

**ANALYSIS OF STATUS OF TRIBAL STUDENTS IN
SELECTED ASPECTS AND FUNCTIONING OF
TRIBAL RESIDENTIAL SCHOOLS IN KERALA**

Thesis

Submitted for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

By

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This is to certify that the thesis entitled ‘**Analysis of status of tribal students in selected aspects and functioning of tribal residential schools in Kerala**’ is an authentic record of research work carried out by **MUNEER V.**, for the degree of Doctor of Philosophy in Education, Farook Training College, Research Centre in Education, University of Calicut, under my supervision and guidance and that no part thereof has been presented before any other Degree, Diploma, or Associateship in any other University.

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The thesis is revised as per the modifications and recommendations reported by the adjudicators and resubmitted. Soft copy attached is the same as that of the resubmitted revised copy.

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DECLARATION

I, Muneer V., do hereby declare that the thesis entitled “**Analysis of status of tribal students in selected aspects and functioning of tribal residential schools in Kerala**” is a genuine record of research work done by me under the supervision of Dr. T. Mohamed Saleem, Principal, Farook Training College, Calicut, and that no part of the thesis has been presented before for the award of any degree, diploma or any other similar title of recognition.

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Chapter I
INTRODUCTION

- **Need and Significance of the Study**
- **Variables of the Study**
- **Definition of Key Terms**
- **Statement of the Problem**
- **Objectives of the Study**
- **Hypotheses of the Study**
- **Methodology**
- **Scope and Delimitation of the Study**
- **Organization of the Report**

Education is the process of assimilating individuals for social good. The meaning of the term is different from place to place and from time to time. It has been defined according to the social conditions of the various periods in which education has prevailed. For an insecure society, education is the door that helps us reach a socially secure state. For people living in poverty, it is rather a means of recovering from poverty. While for the ignorant, it is the means to enlightenment. On the other hand, the marginalized groups see education as a stepping stone to reach the forefront of the society. In this way, the meaning and purpose of the expression will change depending on the cultural and social context in which it exists.

One of the key parameters for determining a country's development is the quality of education available for every citizen of the country. If we take a look at the various countries, we will be able to understand the impact of the country's education in development. It is not only a mere process of disseminating knowledge; It is also an important determinant of the cultural and socio-economic aspects of a country. In better words, it is a tool to protect and transmit a country's cultural heritage. Similarly, the education available to a citizen in an area depends on the cultural and social context of that particular area. In short, the literacy rate in a country and its social environment are linked to each other, and one will invariably have an impact on one another. Therefore, quality education is essential for the social and cultural development of a country.

The intellectual faculties in a country reach its full potential only when quality education reaches across all classes of people. In this sense, many countries, including India, are yet to exploit and avail their full potential. It is important to check whether the rulers can provide quality education to all sections of the

population without any kind of inequality. It is a trend in all sorts of societies that one group of people enjoys all the benefits and another group of people is forced to abstain. This kind of inequality is very evident in the education sector. This inequality has led to the creation of two types of citizens. One group is called mainstream people and the other group is called marginalized people. From time to time, marginalized sections of the population are being exploited by the mainstream. By ensuring quality, knowledge and enlightenment can help to bring the marginalized people to the forefront of society. This will help curb social inequality and prevent the exploitation of one group of people by another. Providing quality education to all kinds of people is important for sustaining social equality and sustainable development of a nation.

Indian education is as old as Indian history itself. It commenced in the Gurkula education system and has reached the age of science and technology. Gandhi and other greats have mentioned that education should be aimed at a person's mental and social uplift. It is important to analyze the relevance of such ideas in Indian education during this period.

Unity in diversity is one of the most significant features of Indian culture. We can see this diversity very precisely in the field of education as in every other field. In India, we can see different states with different levels of educational development. States like Kerala and Mizoram have the highest literacy rate, while states like Bihar and Telangana have very low literacy rates (Census report, 2011). The difference can be owed to the influence of geographical, social and cultural factors of a state on education. As per the 2011 census, India's literacy rate is 74.04%. Kerala has the highest literacy rate of 93.91%. Although literacy rates have increased over time, quality education has not been made available to all. It can be seen that inequality still persists in the education system. This disparity can be

clearly seen by examining the educational progress of scheduled casts and scheduled tribes.

