ വിദ്യാഭ്യാസത്തെ ബാധിക്കുന്നത്.

- 1. മാതാപിതാക്കൾക്ക് വിദ്യാഭ്യാസ ആനുകൂല്യം നൽകാൻ കഴിവില്ലാതെ വരുന്നു.
- 2. കുലിപണിക്ക് നിർബന്ധിതരായി തീരുന്നു.
- 3. പഠനം നിർത്താൻ നിർബന്ധിതരായി തീരുന്നു.
- 4. സഹവിദ്യാർത്ഥികളുമായി സ്വതന്ത്രമായി ഇടപെടാൻ ബുദ്ധിമുട്ട്
- 5. പാവേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ ബുദ്ധിമുട്ട് ഉണ്ടാകുന്നു.
- 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

18. ഇപ്പോൾ നിങ്ങൾക്ക് ലഭ്യമാകുന്ന ആനുകൂല്യങ്ങൾ പഠനത്തിന് പര്യാപ്തമല്ലെങ്കിൽ എന്ത് അധികസഹായം ലഭിക്കണമെന്നാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്

- 1. സ്റ്റൈപ്പെന്റിൽ വർദ്ധവ്
- 2. ലംപ് സൗ ഗ്രാന്റിൽ വർദ്ധവ്
- 3. അധിക വായനക്കുള്ള സാമഗ്രികൾ സൗജന്യമായി നൽകൽ
- 4. സൗജന്യ യാത്രാ സൗകര്യങ്ങൾ
- 5. സൗജന്യ ഭക്ഷണം
- 6. സൗജന്യ പഠന യാത്രാ സൗകര്യം
- 7. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം
- 8. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

19. നിങ്ങൾ ഹോസ്റ്റലിൽ താമസിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

a. 'ഉണ്ട്' എങ്കിൽ ഹോസ്റ്റൽ അന്തേവാസി എന്ന നിലയിൽ എന്തെല്ലാം നേട്ടങ്ങൾ ഉണ്ടാകുമെന്ന് നിങ്ങൾ കരുതുന്നു

- 1. ദുരയാത്ര ഒഴിവാക്കാം
- 2. മെച്ചമായ താമസ സൗകര്യം ലഭിക്കും
- 3. സൗജന്യ ട്യൂഷൻ ലഭ്യമാകും.
- 4. മെച്ചമായ ഭക്ഷണം ലഭ്യമാകും
- 5. മെച്ചമായ പഠനസൗകര്യങ്ങൾ ലഭ്യമാകും
- 6. വീട്ടുജോലികൾ ഒഴിവാക്കാൻ കഴിയും
- 7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

b. ഹോസ്റ്റലിൽ അല്ല താമസിക്കുന്നതെങ്കിൽ നിങ്ങളുടെ വീട്ടിൽ നിന്നും സ്കൂളിലേക്കുള്ള ദൂരം എത്ര കിലോമീറ്റർ?

- 1. 1. കി. മീറ്റിൽ കുറവ്
- 2. 1. കി മീറ്റർ - 3 കി. മീറ്റർ വരെ
- 3. 3 കി. മീറ്റർ - 5. കി മീറ്റർ വരെ
- 4. 5 കി മീറ്റർ - 7 കി. മീറ്റർ വരെ
- 5. 7 കി. മീറ്ററിൽ കൂടുതൽ

c. ഇത്രയും ദൂരം നിങ്ങൾ എങ്ങനെ സഞ്ചരിക്കുന്നു

- 1. നടക്കുന്നു
- 2. ബസ്സിൽ യാത്ര ചെയ്യുന്നു
- 3. മറ്റ് മാർഗ്ഗങ്ങൾ സ്വീകരിക്കുന്നു.

d. ഇപ്പോൾ ഹോസ്റ്റലിൽ അല്ല താമസമെങ്കിൽ ഹോസ്റ്റലിൽ പ്രവേശനം ലഭിക്കണമെന്ന് നിങ്ങൾ ആഗ്രഹിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ ഹോസ്റ്റൽ താമസം കൊണ്ട് എന്തെല്ലാം നേട്ടങ്ങൾ ഉണ്ടാകുമെന്ന്

നിങ്ങൾ കരുതുന്നു

- 1. ദീർഘകാലം ഔദ്യോഗികമായി ജീവിക്കാനും
- 2. മെച്ചമായ താമസ സൗകര്യം ലഭിക്കും
- 3. സൗജന്യ ട്യൂഷൻ ലഭ്യമാകും
- 4. മെച്ചമായ ഭക്ഷണം ലഭ്യമാകും
- 5. മെച്ചമായ പഠന സൗകര്യങ്ങൾ ലഭ്യമാകും
- 6. വീട്ടു ജോലികൾ ഒഴിവാക്കാൻ കഴിയും
- 7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

20. ഗവൺമെന്റ് നൽകുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ പിൻവലിച്ചാൽ രക്ഷകർത്താക്കൾ നിങ്ങളെ സ്കൂളുകളിൽ അയക്കുമെന്ന് കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

21. നിങ്ങളുടെ വിദ്യാഭ്യാസത്തോടുള്ള രക്ഷകർത്താക്കളുടെ മനോഭാവം എന്ത്?

- 1. ആനുകൂല്യം
- 2. പ്രതികൂലം
- 3. നിസ്സംഗത

22. വിദ്യാഭ്യാസത്തോടുള്ള മാതാപിതാക്കളുടെ മനോഭാവം നിങ്ങളുടെ വിദ്യാഭ്യാസത്തെ പ്രതികൂലമായി ബാധിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ അത് എപ്രകാരം നിങ്ങളെ ബാധിക്കുന്നു.

- 1. സ്കൂളിൽ പോകാൻ പ്രോത്സാഹിപ്പിക്കാറില്ല
- 2. പഠന സൗകര്യങ്ങൾ ഒരുക്കുന്നതിൽ താല്പര്യമില്ല
- 3. സ്കൂൾ സമയങ്ങളിൽ കൂലിപണിക്ക് പോകാൻ നിർബന്ധിക്കുന്നു.
- 4. സ്കൂളിൽ പോകുന്നതിനാൽ മറ്റുള്ളവരുടെ മുന്നിൽ വച്ച് ശാസിക്കുന്നു.
- 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

23. പഠനത്തിന് മാതാപിതാക്കളിൽ നിന്നും വേണ്ടത്ര പ്രോത്സാഹനം നിങ്ങൾക്ക് ലഭിക്കുന്നുണ്ടോ ഉണ്ട് ഇല്ല

24. വീട്ടിൽവെച്ച് പഠിക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ നിർബന്ധിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ അവർ എങ്ങനെയാണ് നിർബന്ധിക്കുന്നത്

- 1. ഉപദേശങ്ങൾ നൽകുന്നു
- 2. സമ്മാനങ്ങൾ നൽകുന്നു.
- 3. ഭീഷണിപ്പെടുത്തുന്നു
- 4. ശാസിക്കുന്നു
- 5. ശാരീരിക ശിക്ഷകൾ നൽകുന്നു.
- 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

25. സ്കൂൾ സമയം കഴിഞ്ഞ് പതിവായി നിങ്ങൾ പഠിക്കാറുണ്ടോ? ഉണ്ട് ഇല്ല
- a. 'ഉണ്ട്' എങ്കിൽ എത്ര സമയം നിങ്ങൾ പഠിക്കാൻ ചെലവഴിക്കുന്നു
1. ഒരു മണിക്കൂറിൽ കുറവ്
 2. ഒരു മണിക്കൂർ മുതൽ 2 മണിക്കൂർ വരെ
 3. 2 മണിക്കൂർ മുതൽ 3 മണിക്കൂർ വരെ
 4. 3 മണിക്കൂറിൽ കൂടുതൽ
- b. 'ഇല്ല' എങ്കിൽ വീട്ടിൽ വെച്ച് പഠിക്കാത്തതിന്റെ കാരണങ്ങൾ എന്തെല്ലാം?
1. ദീർഘയാത്ര മൂലം ക്ഷീണിച്ചു പോകുന്നു.
 2. സ്കൂൾ സമയം കഴിഞ്ഞ് വീട്ടു ജോലി ചെയ്യാനുണ്ടാകും.
 3. ഇളയ സഹോദരങ്ങളെ നോക്കേണ്ടി വരുന്നു.
 4. വീട്ടിൽ വെച്ച് പഠിക്കാൻ മാതാപിതാക്കൾ നിർബന്ധിക്കാറില്ല.
 5. പഠന സൗകര്യങ്ങൾ വീട്ടിൽ കുറവാണ്
 6. വീട്ടിൽ വെച്ച് പഠിക്കാൻ താല്പര്യമില്ല
 7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