India is the second-largest tribal country in the world after Africa. The constitution of India, in Article 366, has defined the "scheduled tribes as such of those tribes or tribal communities which have been so declared by the Constitution Order under Article 342 for the purpose of Constitution". The scheduled tribes in India are lagging socially, economically, healthily and educationally. Definite common territory, common language, common ancestor, feeling of unity, common political organization, common religion, endogamous group, common culture, organization of clans, etc. are the salient features of Indian tribes (Rao, 2008). The imperial gazetteer of India, 1911 defines tribes as a "collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so" (Nithya, 2014).

The scheduled tribes of India are spread across 27 states and 4 union territories. According to the 2011 census, the scheduled tribes constitute 8.6 percent of the country's population. Madhya Pradesh has the highest number of scheduled tribes in India. There are currently 705 scheduled tribe groups in India. 75 of them were listed as particularly vulnerable tribal group (PVTGs). Scheduled tribes constitute 1.45% of the total population of Kerala. In Kerala, there are 36 groups of scheduled tribes and among which five are listed as particularly vulnerable tribal groups(PVTGs). Wayanad district has the largest tribal population in Kerala and 31.5% of the scheduled tribes are in Wayanad District. Paniya is the highest populated tribal community in Kerala. The paniya community constitutes around 19 % of the total ST population in Kerala.

The educational status of the scheduled tribes is lower than that of other communities. The literacy rate of scheduled tribes is 59 %, whereas the national

literacy rate of India is 73%. The difference between the national literacy rate and the literacy rate of scheduled tribes is 14%. The literacy rate of scheduled tribes in Kerala is 75.8% which is higher than the national literacy rate and lower than the literacy rate of Kerala. The gap between the literacy rate of Kerala's scheduled tribes and the state literacy rate is 18.8%. The difference at the state level is more than the difference at the national level. The statewide literacy rate of the scheduled tribes is promising and at the same time that the gap with the state literacy rate is not hopeful. The school enrollment rate of STs at the national level and at the state level is lower than that of other groups. At the same time, the dropout of ST students at the national and state levels is much higher than others.

A variety of factors influence the education of the scheduled tribes. Their social, cultural and economic environments clearly influence their educational level. As mentioned above, the education level of scheduled tribes is very poor. A large number of factors have contributed to the educational decline of the scheduled tribes in this manner. One of the main reasons for this is the indifferent attitude of students towards education. For STs, their way of life is to indulge in things that make them happy. However, when they come to a systematic education system, they have a hard time coping with it. Resultantly, they will have an indifferent attitude towards educating themselves as it will hinder their happiness. The linguistic difficulty is another important factor for educational backwardness. Tribes use their language to communicate in their groups. When the ST students arrive at school, the local language used there seems to be a foreign language to them. This kind of language problem adversely affects the need to impart knowledge and involuntarily leads to educational backwardness.

Dropout is one of the most important reasons for the educational backwardness of the scheduled tribes. The main reasons for the dropout are financial problems and lack of interest in learning (Haseena & Muhammed, 2014). The

dropout rate is higher in the higher classes. Other issues related to ST education include village location, economic situation, parents' lack of interest, attitudes of teachers and lack of proper monitoring (Sahu, 2014). The Dhebar Commission of 1960 identified the main reasons for the educational backwardness of the scheduled tribes. The main reason he found was the improper and unattractive teaching style of teachers. Another cause he found was the poor financial condition.

The educational backwardness of scheduled tribes adversely affects the social, economic and health development of STs. Due to this, social evils such as child marriage, over-drinking, drug abuse and the increasing number of unmarried mothers are actively taking place among scheduled tribes. In addition, the mainstream population exploits these weaknesses of the scheduled tribes. Due to lack of proper education, they are not aware of the consequences of such activities. Along with these social problems, the situation in the health sector is also very worrisome. Malnutrition and infant mortality are one of the biggest problems in the health sector. Besides, tuberculosis, sickle cell anemia, infectious diseases, and other health problems are common in the STs. The main causes of such health problems are ignorance, lack of personal hygiene and lack of health education (Basu, 2000). The root cause of these social, economic and health problems is lack of proper understanding of these areas due to unexploited intellectual faculties. Providing good education is the best way to bring these marginalized groups to the mainstream. Instead of creating projects solely to utilize the funds allocated to the STs, there is a dire need to study their problems properly and devise effective plans to solve problems. Only through such an advance can the problems of the scheduled tribes be resolved to some extent.

The central and state governments have envisaged various schemes for the holistic development of the scheduled tribes. These schemes are designed with special emphasis on the health sector, education sector, land, housing etc. The

central and state budgets allocate huge sums for ST development and spend crores of rupees every year. Tribal development schemes are coordinating under the Ministry of Tribal Affairs (MOTA) at the center and Scheduled Tribes Development Department at the state level. The various schemes implemented by the scheduled tribes development department for the socio-economic development of the STs include Janani-Janmaraksha, medical assistance through the hospital, construction of new houses, the appointment of tribal promoters, organization of oorkootam, assistance for skill development training and self-employment to scheduled tribe youth, etc.

The tribal development department has devised many programs with an emphasis on the education sector based on the knowledge that the development activities related to the tribe can only achieve success through the advancement of education. Education-related projects are mainly aimed at improving the educational literacy of ST students, prevention of dropouts and ensuring academic excellence. More emphasis has been laid upon sectors where the dropout trend is high. Various initiatives implemented by the scheduled tribes development department to bring about a positive change in the education sector are peripatetic centre and single teacher school, Samoohyapatamuri - Community Study Centre, Tutorial schemes for students, Gothrasarathi- transportation facilities for students living in remote areas, pre-matric and post-matric hostel, laptop distribution for professional course students, Gothrbandhu- inclusion of tribal teacher in primary school, post-matric and pre-matric scholarship, Tribal Model Residential Schools etc. Although a lot of these development plans have been devised and implemented, it requires accurate monitoring to ensure success. It is doubtful whether the benefits of these schemes reached the deserving people of the scheduled tribes even though many schemes have been devised and implemented. It is only through careful study of each project

that is able to identify the successes and shortcomings of each project. Only through proper analysis and drawing lessons, can policymakers present new flawless plans.

Need and Significance of the Study

It is pertinent to mention that even years after the implementation of the National Education Policy of 1986 which guarantees equality in education, a section of people still do not get what they envisioned. The Kerala Curriculum Framework of 2007 assesses the socio-economic, cultural and political issues that Kerala faces and divides them into 8 problem areas. One of the most important of these eight issues was the lack of concern for marginalized people. Although the issues of marginalized people are taken up by the policymakers and the problem-solving plans are incorporated into the policy-making process, the benefits of this are not reaching the beneficiaries. It is worth studying why the benefits of so many projects do not reach the deserving people.

Despite improved reservation in education and other sectors, the representation of STs in the education sector is very low. In particular, the number of STs is decreasing as they move into higher education and high position in the work area. The enrollment rate of scheduled tribes is less in the medical and engineering sectors. Out of these, the representation of the groups like paniya, adiya and PVTGs is very less. The depth of the problem is evident from the fact that even after these many years of starting engineering course in Kerala, we had to wait till 2016 to have an engineering graduate from the paniya group. It can be seen that the prevalence of some groups of STs in the educational and employment sectors is higher than others. We cannot say that the tribe has advanced in its development due to the representation of only a few such groups. These groups are able to take advantage of the benefits associated with tribal development programs correctly due to such educational advancement. At the same time, the benefits of the projects are not reaching out to other categories. Due to these reasons, there are some disparities

in development amongst the STs (Deshpande, 2000). Therefore, the reason for this kind of inequality needs to be explored through proper study.