26. മാതാപിതാക്കൾ നിങ്ങളുടെ വിദ്യാഭ്യാസത്തിനായി ലഭിക്കുന്ന ആനുകൂല്യങ്ങളേക്കാൾ കൂടുതൽ തുക ചെലവഴിക്കാറുണ്ടോ? ഉണ്ട് ഇല്ല
- 'ഉണ്ട്' എങ്കിൽ എത്ര രൂപ കൂടുതലായി പ്രതിമാസം ചെലവഴിക്കുന്നു.
1. 25 രൂപയിൽ കുറവ്
 2. 25 രൂപ മുതൽ 50 രൂപ വരെ
 3. 50 രൂപ മുതൽ 75 രൂപ വരെ
 4. 75 രൂപ മുതൽ 100 രൂപ വരെ
 5. 100 രൂപയിൽ കൂടുതൽ

27. അധ്യാപകരിൽ നിന്നും പ്രത്യേക പരിഗണന പഠനകാര്യത്തിൽ നിങ്ങൾക്ക് ലഭിക്കാറുണ്ടോ? ഉണ്ട് ഇല്ല

28. അധ്യാപകർ നിങ്ങളെ അവഗണിക്കുന്നുവെന്ന് തോന്നാറുണ്ടോ? ഉണ്ട് ഇല്ല

29. അധ്യാപകരിൽ നിന്നും പ്രത്യേക സഹായം നിങ്ങൾക്ക് ലഭിക്കാറുണ്ടോ? ഉണ്ട് ഇല്ല

- 'ഉണ്ട്' എങ്കിൽ ഏത് തരത്തിലുള്ള സഹായമാണ് നിങ്ങൾക്ക് ലഭിക്കുന്നത്?
1. ക്ലാസ്സു സമയങ്ങളിൽ പ്രത്യേക പരിഗണന നൽകുന്നു.
 2. സൗജന്യ ട്യൂഷൻ നൽകുന്നു.
 3. ക്ലാസ്സിലെ മിടുക്കരായ കുട്ടികളോട് സഹായിക്കാൻ ആവശ്യപ്പെടുന്നു.
 4. പഠനത്തിന് വേണ്ട പ്രോത്സാഹനം നൽകുന്നു.
 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

30. അദ്ധ്യാപകരിൽ നിന്നും പ്രത്യേക പരിഗണന ലഭിക്കുന്നില്ലെങ്കിൽ അത് നിങ്ങളുടെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ ഇത് നിങ്ങളുടെ പഠനത്തെ എങ്ങനെ ബാധിക്കുന്നു.

- 1. പരീക്ഷകളിൽ കുറഞ്ഞ മാർക്ക് മാത്രം ലഭിക്കുന്നു.
- 2. ക്ലാസ്സിലെ മറ്റ് കുട്ടികളിൽ നിന്ന് അവഗണന ഉണ്ടാകുന്നു.
- 3. പഠനത്തിൽ ഉദാസീനരായി തീരുന്നു.
- 4. ക്ലാസ്സിലെ മറ്റ് കുട്ടികളുമായി മത്സരിക്കാൻ കഴിയാതെ വരുന്നു.
- 5. പൊതു മത്സരങ്ങളിൽ പങ്കെടുക്കാൻ കഴിയുന്നില്ല.
- 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

31. എന്തെങ്കിലും കൂടുതൽ സഹായം അദ്ധ്യാപകരിൽ നിന്നും നിങ്ങൾ പ്രതീക്ഷിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ ഏത് വിധത്തിലുള്ള സഹായമാണ് നിങ്ങൾ പ്രതീക്ഷിക്കുന്നത്.

- 1. ക്ലാസ്സ് സമയങ്ങളിൽ പ്രത്യേക പരിഗണന
- 2. സൗജന്യ ട്യൂഷൻ
- 3. മിടുക്കരായ കുട്ടികളോട് പഠനത്തിൽ സഹായിക്കാൻ അവശ്യപ്പെടുക
- 4. പഠനത്തിൽ വേണ്ട പ്രോത്സാഹനം നൽകുക.
- 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

32. പാഠ്യവിഷയങ്ങൾ ശരിയായി ഗ്രഹിക്കാൻ നിങ്ങൾക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നത് എന്തുകൊണ്ട് ?

- 1. പഠന ദാഷ്യ നന്നായി മനസ്സിലാക്കുന്നില്ല
- 2. ജീവിത സാഹചര്യങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ പഠിപ്പിക്കുന്നില്ല
- 3. തങ്ങളുടെ വിശ്വാസങ്ങൾക്ക് എതിരായ കാര്യങ്ങൾ പഠിക്കേണ്ടി വരുന്നു
- 4. ദാവിയിൽ പ്രയോജനമില്ലാത്ത കാര്യങ്ങൾ പഠിക്കേണ്ടി വരുന്നു
- 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

33. നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യമുള്ളത്ര ലബോറട്ടറി സൗകര്യം ലഭ്യമാണോ? ഉണ്ട് ഇല്ല

34. നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യമുള്ളത്ര ലൈബ്രറി / വായനാമുറി സൗകര്യം ലഭ്യമാണോ? ഉണ്ട് ഇല്ല

35. 1. നിങ്ങളുടെ സ്കൂളിന് ആവശ്യമുള്ള കെട്ടിട സൗകര്യമുണ്ടോ? ഉണ്ട് ഇല്ല

2. സ്കൂളിൽ ആവശ്യമുള്ളത്ര ഫർണിച്ചർ ലഭ്യമാണോ? ഉണ്ട് ഇല്ല

36. നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യമുള്ളത്ര അദ്ധ്യാപകരുണ്ടോ? ഉണ്ട് ഇല്ല

37. 1. നിങ്ങളുടെ സ്കൂളിൽ പഠനേതര പ്രവർത്തനങ്ങൾക്കുള്ള സൗകര്യങ്ങൾ ലഭ്യമാണോ? ഉണ്ട് ഇല്ല

2. നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യമുള്ളത്ര കളി സ്ഥലം ലഭ്യമാണോ? ഉണ്ട് ഇല്ല

38. സ്കൂൾ സൗകര്യങ്ങളുടെ അഭാവം നിങ്ങളുടെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നുവെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ അവ എങ്ങനെയാണ് പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നത്

1. പഠിക്കാനുള്ള താല്പര്യത്തെ കുറയ്ക്കുന്നു
2. ശരിയായ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു.
3. സ്കൂൾ സൗകര്യങ്ങളുടെ അഭാവം മൂലം അധ്യാപകർക്ക് നന്നായി പഠിപ്പിക്കാൻ സാധിക്കാതെ വരുന്നു.
4. അധിക വായനയ്ക്കുള്ള സൗകര്യങ്ങൾ ലഭിക്കാതെ വരുന്നു.
5. ക്ലാസ്സിൽ പരീക്ഷണങ്ങൾ കാണിക്കുന്നില്ല.
6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

39. സ്കൂളിൽ വേണ്ടത്ര സൗകര്യങ്ങൾ ഉണ്ടായാൽ അത് നിങ്ങളുടെ പഠനത്തെ മെച്ചപ്പെടുത്തുമെന്ന് കരുതുന്നുണ്ടോ?

ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ എങ്ങനെയാണ് അത് പഠനത്തെ സഹായിക്കാൻ സാധ്യതയുള്ളത്.

1. പഠിക്കുന്നതിന് കൂടുതൽ താല്പര്യം ഉണ്ടാകുന്നു.
2. പരീക്ഷയ്ക്ക് ഉയർന്ന് മാർക്ക് നേടാൻ സഹായിക്കുന്നു.
3. ഉന്നത പഠനത്തിന് താല്പര്യം ഉണ്ടാകുന്നു.
4. പഠിപ്പിക്കുന്ന വസ്തുക്കൾ വളരെ വ്യക്തമാകുന്നു.
5. അധ്യാപകരും വിദ്യാർത്ഥികളും തമ്മിലുള്ള പരസ്പര ബന്ധത്തെ മെച്ചപ്പെടുത്തുന്നു.
6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

40. വിദ്യാഭ്യാസത്തിന് പ്രതിബന്ധമാണെന്ന് നിങ്ങൾ കരുതുന്ന കാര്യങ്ങൾ മറ്റെന്തെങ്കിലും ഉണ്ടെങ്കിൽ ദയവായി എഴുതുക

APPENDIX - III

QUESTIONNAIRE TO TEACHERS IN SCHOOLS

Mercy. R,
(Research Scholar)
University of Calicut,
Department of Education,

This questionnaire is intended to collect information regarding the constraints in the education of the tribal pupils of Kerala. The information you furnish in this questionnaire will be kept confidential and will be used only for research purposes. There fore please answer the questions with sincerity. Put a tick (✓) mark against the most appropriate alternative given as answers. Write briefly if explanation is asked for.