The dropout rate of ST students is higher than that of other students. If we examine Kerala's dropout rate, we can see that the dropout rate is mostly in Wayanad district where the tribal population is high (Joy & Sreehari,2014). One of the reasons for dropout is the economic backwardness of the family (Mitra & Singh,2008; Joy & Sreehari,2014). Other reasons for dropout are the distance between the school and home and the lack of interest in education (Joy & Sreehari,2014). The language problem is another issue that has been much discussed in relation to the education of ST students. Linguistic difficulties lead to dropout and educational backwardness of students (Sujatha, 2002). The tribal development department has envisaged some schemes to address these problems. A project called 'Gothrabandhu' has been devised to address children's language problems. Through this scheme, eligible teachers belonging to scheduled tribes will be appointed at the primary level. "Gothrasaradhi" is a similar project implemented to solve the children's travel problem. Even though these kinds of projects have been formulated and implemented, effective monitoring is required for success.

Educational advancement is essential for the economic, cultural and social advancement of the scheduled tribes. Based on this knowledge, many programs have been implemented for the educational upliftment of the ST students. The start of Model Residential Schools was a good step towards this end. Model Residential Schools was initiated to promote the education of ST students. In the 1990-91 academic year, the school was initially started in Nalloornad (for boys) and Kattela (for girls). Currently, 20 schools, including 2 CBSE schools are functioning under this scheme. This includes five Ashram schools and 2 Ekalavya Model Residential Schools. These schools were started with the objective of providing better education to the talented tribal students and to advance them in the field of science and

technology and preventing the dropout of the Scheduled tribes. The schools are run by the SC/ST Residential Education Society. Scheduled tribes development department bears the full cost of all the students studying in these schools.

Residential schools operate contrary to the education principle of providing more education at a lower cost. The cost of education for students is very high in these schools. It is imperative to study whether such schools, which have such huge financial costs, have adequately impacted the education of ST students. It is important to check whether residential schools have been able to enable students to achieve success in social life through personality development. It is also worth checking whether the department is paying too much attention only on spending money on the betterment of infrastructure.

The social environment of the scheduled tribe students is very different from the others. Scheduled tribe students who come to school from these situations find it difficult to adjust with the new situation in the school. Thereby, ST students have to face many kinds of encumbrances at school (Shelly, 2017). This type of irreconcilable situation is one of the reasons why ST students drop out of schools. Students attending residential schools are completely transplanted from their natural environment. It may cause an adjustment problem in children. It remains to study whether residential school students have overcome such situations as they will only be able to continue their studies in the future if they successfully overcome such situations. Otherwise, there is an increased risk of dropout when they opt for further studies. This would also contravene the goals envisaged by the residential schools, the trickle-down effect of which will be wastage of money spent on the student. Therefore, it is imperative to find means of adjusting the children to the residential school-related study.

The curriculum of residential schools does not make any difference with the curriculum of other schools. The curricular and extracurricular activities do not

include any new activities which are tailored to the ST students. In short, there is no change in residential schools except for the change in the physical environment of the scheduled tribes. The researcher needs to find out if students are experiencing any problems with this. It is necessary to study such problems and find appropriate solutions.

The existing school system, which adopted only the 100 % success at SSLC as a yardstick to measure the quality of education, listed these residential schools as top schools (SCERT, 2010). However, the academic performances of the children here are not very promising. Therefore, it is important to check whether these children who have come out of school with 100% success have the basic required knowledge. The performance and basic abilities of the students attending such schools must be accurately studied. Only then can we assess how much such schools have reached their goal. Career aspirations must be accompanied by basic knowledge to reach deserving positions in future. Aspirations for career and education are the key to determining one's future career success (Mau&Bikos, 2000). It is the duty of the teachers to create a career aspiration among the ST students who spend at least five years in a residential school.

Since residential school is an experimental project, it needs to be analyzed at regular intervals. Only systematic analysis can identify the shortcomings and find ways to mitigate them. It is inconceivable that such studies are being carried out under the scheduled tribes development department. A study into this area is imperative to the upliftment of the marginalized society. This study will be of great help to policymakers in this field as it provides a detailed analysis of the functioning of the tribal residential schools and present status of students students in selected aspects.

Statement of the Problem

The present study is entitled as "**Analysis of status of tribal students in selected aspects and functioning of tribal residential schools in Kerala**".

Definition of Key Terms

Tribal Students

Tribal students are the students who belong to scheduled tribe category. In this study students studying in the tribal residential schools in Kerala are taken as tribal students.

Selected Aspects

In the present study, selected aspects mean the aspects that are contributed to the achievement of objectives of tribal residential schools. Selected aspects of the study are Fundamental knowledge in Language, Social science, Basic science and Mathematics, Career Aspiration of the student, Adjustment of the student, Academic performance of students and Dropout rate.

The necessary basic knowledge gained in a particular subject or area is called as fundamental knowledge. In this study basic knowledge's that should be acquired by a primary school student after completing primary level of education is taken as fundamental knowledge. Fundamental knowledge in language, social science, basic science and mathematics of tribal residential school students are used for the present study.

Career aspiration is the set of career-related goals, actions, desires and decisions that lead a person to occupational attainment. The career aspirations of this study are the career aspirations of tribal residential school students studying in 10th class.

Adjustment refers to the behavioral process of balancing needs with conflicting needs or challenges in the environment. Here the adjustment is the social, emotional and educational adjustment of tribal residential school students studying in 10th standard.

The measure of the students achievement across various academic subjects are called academic performance. In the present study, the marks obtained by tribal students in the higher secondary plus one public examination are considered as academic performance. .

Dropout means that a student leaves school education without completing particular level of education. Here the dropouts are the students who leave tribal residential school without completing particular level of education during the academic year 2012-13 to 2017-18.

Functioning

The function is defined as "an action performed by a device, department, or person that produces a result" (Business Dictionary).

In this study, functioning means an action performed by the stakeholders of tribal residential schools to achieve objectives of residential schools.

Tribal Residential School

Tribal residential schools are the residential schools run by the tribal development department of Kerala. In the present study Ashram school, Model Residential Schools (MRS) and Eklavya Model Residential Schools (EMRS) are constituted tribal model residential schools.

Variables of the Study

The criterion and classificatory variables of the present study are as follows.

Criterion Variables

1. Fundamental Knowledge in Language
2. Fundamental Knowledge in Social Science
3. Fundamental Knowledge in Basic Science
4. Fundamental Knowledge in Mathematics
5. Career Aspiration
6. Adjustment
7. Academic Performance

Classificatory Variable

1. Gender
2. Type of residential school
3. Subject of study

Objectives of the Study

Objectives of this study categorized into two, viz. general objectives and specific objectives.

General objectives of the study

1. To analyse the functioning of tribal residential schools in Kerala.
2. To analyse the status of tribal residential school students in selected aspects.

The following specific objectives have been formulated in order to reach the above general objectives.

Specific objectives of the study

1. To study the perception of students regarding the functioning of tribal residential school.

2. To study the perception of teachers regarding the functioning of tribal residential school.
3. To study the perception of the head of the institution and senior superintendent regarding the functioning of tribal residential school.
4. To study the perception of alumni regarding the functioning of tribal residential school.
5. To measure the level of Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students for the total sample and relevant subsamples viz. gender and type of school.
6. To find out whether there exists any significant difference in Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students based on relevant subsamples viz. gender and type of school.
7. To assess the level of Career Aspiration among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
8. To find out whether there exists any significant difference in Career Aspiration among tribal residential school students based on relevant subsamples gender and type of school.
9. To analyse the level of Adjustment and its component among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
10. To find out whether there exists any significant difference in Adjustment and its components among tribal residential school students based on relevant subsamples viz. gender and type of school.

11. To compare the academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.
12. To analyse the dropout rate of the students from tribal residential schools.