Yours sincerely,

Mercy. R

**SECTION A
PERSONAL DATA**

1. Name of pupil
(If you don't mind) :
2. Name of School :
3. Designation : LPSA UPSA HSA PT Others
4. Sex : MALE FEMALE
5. In which community do you belong to : FC OBC OEC SC ST
6. Educational qualifications : SSLC PDC Graduate Postgraduate
- TTC B.Ed. M.Ed. Any other
7. Teaching Experience : Less than 5 5 to 10 10 to 15
Years Years Years
- 15 to 20 20 to 25 more than 25
Years Years Years
8. Subject taught : English Malayalam Hindi Biology P.T
- Social Physical Any
Science Science Mathematics other
9. How many tribal pupils have you taught during your career: Less than 100 100 to 200 200 to 300
- 300 to 400 400 to 500 More than 500

10. Have you got any special training for teaching tribal pupils : Yes No

If 'Yes' how many days training do you receive ?

Less than 5 days 5 to 10 days 10 to 15 days 15 to 20 days More than 20 days

11. Are you satisfied with the training you have received ? Yes No

a.) If 'Yes' how has it helped you in teaching tribal pupils ?

1. Enabled to handle tribal pupils in a better way ?

2. Enabled to develop sympathy towards tribal pupils ?

3. Developed awareness about the most suitable instructional strategies for tribal pupils ?

4. Any other (specify).....

b.) If 'No' are you interested in getting special training for the education of the tribal pupils Yes No

If 'yes' what are the expected duration of the training period

Less than 5 days 5 to 10 days 10 to 15 days 15 to 20 days Morethan 20 days

c.) What should be the thrust area of such a training.

1. Strategies to motivate the tribal pupils

2. Instructional strategies for tribal pupils

3. Psychology of tribal pupils

4. Any other (specify).....

SECTION-B

1. What are the social factors acting as constraint in the education of the schedule tribe pupils.

- 1. Ignorance of tribal parents about the need of their children's education.
- 2. Illiteracy of parents
- 3. Inability of the parents to help students when they study at home
- 4. Lack of Institutions like library etc in neighbour hood to enrich school education
- 5. Lack of opportunities to interact with educated peoples.
- 6. Inferiority feeling for being scheduled tribe.
- 7. Any other (Specify).....

2. What are the economical factors acting as constraint in the education of the tribal pupils?

- 1. Poor financial background of parents
- 2. Lack of steady income in the family
- 3. Resisitance of the tribal parents to invest for the education of their children
- 4. Inadequate governmental educational concessions to tribal pupils
- 5. Pupils are forced to work for wages
- 6. Any other (specify).....

3. What is your opinion about the adequacy of the following incentives for the education of the tribal pupils

	Inadequate	Adequate
1. Lump -sum-grant	<input type="checkbox"/>	<input type="checkbox"/>
2. Stipend	<input type="checkbox"/>	<input type="checkbox"/>
3. Grant to parents	<input type="checkbox"/>	<input type="checkbox"/>
4. Scholarships /Awards	<input type="checkbox"/>	<input type="checkbox"/>
5. Free hostel accommodation	<input type="checkbox"/>	<input type="checkbox"/>
6. Complimentary incentives on the basis of final examinations results	<input type="checkbox"/>	<input type="checkbox"/>
7. Any other (specify).....		

4. What other educational Incentives are to be given for tribal pupils.

- 1. Free transport facilities
- 2. Free tuition
- 3. Free food
- 4. Pocket money for pupils
- 5. More scholarships /Awards
- 6. More complimentary incentives for winners of co-curricular activities
- 7. More complimentary incentrives on the basis of final examinations
- 8. Free study tours
- 9. Free supply of learning materials
- 10. Any other (specify).....

5. Do you consider the tribal parents have unfavourable atitude towards the eduction of their children.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

a.) If 'yes' what is the probable percentage of parents who do have unfavourable attitude towards the education of their children?

- 1. Less than 20%
- 2. Between 20 % to 40%
- 3. Between 40% to 60%
- 4. Between 60% to 80%
- 5. Between 80% to 100%

b.) How do the parental attitude act as constraints in the education of the tribal pupils?

- 1. Not interested in providing study facilities
- 2. Compels to work for wages
- 3. Do not motivate for schooling
- 4. Rebukes in front of others for going to school
- 5. Do not make any sacrifice for the cause of the education of their children
- 6. Governmental educational incentives are not spend for the cause of education.
- 7. Any other (specify).....

6. Do you feel additional difficulties while teaching tribal pupils Yes No

If 'Yes' what are the difficulties confronted with

- 1. Poor standard of tribal pupils
- 2. Lack of interest toward learning
- 3. Irregular attendence
- 4. Poor academic support from parents
- 5. Any other (specify).....

7. Do you render additional help to tribal pupils? Yes No

If 'yes' what type of help do you give

- 1. Giving special attention to tribal pupils during class hours
- 2. Arranging free tuition for tribal pupils
- 3. Asking better peers to help the tribal pupils in learning
- 4. Motivate them to take schooling seriously
- 5. Guiding tribal parents to encourage their children for learning
- 6. Any other (specify).....

8. Do you consider the tribal pupils have academic constraints? Yes No

If 'yes' what are the academic constraints faced by tribal pupils.

- 1. Text book language and tribal dialects are different
- 2. The matter taught is not much related to the tribal situation.
- 3. The matter taught in the class room sometimes goes against tribal believes.
- 4. The tribal pupils become helpless at the end of schooling
- 5. Any other (specify).....

9. What are your suggestions to overcome academic constraints of tribal pupils

- 1. Preparation of separate text book including tribal terminology
- 2. Appoint teachers with knowledge of tribal dialect in tribal belts.
- 3. Separate tribal pupils and teach them using tribal languages.
- 4. Offer more optional and give tribal pupils the option to selcet the most suitable one.
- 5. Revise the curriculum including tribal situation
- 6. Appoint more teachers from tribal community
- 7. Any other (specify).....

10. Do you consider the following school facilities as adequate.

	Adequate	Inadequate
1. Play School	<input type="checkbox"/>	<input type="checkbox"/>
2. Laboratory	<input type="checkbox"/>	<input type="checkbox"/>
3. Library	<input type="checkbox"/>	<input type="checkbox"/>
4. Number of teachers	<input type="checkbox"/>	<input type="checkbox"/>
5. Building facilities	<input type="checkbox"/>	<input type="checkbox"/>
6. Furniture	<input type="checkbox"/>	<input type="checkbox"/>
7. Facilities for co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>

11. a) How do the inadequate school facilities affect the education of the tribal pupils

- 1. No scope for additional reading materials
- 2. Experiments are only rarely shown in the class
- 3. Adversely affects the learning progress
- 4. Develops disinterest towards learning
- 5. Difficult to teach effectively
- 6. Becomes difficult to organize co-curricular activities
- 7. Any other (Specify).....

b) Do you think if better school facilities are provided it will promote the education of tribal pupils?

- 1. Helps to score good marks in examinations
- 2. Create interest for higher studies
- 3. The interaction between teachers and pupils will improve
- 4. The matter taught will become clearer
- 5. Will develop more interest in education
- 6. Any other(specify).....

12. In addition to the above if there are other constraints in tribal pupils education please give details.

10. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുന്നതിന് നിങ്ങൾക്ക് പ്രത്യേക പരിശീലനം ലഭിച്ചിട്ടുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ എത്ര ദിവസത്തെ പരിശീലനമാണ് നിങ്ങൾക്ക് ലഭിച്ചത്?

5 ദിവസത്തിൽ കുറവ് 5-10 ദിവസം വരെ 10-15 ദിവസം വരെ 15-20 ദിവസം വരെ 20 ദിവസത്തിൽ കൂടുതൽ

11. ലഭ്യമായ പരിശീലനത്തിൽ നിങ്ങൾ സംതൃപ്തരാണോ? ആണ് അല്ല

a. ആണ് എങ്കിൽ പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുന്നതിന് ഇത് ഏതെല്ലാം വിധത്തിൽ നിങ്ങളെ സഹായിക്കുന്നു.

1. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളെ മെച്ചമായ നിലയിൽ കൈകാര്യം ചെയ്യാൻ സഹായിക്കുന്നു
2. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളോട് അനുഭാവം വളർത്തിയെടുക്കാൻ സഹായിക്കുന്നു
3. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് ഏറ്റവും അനുയോജ്യമായ ബോധന പ്രവർത്തനങ്ങൾ നൽകുന്നതിനുള്ള അവബോധം വളർത്തിയെടുക്കാൻ സഹായിക്കുന്നു
4. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

b. 'ഇല്ല' എങ്കിൽ പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുന്നതിന് പ്രത്യേക പരിശീലനം ലഭിക്കാൻ താല്പര്യമുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ പരിശീലനത്തിന് പ്രതീക്ഷിക്കുന്ന കാലയളവ് എത്രയാണ്

5 ദിവസത്തിൽ കുറവ് 5-10 ദിവസം വരെ 10-15 ദിവസം വരെ 15-20 ദിവസം വരെ 20 ദിവസത്തിൽ കൂറവ്

c. നിങ്ങൾ പ്രതീക്ഷിക്കുന്ന പരിശീലനത്തിൽ ഏതെല്ലാം കാര്യങ്ങൾക്കാണ് ഊന്നൽ നൽകേണ്ടത്?

1. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് വേണ്ടത്ര പ്രചോദനം നൽകുന്നതിനുള്ള മാർഗ്ഗങ്ങൾ
2. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്കു വേണ്ടിയുള്ള പ്രത്യേക തന്ത്രങ്ങൾ
3. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ മനഃശാസ്ത്രം
4. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

ഭാഗം - ബി

1. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസത്തെ പ്രതികൂലമായി ബാധിക്കുന്ന സാമൂഹിക ഘടകങ്ങൾ ഏവ?

1. കുട്ടികൾക്ക് വിദ്യാഭ്യാസം നൽകേണ്ടതിന്റെ പ്രാധാന്യത്തെക്കുറിച്ച് രക്ഷകർത്താക്കൾക്കുള്ള അജ്ഞത
2. രക്ഷകർത്താക്കളുടെ നിരക്ഷരത
3. വീട്ടിൽ വച്ചുള്ള പഠന കാര്യത്തിൽ കുട്ടികളെ സഹായിക്കാനുള്ള രക്ഷിതാക്കളുടെ കഴിവില്ലായ്മ
4. വിദ്യാഭ്യാസ പരിപോഷണത്തിന് ഉപയുക്തമായ ലൈബ്രറിപോലുള്ള പോഷക ഘടകങ്ങളുടെ അഭാവം
5. വിദ്യാഭ്യാസം സിദ്ധിച്ചവരുമായി ഇടപഴകാനുള്ള അവസരകുറവ്
6. പട്ടിക വർഗ്ഗമായതുകൊണ്ടുള്ള അപകർഷതാബോധം
7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

2. പട്ടിക വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസത്തെ പ്രതികൂലമായി ബാധിക്കുന്ന സാമ്പത്തിക ഘടകങ്ങൾ

1. രക്ഷകർത്താക്കളുടെ സാമ്പത്തിക പരാധീനത
2. കുടുംബത്തിലെ സ്ഥിര വരുമാനത്തിന്റെ അഭാവം
3. വിദ്യാഭ്യാസ ആവശ്യത്തിന് പണം ചെലവിടാനുള്ള രക്ഷിതാക്കളുടെ വൈമുഖ്യം
4. സർക്കാർ നൽകുന്ന സാമ്പത്തിക ആനുകൂല്യങ്ങളുടെ പരിമിതി
5. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾ കൂലി പണി ചെയ്യാൻ നിർബന്ധിതരാവുന്നു

3. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് ലഭ്യമാകുന്ന ആനുകൂല്യങ്ങളുടെ പര്യാപ്തതയെക്കുറിച്ച് നിങ്ങളുടെ അഭിപ്രായമെന്ത്?

1. ലംപ്സംഗ്രാന്റ്
2. സ്റ്റൈപ്പെന്റ്
3. രക്ഷകർത്താക്കൾക്കുള്ള സഹായധനം
4. സ്കോളർഷിപ്പുകൾ/ അവാർഡുകൾ
5. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം
6. വാർഷിക പരീക്ഷ ഫലത്തിന്റെ അടിസ്ഥാനത്തിലുള്ള പ്രോത്സാഹന ധനസഹായം
7. കലാകായിക മത്സര വിജയികൾക്കുള്ള പ്രോത്സാഹന ധനസഹായം
8. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

പര്യാപ്തം

അപര്യാപ്തം

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<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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4. മറ്റെന്തെങ്കിലും ആനുകൂല്യങ്ങളാണ് പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് ലഭിക്കേണ്ടത്?

1. സൗജന്യ യാത്രാ സൗകര്യം
2. സൗജന്യ ട്യൂഷൻ
3. സൗജന്യ ഭക്ഷണം
4. പോക്കറ്റ് മണി
5. കൂടുതൽ സ്കോളർഷിപ്പുകൾ/ അവാർഡുകൾ
6. കലാകായിക മത്സര വിജയികൾക്ക് കൂടുതൽ പ്രോത്സാഹന ധനസഹായം
7. വാർഷിക പരീക്ഷഫലത്തിന്റെ അടിസ്ഥാനത്തിലുള്ള കൂടുതൽ പ്രോത്സാഹന ധനസഹായം
8. സൗജന്യ പഠനയാത്രാ സൗകര്യങ്ങൾ
9. പഠന സാമഗ്രികൾ സൗജന്യമായി നൽകൽ
10. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

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5. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ രക്ഷകർത്താക്കൾക്ക് വിദ്യാഭ്യാസത്തോട് പ്രതികൂല മനോഭാവം ഉണ്ടെന്നു കരുതുന്നുണ്ടോ

ഉണ്ട്

ഇല്ല

<input type="checkbox"/>	<input type="checkbox"/>
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a. 'ഉണ്ട്' എങ്കിൽ ഉദ്ദേശം എത്ര ശതമാനം രക്ഷകർത്താക്കൾക്ക് പ്രതികൂല മനോഭാവം ഉണ്ടെന്ന് നിങ്ങൾ കരുതുന്നു

1. 20% ത്തിൽ കുറവ്
2. 20 ശതമാനത്തിനും 40 ശതമാനത്തിനും ഇടയ്ക്ക്
3. 40 ശതമാനത്തിനും 60 ശതമാനത്തിനും ഇടയ്ക്ക്
4. 60 ശതമാനത്തിനും 80 ശതമാനത്തിനും ഇടയ്ക്ക്
5. 80 ശതമാനത്തിനും 100 ശതമാനത്തിനും ഇടയ്ക്ക്

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b. മാതാപിതാക്കളുടെ മനോഭാവം എങ്ങനെയാണ് പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസത്തെ പ്രതികൂലമായി ബാധിക്കുന്നത്

1. പഠന സൗകര്യങ്ങൾ നൽകാൻ താല്പര്യമില്ല
2. കുലിപ്പണിക്ക് പോകാൻ നിർബന്ധിക്കുന്നു
3. സ്കൂളിൽ പോകുന്നതിനെ പ്രോത്സാഹിപ്പിക്കുന്നില്ല
4. സ്കൂളിൽ പോകുന്നതിനാൽ മറ്റുള്ളവരുടെ മുന്നിൽ വച്ച് പരിഹസിക്കുന്നു
5. കുട്ടികളുടെ വിദ്യാഭ്യാസത്തിനായി യാതൊരു വിധ ത്യാഗവും ചെയ്യുന്നില്ല
6. സർക്കർ നൽകുന്ന ആനുകൂല്യങ്ങൾ വിദ്യാഭ്യാസത്തിനുവേണ്ടി ചെലവഴിക്കുന്നില്ല
7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

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6. പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കാൻ കൂടുതൽ ബുദ്ധിമുട്ട് നിങ്ങൾക്ക് അനുഭവപ്പെടാറുണ്ടോ

ഉണ്ട്

ഇല്ല

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ഉണ്ട് എങ്കിൽ എന്തെല്ലാം പ്രയാസങ്ങളാണ് അനുഭവപ്പെടുന്നത്?

1. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ താഴ്ന്ന പഠന നിലവാരം
2. പഠനത്തിലുള്ള ഉത്സാഹകുറവ്
3. ക്രമമല്ലാത്ത ഹാജർ
4. മാതാപിതാക്കളിൽ നിന്നുള്ള വിദ്യാഭ്യാസ പിൻതുണയുടെ അഭാവം
5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

7. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് നിങ്ങൾ എന്തെങ്കിലും പ്രത്യേക പരിഗണന നൽകാനുണ്ടോ ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ ഏതു തരത്തിലുള്ള പരിഗണനയാണ് നൽകുന്നത്

1. ക്ലാസ്സ് സമയത്ത് പ്രത്യേക പരിഗണന നൽകുന്നു
2. സൗജന്യ ട്യൂഷൻ നൽകുന്നു
3. സഹപാഠികളോട് സഹായിക്കാൻ ആവശ്യപ്പെടുന്നു
4. പഠനത്തെ ഗൗരവമായി കാണാൻ പ്രേരിപ്പിക്കുന്നു
5. കുട്ടികളുടെ പഠനത്തിന് കൂടുതൽ പ്രാധാന്യം നൽകാൻ രക്ഷിതാക്കളെ ബോധവൽക്കരിക്കുന്നു
6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

8. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് അക്കാദമിക പ്രതിബന്ധങ്ങൾ ഉണ്ടെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

'ഉണ്ട്' എങ്കിൽ അവ ഏതെല്ലാം?