Hypotheses of the Study

1. There exist no significant difference in the mean scores of Fundamental Knowledge in Language of tribal residential school students based on the subsamples gender and type of school.
2. There exist no significant difference in the mean scores of Fundamental Knowledge in Social Science of tribal residential school students based on the subsamples gender and type of school.
3. There exist no significant difference in the mean scores of Fundamental Knowledge in Basic science of tribal residential school students based on the subsamples gender and type of school.
4. There exist no significant difference in the mean scores of Fundamental Knowledge in Mathematics of tribal residential school students based on the subsamples gender and type of school.
5. There exist no significant difference in Career Aspiration of tribal residential school students based on the subsamples gender and type of school.
6. There exist no significant difference in Adjustment and its components of tribal residential school students based on the subsamples gender and type of school.
7. There exists no significant difference in academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.

Methodology

Below is a brief description of different aspects of methodology like research design, sample selected for the study, the tool used for the data collection and statistical techniques used for data analysis.

Design of the Study

The investigator used the descriptive survey method to conduct study. Nature of the study is both qualitative and quantitative.

Sample of the Study

The study is conducted among stakeholders viz. students, teachers, senior superintend, head of institution and alumni of tribal residential schools in Kerala. Data were collected from 17 tribal residential schools out of 20 schools in Kerala. Various sampling techniques are available to draw the sample from the population. In the present study, the investigator adopted multi stage sampling technique followed by stratified random sampling and convenience sampling as sampling techniques based on the nature of the sample. A total of 2315 respondents participated in the present study. Distribution of strength of various samples selected for the study is as follows.

562 VIIIth Standard students

415 IXth standard students

520 Xth standard students

97 Teachers

575 Higher secondary students

10 Senior superintend

14 Headmaster/ mistress

122 Alumni

Tools Used for the Study

Following tools were used for the data collection

1. Questionnaire on functioning of tribal residential schools for Teachers (Saleem & Muneer, 2018)
2. Questionnaire on functioning of tribal residential schools for Students (Saleem & Muneer, 2018)
3. Interview schedule on functioning of tribal residential schools for Senior superintend (Saleem & Muneer, 2018)
4. Interview schedule on functioning of tribal residential schools for Headmaster/mistress (Saleem & Muneer, 2018)
5. Questionnaire on functioning of tribal residential schools for Alumni (Saleem & Muneer, 2018)
6. Fundamental knowledge test in Language (Saleem & Muneer, 2018)
7. Fundamental knowledge test in Social Science (Saleem & Muneer, 2018)
8. Fundamental knowledge test in Basic Science (Saleem & Muneer, 2018)
9. Fundamental knowledge test in Mathematics (Saleem & Muneer, 2018)
10. Career Aspiration Scale (Saleem & Muneer, 2018)
11. Adjustment inventory for school students (AKP Sinha & RP Singh, 1993)
12. School data profile (Saleem & Muneer, 2018)

Statistical Techniques Used

Along with the descriptive statistics following statistical techniques were used for data analysis

1. Percentage analysis

2. Two-tailed test of significance of the difference between mean scores of large independent samples
3. One way ANOVA

Scope and Delimitation of the Study

The major objective of the study is to analyse the functioning of tribal residential schools and status of students studying in the tribal residential schools in selected aspects. At present there are 20 tribal residential schools working in Kerala. These schools are run by the department of tribal development in Kerala. A large sum of money and manpower are being utilized for the proper working of these schools. Therefore, it is needed to analyse the functions of these types of institutes. In this study, the investigator made an attempt to analyse both the functioning of tribal residential schools and status of students in selected aspects. Availability and utilization of facilities, both functional and educational difficulties faced by the teachers, students and administrators, curricular and co-curricular needs and remedies, measures for the improvement of tribal residential schools are studied under functional aspect. In the selected aspects, academic and personal developments of the residential school students were thoroughly studied.

The Tribal Residential School includes Model Residential Schools, Ashram Schools and Eklavya Model Residential Schools. For this study, all three types of schools were selected. Data were collected from 17 tribal residential schools among 20 schools. Data were collected from various stakeholders of the tribal residential school. Residential school students, teachers, head of the institution, senior superintendent and alumni were selected as sample. The functioning of residential schools and related issues were collected using questionnaires from students, teachers, head of the institution, senior superintendent and alumni of the tribal residential school. Status of the tribal school students in aspects like fundamental knowledge in various subjects, career aspiration, adjustment, academic performance

and dropout rate are analysed. Career aspiration and adjustment were collected from 10th standard students. Fundamental knowledge in various subjects of 8th standard students was measured. To study the academic performance of residential school students, plus one public exam results were used as a benchmark. Data on school functioning were collected from 9th standard students. The study used 12 reliable and validated tools to assess the functioning of tribal residential schools and status of students in selected aspects. Since the samples of the study constitute the various stakeholders of schools, the results can be generalized. The result of the study will provide valuable suggestions for policymakers and administrators.