1. അക്കാദമിക ഭാഷയും ആദിവാസികളുടെ ഭാഷയും വ്യത്യസ്തമാണ്
2. ആദിവാസികളുടെ സാഹചര്യങ്ങളുമായി ബന്ധമില്ലാത്ത കാര്യങ്ങളാണ് കൂടുതലായി പഠിപ്പിക്കുന്നത്
3. ക്ലാസ്സിൽ പഠിപ്പിക്കുന്ന വസ്തുതകൾ ചിലപ്പോഴൊക്കെ ആദിവാസികളുടെ വിശ്വാസങ്ങൾക്ക് എതിരാണ്
4. സ്കൂൾ പഠനത്തിന്റെ അവസാനം ആദിവാസി വിദ്യാർത്ഥികൾ നിസ്സഹായരായി തീരുന്നു
5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

9. അക്കാദമിക പ്രതിബന്ധങ്ങൾ തരണം ചെയ്യുന്നതിനുള്ള നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ എന്തെല്ലാം?

1. ആദിവാസി ഭാഷാപദങ്ങൾ കൂടി ഉൾപ്പെടുത്തി പ്രത്യേക ടെസ്റ്റ് ബുക്കുകൾ തയ്യാറാക്കുക
2. ആദിവാസി മേഖലകളിൽ ട്രൈബൽ ഭാഷ നന്നായി കൈകാര്യം ചെയ്യുന്ന അദ്ധ്യാപകരെ നിയോഗിക്കുക
3. ആദിവാസി വിദ്യാർത്ഥികളെ പ്രത്യേകമാക്കി ആദിവാസി ഭാഷ ഉപയോഗിച്ച് അവരെ പഠിപ്പിക്കുക
4. കൂടുതൽ വിഷയങ്ങൾ ഉൾപ്പെടുത്തി ട്രൈബൽ വിദ്യാർത്ഥികൾക്ക് ഏറ്റവും അനുയോജ്യമായവ തിരഞ്ഞെടുക്കാൻ അവസരം നൽകുക
5. ആദിവാസി സാഹചര്യങ്ങളുമായി ബന്ധപ്പെടുത്തി പാഠ്യ പദ്ധതി പുതുക്കുക
6. ആദിവാസികളായ അദ്ധ്യാപകരെ കൂടുതലായി നിയമിക്കുക
7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

10. താഴെ പറയുന്ന സ്കൂൾ സൗകര്യങ്ങൾ പര്യാപ്തമാണോ?

- | | പര്യാപ്തം | അപര്യാപ്തം |
|-------------------------------------|--------------------------|--------------------------|
| 1. കളിസ്ഥലം | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ലബോറട്ടറി | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ലൈബ്രറി | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ആവശ്യമുള്ളത്ര കെട്ടിട സൗകര്യങ്ങൾ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ആവശ്യമുള്ളത്ര അദ്ധ്യാപകർ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ഫർണിച്ചർ | <input type="checkbox"/> | <input type="checkbox"/> |

11. a. സ്കൂൾ സൗകര്യങ്ങളുടെ അപര്യാപ്തത പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ പഠനത്തെ എങ്ങനെ പ്രതികൂലമായി ബാധിക്കുന്നു?

- 1. അധിക വായനയ്ക്കുള്ള അവസരമില്ല
- 2. ക്ലാസ്സിൽ പരീക്ഷണങ്ങൾ വിരളമായി മാത്രം കാണിക്കുന്നു
- 3. പഠന പുരോഗതിയെ ബാധിക്കുന്നു
- 4. പഠനത്തിൽ താല്പര്യം ഉണ്ടാകുന്നു
- 5. സ്കൂൾ സൗകര്യങ്ങളുടെ അപര്യാപ്തത മൂലം അധ്യാപകർക്ക് ശരിയായി പഠിപ്പിക്കാൻ സാധിക്കുന്നില്ല.
- 6. പാഠ്യേതര പ്രവർത്തനങ്ങൾ ശരിയായ രീതിയിൽ ആസൂത്രണം ചെയ്യാൻ കഴിയാതെ വരുന്നു
- 7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

- b. സ്കൂളിൽ വേണ്ടത്ര സൗകര്യങ്ങൾ ഉണ്ടായാൽ അത് കുട്ടികളുടെ പഠനത്തെ മെച്ചപ്പെടുത്തുമെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല
- ‘ഉണ്ട്’ എങ്കിൽ എങ്ങനെയാണ് അത് പഠനത്തെ മെച്ചപ്പെടുത്തുക
- 1. പരീക്ഷയ്ക്ക് ഉയർന്ന മാർക്ക് നേടാൻ സഹായിക്കുന്നു
 - 2. ഉന്നത പഠനത്തിന് താല്പര്യം ഉണ്ടാകുന്നു
 - 3. അധ്യാപകരും വിദ്യാർത്ഥികളും തമ്മിലുള്ള പരസ്പര ബന്ധത്തെ മെച്ചപ്പെടുത്തുന്നു
 - 4. പഠിപ്പിക്കുന്ന വസ്തുതകൾ വളരെ വ്യക്തമാകുന്നു
 - 5. പഠിക്കുന്നതിന് കൂടുതൽ താല്പര്യം ഉണ്ടാകുന്നു
 - 6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

12. മേൽപ്പറഞ്ഞവയല്ലാതെ പട്ടിക വർഗ്ഗവിദ്യാർത്ഥികളെ ബാധിക്കുന്ന പഠന പ്രതിബന്ധങ്ങൾ എന്തെങ്കിലും ഉണ്ടെങ്കിൽ ദയവായി എഴുതുക.

APPENDIX -V

QUESTIONNAIRE TO SCHEDULED TRIBE PARENTS

Mercy. R,
(Research Scholar)
University of Calicut,
Department of Education,

This questionnaire is intended to collect information regarding the constraints in the education of the tribal pupils of Kerala. Read the question carefully before answering. Put a tick (✓) mark against the most appropriate alternative given as answers. The information you furnish in this questionnaire will be kept confidential and will be used only for research purpose.

Yours sincerely,

Mercy. R

SECTION - A
PERSONAL DATA

1. Name of parent :
2. Occupation : Coolie Agriculture Traditional work Govt.employee
3. Monthly income : Less than Rs.500 Rs. 500-1000 Rs.1000-1500
1500-2000 More than Rs. 2000/-
4. Educational status : Illiterate Neo-literate Class 1-4 Class 5-10
college education Technical Education
5. Tribe to which you belong to:
6. Structure of family : Joint family Nuclear family
7. Number of children attending schools
- | Primary | | Upper primary | | High school | | College | |
|---------|-------|---------------|-------|-------------|-------|---------|-------|
| Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| | | | | | | | |
8. Number of children not send for education : Male Female

SECTION B

1. Do you think your socio-economic condition affect the education of your child ? Yes No

If 'Yes' how does it affects your child's education ?

- 1. Cannot fulfill the financial needs of the children
- 2. Finds it difficult to provide them with learning materials
- 3. Cannot provide money for study tours etc.
- 4. Fails to provide donations demanded by schools
- 5. Cannot provide them with additional reading materials.
- 6. Find it difficult to provide them with dress materials
- 7. Cannot provide them private tuition
- 8. Any other (specify).....

2. Do you provide enough facilities to help children in their studies at home ? Yes No

If 'Yes' what are the facilities do you provide with

- 1. Study room
- 2. Furniture
- 3. Electric light / solar light
- 4. Fan
- 5. Any other (specify).....

3. Do you send your child to work for wages Yes No

If 'Yes' when do you send them to work for wages

During Holidays During Schools days

4. Why do you compel your children to work for wages ?

- 1. Poor economic condition
- 2. Belives that working for wages during early stages is good
- 3. Because learning is not of much use in future life

- 4. Community practice is infavour of sending children to work for wages.
- 5. Become self releant in future working during early stages is neccessary
- 6. Any other (specify).....

5. Do you believe sending children to work for wages will affect their education adversely? Yes No

If 'Yes' what are the difficulties caused.

- 1. Unable to attend school regularly
- 2. Unable to concentrate in studies
- 3. Results in failure in examinations
- 4. Becomes inhibitive in interacting with other students
- 5. Gradually develops disinterest towards learning
- 6. Any other (specify).....

6. What are the educational incentives received for the education of your children ?

- 1. Stipend
- 2. Lurn-sum-grant
- 3. Free Hostel facilities
- 4. Grant to parents
- 5. Free books, dress etc
- 6. Free transport facilities
- 7. Incentives for the winners of co-curricular activities
- 8. Complimentary incentives on the final exam results
- 9. Any other (specify).....

7. Do you utilize the government educational incentives solely for the education of your child ? Yes No

8. Do you think the educational incentives are adequate for your child's education ?

Yes No

a.) If 'No' which of the following educational incentives do you consider adequate or inadequate.