Through systematic and scientific procedures have been adopted to obtain reliable and generalizable results, the investigator would like to point out certain delimitations of the study. The study is delimited on the following aspects.

1. The study is limited to 17 tribal residential schools among 20 schools.
2. The study included stakeholders like students, teachers, head of the institution, senior superintendent and alumni only. Others stakeholders like MCRT, Counselors, hostel workers, tribal development officers, project officers, etc were not incorporated.
3. The sample size used for the study is limited.
4. The alumni were selected from school in Wayanad district only.
5. The present study only considered the status of students in selected aspects like fundamental knowledge, career aspirations, adjustment, academic performance, and prevention of dropout.
6. Only five academic year dropout rates were analyzed

Organization of the Report

The study report is organized into five chapters; the details of each chapter are listed below

Chapter 1: Deals with the Need and Significance of the Study, Variables of the Study, Definition of Key Terms, Statement of the Problem, Objectives of the Study, Hypotheses of the Study, Methodology, Scope, and delimitation of the study, and organization of the report.

Chapter 2: Briefly discuss the review of related literature and review of related studies.

Chapter 3: Contains a detailed discussion of the methodology of the study. This chapter includes details of the method used, the sample of the study, tools, and techniques used for data collection, description of the various tool, data collection procedure, scoring and consolidation of data and statistical techniques used for the analysis of data.

Chapter 4: Describes the statistical analysis of data and interpretation of the result.

Chapter 5: Concerned with the summary of the study, major findings, and conclusions of the study. It also put forth the educational implication of the study and suggestion for further research.

Bibliography and **appendices** are presented at the end

REVIEW OF RELATED LITERATURE

- **Tribes: An Overview**
- **Problems and Challenges of Scheduled Tribes**
- **Educational Status of Scheduled Tribes in Kerala**
- **Tribal Development in India**
- **Educational Development Schemes for Scheduled Tribes in Kerala**
- **Tribal Residential Schools in Kerala**
- **Review of Related Studies**

Literature review plays an important role in any research endeavor. One of the most important preliminary steps in planning a research study is to carefully review related books, research journals, papers, and other information sources on the issue to be investigated. Literature review is a funnel that summarizes our topic into a research problem that can be studied in the available time and available resources. In related studies, the researcher must be familiar with his or her problem. This will help him/her get a complete picture of her problem and guide her along the path.

This study is an attempt to analyse the functioning of residential schools under the scheduled tribes development department of Kerala and status of tribal students in selected aspects. To study the any problems of the scheduled tribes it is necessary to understand the nature, problems and issues of scheduled tribes. In this chapter researcher made an attempt to review the features, problems and challenges, educational status, educational development programmes of scheduled tribes and features of tribal residential schools.

Tribes: An Overview

Modern travelers and historians give very scanty information about tribes. With few exceptions, the tribe did not keep any written records. But they preserved rich oral traditions and customs. These were passed on to each new generation. In history at certain point of time tribes are primarily seen as a group of people who have a common ancestry. But Since the 17th and 18th century with European colonization there are very particular sense in which the whole idea of tribe began to evolve and that idea was called idea of primitiveness. And there for the idea of

primitiveness is became the one of the important features to understanding the tribes.

The term 'tribe' though a regular word in most of the scholastic dimension of today's world, astronomically has not found universal definition till today even after years of research and study. The problem is not lack of dedication or interest, but the word is so diverts and dynamic to accommodate dissimilar sets of human population in one module. The Indian constitution defines them under constitutional term 'scheduled tribes' which serves the purpose of designating certain communities where membership is acquired by birth for the benefits that government provides them with the explicit aim of bringing them at par with other communities of the country. In Article 366 (25) constitution of the India states that "scheduled tribes are those communities which are scheduled in accordance with article 332 of the constitution. The definition given by the constitution is contradictory by the field study approach of sociological and anthropological scholars working in the tribes who try to define tribe through certain visible characteristics.