	Adequate	Inadequate
1. Stipend	<input type="checkbox"/>	<input type="checkbox"/>
2. Lump-sum-grant	<input type="checkbox"/>	<input type="checkbox"/>
3. Grant to parents	<input type="checkbox"/>	<input type="checkbox"/>
4. Free hostel facilities	<input type="checkbox"/>	<input type="checkbox"/>
5. Free food	<input type="checkbox"/>	<input type="checkbox"/>
6. Free transport facilities	<input type="checkbox"/>	<input type="checkbox"/>
7. Any other (specify).....		

b.) How do the inadequacies of incentives affects your child's education?

- 1. Unable to provide learning facilities
- 2. Compel to discontinue studies
- 3. Compel to do coolie work
- 4. Any other (specify).....

9. What other educational incentives are to be given for your children ?

- 1. Increase in stipend amount
- 2. Increase in lump-sum- grant amount
- 3. Free supply of additional reading materials
- 4. Free transport facilities
- 5. Free food
- 6 Free study tour facilities
- 7. Free hostel facilities
- 8. Any other (specify).....

10. Will you discontinue your child's education if the governmental educational incentives are withdrawn ? Yes No

11. What is your attitude towards the education of male child ?

Favourable Unfavourable

a.) If favourable the level to which do you wish them to be educated ?

Up to primary Up to upper primary Up to secondary Up to college

b.) If unfavourable what are the reasons for the disinterest ?

- 1. Consideres that education has no use in the future
- 2. Community practices are averse to education
- 3. Sending for education results in financial burden.
- 4. Educated children are hesitated to work for wages
- 5. Educated boys migrate to other places
- 6. Educated childrens show less respect to their parents

12. What is your attitude towards the education of female child ?

Favourable Unfavourable

a.) If favourable the level to which do you wish them to be educated ?

Up to primary Up to upper primary Up to secondary Up to college

b.) If unfavourable what are the reasons for the disinterest ?

- 1. Consideres that education has no use in the future life of girls
- 2. Community practices are averse to girls education
- 3. Sending for education results in financial burden.
- 4. It is difficult to get suitable marriage alliens to educated girls.
- 5. Any other (specify).....

13. Do you compel your child to study at home ? Yes No

If 'Yes' how many hours do you want them to study at home

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Less than
1 hour | Between 1 and 2
hours | Between 2
and 3 hours | More than
3 hours |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Do you spend additional amount other than the educational incentives for the education of your child ?

If 'Yes' how much amount is spend per mensum

- 1. Less than Rs. 25/-
- 2. Between Rs 25/- to 50/-
- 3. Between Rs 50/- to 75/-
- 4. Between Rs 75 to 100/-
- 5. More than Rs 100/-

15. Do the teachers give additional help to your child ? Yes No

If 'Yes' what type of additional help is given by teachers

- 1. Giving additional attention during class hours
- 2. Motivate them to take education seriously
- 3. Arranging free tuition
- 4. Asking better peers to help the tribal students
- 5. Any other (specify).....

16. Do you think that additional assistance from teachers help your child's education ? Yes No

17. Do you think that lack of additional help from teachers is a constraint in the education of your child ? Yes No

18. How did the lack of additional help from teachers affected your child's education ?

- 1. Become lazy in studies
- 2. Cannot compete with other students in the class
- 3. Poor marks in examinations
- 4. Non participation in co-curricular activities
- 5. Any other (specify).....

19. Do you think your children face academic constraints ? Yes No

If 'Yes' what are the academic difficulties they confronted with

- 1. Difficult to understand text book language
- 2. Matter taught are unrelated to life situation
- 3. Has to study matter against conventional believes
- 4. Has to study many things not useful in future
- 5. Any other (specify).....

20. Do you think school facilities are adequate for the education of your child ? Yes No

a.)If 'No' how do the lack of school facilities act as a constraint in the education of your child ?

- 1. Affect proper learning
- 2. Reduce interest in education
- 3. No scope for additional reading
- 4. Poor marks in examinations
- 5. Any other (specify).....

b.) Do you think better school facilities will help the
education of your child?

Yes No

21. Give your suggestions to overcome the constraints in the education
of the tribal pupils ?

രക്ഷകർത്താക്കൾക്കുള്ള ചോദ്യാവലി
സെക്ഷൻ - എ വ്യക്തിപരമായ വിവരങ്ങൾ

1. പേര് (ഇഷ്ടമുണ്ടെങ്കിൽ മാത്രം) :
2. തൊഴിൽ : കുലി ക്വഷി പരമ്പരാഗത തൊഴിൽ ഗവ. ജോലി
3. നിങ്ങളുടെ മാസവരുമാനം എത്ര : 500 രൂപയിൽ കുറവ് 500-1000 രൂപ വരെ 1000-1500 രൂപ വരെ 2000 രൂപയിൽ കൂടുതൽ
4. വിദ്യാഭ്യാസ നിലവാരം : നിരക്ഷരൻ നവസാക്ഷരൻ ക്ലാസ് 1-4 വരെ ക്ലാസ് 5-10 വരെ

 കലാലയ വിദ്യാഭ്യാസം സാങ്കേതിക വിദ്യാഭ്യാസം
5. നിങ്ങൾ ഏത് പട്ടിക വർഗ്ഗ വിഭാഗത്തിൽ ഉൾപ്പെടുന്നു :
6. കുടുംബത്തിന്റെ ഘടന : കുട്ടു കുടുംബം അണുകുടുംബം
7. സ്കൂളിൽ പഠിക്കുന്ന കുട്ടികളുടെ എണ്ണം: പ്രൈമറി അപ്പർപ്രൈമറി ഹൈസ്കൂൾ കോളേജ്
 ആൺ പെൺ ആൺ പെൺ ആൺ പെൺ ആൺ പെൺ
8. വിദ്യാഭ്യാസം നൽകിയിട്ടില്ലാത്ത അഞ്ചു വയസ്സിനു മുകളിലുള്ള കുട്ടികളുടെ എണ്ണം: ആൺ പെൺ

സെക്ഷൻ - ബി

1. നിങ്ങളുടെ സാമൂഹ്യ-സാമ്പത്തിക പിന്നോക്കാവസ്ഥ കുട്ടിയുടെ വിദ്യാഭ്യാസത്തെ ബാധിക്കുന്നു എന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ ഉണ്ട് ഇല്ല

 - 'ഉണ്ട്' എങ്കിൽ കുട്ടിയുടെ വിദ്യാഭ്യാസത്തെ ഇത് എങ്ങനെയാണ് ബാധിക്കുന്നത്
 1. കുട്ടിയുടെ സാമ്പത്തിക ആവശ്യങ്ങൾ നിറവേറ്റാൻ കഴിയുന്നില്ല
 2. പഠന സാമഗ്രികൾ നൽകാൻ ബുദ്ധിമുട്ട് ഉണ്ടാകുന്നു
 3. പഠന യാത്രയുടെ ചെലവ് വഹിക്കാൻ ബുദ്ധിമുട്ട് ഉണ്ടാകുന്നു
 4. സ്കൂളിൽ ആവശ്യപ്പെടുന്ന സംഭാവന നൽകാൻ ബുദ്ധിമുട്ട് ഉണ്ടാകുന്നു
 5. അധിക വായനയ്ക്കുള്ള സാമഗ്രികൾ നൽകാൻ സാധിക്കാതെ വരുന്നു
 6. ആവശ്യമുള്ള വസ്തുക്കൾ നൽകാൻ സാധിക്കാതെ വരുന്നു
 7. പ്രത്യേക ട്യൂഷൻ നൽകാൻ കഴിയാതെ വരുന്നു

2. കുട്ടിക്ക് പഠിക്കുന്നതിന് ആവശ്യമായ സാഹചര്യങ്ങൾ നിങ്ങൾ വീട്ടിൽ നൽകാറുണ്ടോ ഉണ്ട് ഇല്ല

‘ഉണ്ട്’ എങ്കിൽ എന്തൊക്കെ സാഹചര്യങ്ങളാണ് നൽകുന്നത്

1. പഠന മുറി
2. ഫർണിച്ചർ
3. വൈദ്യുത വിളക്ക് / സൗരോർജ്ജ വിളക്ക്
4. ഫാൻ
5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

3. നിങ്ങൾ കുട്ടിയെ കുലി പണിയ്ക്ക് അയക്കാറുണ്ടോ? ഉണ്ട് ഇല്ല

‘ഉണ്ട്’ എങ്കിൽ എപ്പോഴാണ് നിങ്ങൾ അവരെ കുലി പണിയ്ക്ക് അയക്കുന്നത്?

അവധി ദിവസങ്ങളിൽ സ്കൂൾ ദിവസങ്ങളിൽ

4. കുട്ടികളെ കുലി വേല ചെയ്യാൻ നിർബന്ധിക്കുന്നതിന്റെ കാരണമെന്ത്?

1. സാമ്പത്തിക പരാധീനത മൂലം
2. ചെറുപ്പത്തിലെ ജോലി ചെയ്ത് പഠിക്കുന്നത് നല്ലതാണെന്ന വിശ്വാസം കൊണ്ട്
3. പഠിക്കുന്നതുകൊണ്ട് ദാവിയിൽ പ്രയോജനമില്ലെന്നു കരുതുന്നതിനാൽ
4. സമുദായ സമ്പ്രദായം കുട്ടികളെ ജോലിക്ക് അയക്കുന്നതിന് അനുകൂലമാണ്
5. ദാവിയിൽ സ്വയം പര്യാപ്തമാകാൻ നേരത്തെ ജോലി ചെയ്ത് പഠിക്കണം
6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

5. കുട്ടികളെ കുലി പണിയ്ക്ക് അയക്കുന്നതുകൊണ്ട് കുട്ടികളുടെ വിദ്യാഭ്യാസത്തിന് തടസ്സമുണ്ടാകുമെന്ന് കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

‘ഉണ്ട്’ എങ്കിൽ ഏതെല്ലാം തരത്തിലുള്ള തടസ്സങ്ങളാണ് ഉണ്ടാകുന്നത്

1. സ്കൂളിൽ പോകാൻ സാധിക്കാതെ വരുന്നു
2. പഠന കാര്യങ്ങൾ ശ്രദ്ധിക്കാൻ കഴിയാതെ വരുന്നു
3. പരീക്ഷയിൽ പരാജയപ്പെടാൻ ഇടവരുന്നു.
4. മറ്റു കുട്ടികളുമായുള്ള ഇടപെടലുകളിൽ ബുദ്ധിമുട്ട് ഉണ്ടാകുന്നു
5. പഠനത്തോട് ക്രമേണ വിരക്തി തോന്നുന്നു
6. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

6. നിങ്ങളുടെ കുട്ടികളുടെ വിദ്യാഭ്യാസത്തിന് ഗവൺമെന്റ് നൽകുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ ഏതെല്ലാം

1. സ്റ്റൈപ്പെന്റ്
2. ലംപ് സൗഗ്രാന്റ്
3. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം
4. രക്ഷകർത്താക്കൾക്കുള്ള സഹായധനം
5. സൗജന്യ പുസ്തകങ്ങൾ, വസ്ത്രങ്ങൾ
6. സൗജന്യ യാത്രാസൗകര്യം
7. കലാകായിക മത്സരവിജയികൾക്ക് പ്രോത്സാഹന ധനസഹായം
8. വാർഷിക പരീക്ഷയുടെ മാർക്കിന്റെ അടിസ്ഥാനത്തിൽ നൽകുന്ന പ്രോത്സാഹന ധനസഹായം
9. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)

- 7. ഗവൺമെന്റ് നൽകുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ പൂർണ്ണമായി കൂട്ടിയുടെ വിദ്യാഭ്യാസ ആവശ്യത്തിന് മാത്രമാണോ ചെലവഴിക്കുന്നത് അതെ അല്ല
- 8. ഇപ്പോൾ ലഭിക്കുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ കൂട്ടിയുടെ വിദ്യാഭ്യാസത്തിന് പര്യാപ്തമാമെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല

a. ഇല്ല എങ്കിൽ ഏതെല്ലാമാണ് പര്യാപ്തമോ അപര്യാപ്തമോ ആയത്

- | | പര്യാപ്തം | അപര്യാപ്തം |
|--|--------------------------|--------------------------|
| 1. സ്റ്റൈപ്പെന്റ് | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ലംപ് സൗഗ്രാന്റ് | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. രക്ഷകർത്താക്കൾക്കുള്ള ധനസഹായം | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. സൗജന്യ ഭക്ഷണം | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. സൗജന്യ യാത്രാ സൗകര്യം | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക)..... | <input type="checkbox"/> | <input type="checkbox"/> |

b. വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങളുടെ അപര്യാപ്തത എങ്ങനെയാണ് നിങ്ങളുടെ കൂട്ടിയുടെ വിദ്യാഭ്യാസത്തെ ബാധിക്കുന്നത്?

- 1. പഠന സൗകര്യങ്ങൾ നൽകാൻ സാധിക്കുന്നില്ല
- 2. പഠനം നിർത്താൻ നിർബന്ധിതനായി തീരുന്നു
- 3. കൂലി പണി ചെയ്യാൻ നിർബന്ധിതനായി തീരുന്നു
- 4. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

9. ഇപ്പോൾ ലഭ്യമാകുന്ന ആനുകൂല്യങ്ങൾ പഠനത്തിന് പര്യാപ്തമല്ലെങ്കിൽ എന്ത് അധികസഹായം ലഭിക്കണമെന്നാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

- 1. സ്റ്റൈപ്പെന്റിൽ വർദ്ധനവ്
- 2. അധിക വായനക്കുള്ള സാമഗ്രികൾ സൗജന്യമായി നൽകൽ
- 3. സൗജന്യ യാത്രാ സൗകര്യങ്ങൾ
- 4. സൗജന്യ ഭക്ഷണം
- 5. സൗജന്യ പഠന യാത്രാ സൗകര്യം
- 6. സൗജന്യ ഹോസ്റ്റൽ സൗകര്യം
- 7. ലംപ് സൗഗ്രാന്റിൽ വർദ്ധനവ്
- 8. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....

10. ഗവൺമെന്റ് നൽകുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ പിൻവലിച്ചാൽ കൂട്ടികളുടെ വിദ്യാഭ്യാസം നിങ്ങൾ മതിയാക്കുമോ അതെ അല്ല

11. ആൺകൂട്ടികളുടെ വിദ്യാഭ്യാസത്തോടുള്ള നിങ്ങളുടെ മനോഭാവം എന്താണ്? അനുകൂലം പ്രതികൂലം

a. അനുകൂലമെങ്കിൽ ഏതുവരെ പഠിപ്പിക്കണമെന്നാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

പ്രൈമറി	അപ്പർ പ്രൈമറി	സെക്കന്ററി	കോളേജ്
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b. പ്രതികൂലമെങ്കിൽ കൂട്ടിയെ വിദ്യാഭ്യാസം ചെയ്യിക്കുന്നതിൽ നിങ്ങൾക്കുള്ള താല്പര്യതകൾ വിവരിച്ച് കാരണമെന്ത്?
- 1. വിദ്യാഭ്യാസം കൊണ്ട് ദാവിയിൽ പ്രയോജനമില്ലെന്ന് കരുതുന്നു
 - 2. സാമൂഹിക സമ്പ്രദായം വിദ്യാഭ്യാസത്തിന് അനുകൂലമല്ല
 - 3. വിദ്യാഭ്യാസം നൽകുന്നത് സാമ്പത്തിക ബാധ്യതയ്ക്ക് കാരണമാകുന്നു
 - 4. വിദ്യാഭ്യാസം നേടിയ കൂട്ടികൾ കൂലി പണിയ്ക്ക് താല്പര്യം പ്രകടിപ്പിക്കില്ല
 - 5. വിദ്യാഭ്യാസം നേടുന്നവർ മറ്റ് സ്ഥലങ്ങളിലേക്ക് കുടിയേറുന്നു
 - 6. വിദ്യാഭ്യാസമുള്ള കൂട്ടികൾക്ക് മാതാപിതാക്കളോട് ആദരവ് കുറയുന്നു

12. പെൺകുട്ടികളുടെ വിദ്യാഭ്യാസത്തോടുള്ള നിങ്ങളുടെ മനോഭാവം എന്താണ്?

അനുകൂലം

പ്രതികൂലം

a. അനുകൂലമെങ്കിൽ ഏതുവരെ പഠിപ്പിക്കണമെന്നാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

പ്രൈമറി

അപ്പർ പ്രൈമറി

സെക്കന്ററി

കോളേജ്

b. പ്രതികൂലമെങ്കിൽ താല്പര്യകുറവിന്റെ കാരണമെന്താണ്?

1. പെൺകുട്ടികളുടെ ദാവി ജീവിതത്തിന് വിദ്യാഭ്യാസം കൊണ്ടൊരു

പ്രയോജനവും ഇല്ലെന്ന് കരുതുന്നു

2. സാമൂഹിക സമ്പ്രദായം പെൺകുട്ടികളുടെ വിദ്യാഭ്യാസത്തിന് അനുകൂലമല്ല

3. വിദ്യാഭ്യാസത്തിന് അയക്കുന്നത് സാമ്പത്തിക ബാധ്യതയ്ക്ക് കാരണമാകും.

4. വിദ്യാഭ്യാസമുള്ള പെൺകുട്ടിയ്ക്ക് അനുയോജ്യമായ വരനെ കിട്ടാൻ ബുദ്ധിമുട്ടാണ്

5. മറ്റേതെങ്കിലും (വ്യക്തമാക്കുക).....

13. വീട്ടിൽ വച്ച് പഠിക്കാൻ നിങ്ങൾ കുട്ടിയെ നിർബന്ധിക്കാറുണ്ടോ

ഉണ്ട്

ഇല്ല

'ഉണ്ട്' എങ്കിൽ എത്ര മണിക്കൂർ വീട്ടിലിരുന്ന് പഠിക്കാനാണ് നിങ്ങൾ ആവശ്യപ്പെടുന്നത്.

1 മണിക്കൂറിൽ കുറവ് 1-2 മണിക്കൂർ വരെ 2-3 മണിക്കൂർ വരെ 3 മണിക്കൂറിൽ കൂടുതൽ

14. ഗവൺമെന്റ് നൽകുന്ന വിദ്യാഭ്യാസ ആനുകൂല്യങ്ങൾ അല്ലാതെ അധിക തുക കുട്ടികളുടെ

ഉണ്ട്

ഇല്ല

വിദ്യാഭ്യാസത്തിന് വേണ്ടി നിങ്ങൾ ചെലവഴിക്കാറുണ്ടോ?

'ഉണ്ട്' എങ്കിൽ പ്രതിമാസം എത്ര രൂപയാണ് ചെലവാക്കുന്നത്.

1. 25 രൂപയിൽ കുറവിൽ

2. 25 രൂപ മുതൽ 50 രൂപ വരെ

3. 50 രൂപ മുതൽ 75 വരെ

4. 75 രൂപ മുതൽ 100 രൂപ വരെ

5. 100 രൂപയിൽ കൂടുതൽ

15. അധ്യാപകർ നിങ്ങളുടെ കുട്ടിക്ക് പ്രത്യേക പരിഗണന നൽകാറുണ്ടോ?

ഉണ്ട്

ഇല്ല

'ഉണ്ട്' എങ്കിൽ ഏത് രീതിയിലുള്ള പ്രത്യേക പരിഗണനയാണ് നൽകുന്നത്.

1. ക്ലാസ് സമയത്ത് പ്രത്യേക ശ്രദ്ധ നൽകുന്നു

2. പഠനത്തെ ഗൗരവമായി കാണാൻ പ്രേരിപ്പിക്കുന്നു

3. സൗജന്യ ട്യൂഷൻ നൽകുന്നു

4. മിടുക്കരായ സഹപാഠികളോട് ഇവരെ സഹായിക്കാൻ പറയുന്നു

5. മറ്റേതെങ്കിലും (വ്യക്തമാക്കുക).....

16. അധ്യാപകർ നൽകുന്ന പ്രത്യേക പരിഗണന കുട്ടിയുടെ വിദ്യാഭ്യാസത്തിന് സഹായകമാണെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ?

ഉണ്ട്

ഇല്ല

17. അധ്യാപകരിൽ നിന്ന് പ്രത്യേക പരിഗണന ലഭിക്കുന്നില്ല എങ്കിൽ അത് കുട്ടിയുടെ വിദ്യാഭ്യാസത്തിന് പ്രതിബന്ധമാണെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ?

ഉണ്ട്

ഇല്ല

18. അധ്യാപകർ നിങ്ങളുടെ കുട്ടിയുടെ പഠനത്തിന് പ്രത്യേക പരിഗണന നൽകാത്തത് പഠനത്തെ എങ്ങനെ ബാധിക്കുമെന്ന് നിങ്ങൾ കരുതുന്നു

1. പഠിക്കാൻ അലസരായി തീരുന്നു

2. ക്ലാസ്സിലെ മറ്റു കുട്ടികളോട് മത്സരിക്കാൻ കഴിയാതെ വരുന്നു

3. പരീക്ഷയിൽ വളരെ കുറഞ്ഞ മാർക്ക് ലഭിക്കുന്നു

4. പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുന്നില്ല

5. മറ്റേതെങ്കിലും (വ്യക്തമാക്കുക).....

19. നിങ്ങളുടെ കുട്ടികൾ അക്കാദമിക പ്രശ്നങ്ങൾ അഭിമുഖീകരിക്കുന്നുണ്ടോ? ഉണ്ട് ഇല്ല
- a. 'ഉണ്ട്' എങ്കിൽ നിങ്ങളുടെ കുട്ടികൾ അഭിമുഖീകരിക്കേണ്ടി വരുന്ന അക്കാദമിക പ്രശ്നങ്ങൾ എന്തെല്ലാം
1. പഠന ഭാഷയും സംസാരഭാഷയും തമ്മിലുള്ള വ്യത്യാസം
 2. ജീവിത സാഹചര്യങ്ങളുമായി ബന്ധമില്ലാത്ത കാര്യങ്ങൾ പഠിക്കേണ്ടി വരുന്നു
 3. ക്ലാസ്സിൽ പഠിപ്പിക്കുന്ന വസ്തുക്കൾ ചിലപ്പോഴൊക്കെ തങ്ങളുടെ വിദ്യാസങ്ങൾക്ക് എതിരാണ്
 4. ദാവി ജീവിതത്തിന് പ്രയോജനപ്പെടാത്ത വിഷയങ്ങൾ പഠിക്കേണ്ടി വരുന്നു
 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....
20. നിങ്ങളുടെ കുട്ടിയുടെ സ്കൂളിലെ സൗകര്യങ്ങൾ പര്യാപ്തമാണെന്ന് നിങ്ങൾക്ക് തോന്നുന്നുണ്ടോ? ഉണ്ട് ഇല്ല
- a. 'ഇല്ല' എങ്കിൽ സൗകര്യങ്ങളുടെ അപര്യാപ്തത നിങ്ങളുടെ കുട്ടിയുടെ വിദ്യാഭ്യാസത്തെ എങ്ങനെ പ്രതികൂലമായി ബാധിക്കുന്നു.
1. ശരിയായ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു
 2. പഠനത്തിലുള്ള താല്പര്യത്തെ കുറയ്ക്കുന്നു
 3. അധിക വായനക്കുള്ള അവസരമില്ല
 4. പരീക്ഷയിൽ വളരെ കുറഞ്ഞ മാർക്ക് ലഭിക്കുന്നു
 5. മറ്റെന്തെങ്കിലും (വ്യക്തമാക്കുക).....
- b. മെച്ചപ്പെട്ട സ്കൂൾ സൗകര്യങ്ങൾ നിങ്ങളുടെ കുട്ടിയുടെ വിദ്യാഭ്യാസത്തെ സഹായിക്കുമെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ? ഉണ്ട് ഇല്ല
21. പട്ടിക വർഗ്ഗ വിദ്യാർത്ഥികളുടെ പഠന പ്രതിബന്ധങ്ങൾ തരണം ചെയ്യുന്നതിനുള്ള നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ എന്തെല്ലാം?

APPENDIX VII

STRUCTURED INTERVIEW SCHEDULE FOR SOCIAL WORKERS.

1. Name (If you don't mind) :
2. Address :
3. Caste and Religion :
4. Experience as a social worker :
5. Category to which you belong : Government agency/Voluntary agency
6. How do the poor socio-economic conditions of tribal parents act as constraints in the education of the tribal pupils ?
7. What are your suggestions to overcome the socio - economic constraints in tribal education?
8. Do you consider the present educational incentives for tribal pupils as adequate?
9. What additional educational incentives do you want to given to tribal pupils?
10. How do the attitude of tribal parents affect the education of their children ?
11. what kinds of additional help do you expect from teachers in the education of the tribal pupils?
12. How do the lack of additional help from teachers affect the education of tribal pupils?
13. What are the academic constraints that affect the education of the tribal pupils?
14. what are your suggestions to overcome these academic constraints?

- 26
15. Do you think the facilities in the school for tribal children are adequate ?
 16. How do poor school facilities act as constraint in the education of the tribal pupils ?
 17. How do the increase in school facilities promote the education of the tribal pupils ?
 18. Give your suggestions to overcome the constraints in the education of the tribal pupils ?

APPENDIX VIII

STRUCTURED INTERVIEW SCHEDULE FOR EDUCATIONAL EXPERTS

1. Name (If you don't mind) :
2. Educational qualifications :
3. Experience :
4. What are the socio-economic factors act as constraints in the education of the tribal pupils ?
5. What are your suggestions to overcome the socio - economic constraints in tribal education?
6. Do you consider the present Governmental educational incentives for tribal pupils as adequate?
7. What additional educational incentives do you want to given to tribal pupils?
8. How do parental attitude affect the education of the tribal pupils ?
9. What are prevailing kinds of additional help if any given by teachers to tribal pupils ?
10. What types of more additional help do you expect from teachers in the education of the tribal pupils ?
11. How do lack of additional help from teachers affect education of the tribal pupils ?
12. What are the academic constriaints in the education of the tribal pupils?
13. what are your suggestions to overcome these academic constraints?
14. Do you think the facilities in the school for tribal pupils are adequate ?

- 15. How do poor school facilities act as constraint in the education of the tribal pupils ?
- 16. How are improved school facilities likely to affect the education of the tribal pupils ?
- 17. What are your suggestions to overcome the constraints in the education of the tribal pupils ?