Definitions of Tribes

It is difficult to understand the tribes through one single definition because tribes itself is very heterogeneous and diverse group and it has different socio economic milieu in which they lived. Some of the definitions for the tribe given by the sociologist and anthropologist are given below.

D. N. Majumdar defines "Tribals are collection of families or group of families which have a general name, members of which live on a general piece of land, speaks general language, follow certain customary laws in relation to marriage, business or trade and who have developed a certain and evaluated system of exchange".

S.C Dube (As cited in Rao,2008) defines tribe is “an ethnic, category defined by real or putative descent and characterized by a corporate identity and a wide range of commonly shared traits of culture”.

Imperial Gazetteer of India defined “a tribe is a collection of families bearing common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, though originally it might have been so”.

Characteristics of Tribes

The tribes have their own specific features and characteristics. Some of the characteristic features of tribes are

Common territory

A tribe is a territorial community. This means that the tribe has a fixed area where its members live. For Example, Khasis, Garos, Khasas live in Assam; Soligas in Mysore; the Rengma Naga, Naga, Sema Naga and other tribals reside in Nagaland; Thodas in Niligiri Hills of Tamil Nadu; Bhils in Madhya Pradesh, and so on A tribe loses its specificity if it does not have a common locality or territory.

Collection of families

As the definitions of the tribe quoted above illustrate, tribes are a collection of families. These collections may have different sizes. These families, usually related to each other, can be patriarchal or matriarchal in nature.

Common name

Each tribe has its own name. Each tribe is known for its distinct name for other tribes. Example of some Indian tribes: Garo, Khasa, Badaga, Urali, Naga,

Rengma Naga, Khasi, Sema Naga, , MUnda, Gond, Kota, Thodas, Limbu, Santhal etc.

Common language

Members of a tribe speak a particular language. Different tribes speak different languages. These languages are not only different from the language of the mainstream people, they are also different from each other. Common language contributes greatly to the development of community sentiment. Because these languages do not have their own script, tribal education became a problem.

Common ancestor

Tribal people claim that they have a common ancestor. An important cause of communal unity in the tribe is the "blood relations" that arise from the public relations between its members arising out of common ancestry.

Common religion

Religion plays an important role in the tribal organization. Members of a tribe usually worship a common ancestor. Furthermore, 'natural worship' is common among them. In addition to ancestor worship and natural worship, tribes also practice beliefs such as fetishism, animism, and totemism. This religion is based on tribal, social and political organizations. Attending festivals and festivals of public religious ceremonies contributes to the unity of the group.

Common culture

Each tribe has its own way of life. Each tribe has its own way of thinking, feeling, acting and behaving. Everyone has their own customs, traditions, morals, values, in short their own particular institutions and their own culture. The characteristics of a tribe reveal that it has its own particular culture.

Common political organisation

Each tribe has its own political system. Tribal chief has the power to rule the other members of the tribe. The chieftainship is usually hereditary. He occupies an important place in the tribal community. Tribes do not have a government in the modern sense of the term. But they have their own tribal government, tribal council, tribal court or judiciary. For example, Santa, a developed tribe, has a village council in which members are democratically elected.

Feeling of unity

Members of a tribe always feel that they are united. This sense of solidarity is essential to maintaining their identity. Tribes are generally harmonious, and they fight common enemies as a human being. They are always ready to take revenge for the injustice done to the group or individuals.

Common economic organisation

As against 73% national average, 91 % of the tribal workers are engaged in agriculture. About 3% of tribals are engaged in manufacturing against the national average of 11%; and 5% in tertiary servicing. Just 1 % tribals are engaged in forestry and food gathering. Their economic position is very poor.

Organisation of clans

The clan or sib is an important part of the tribe-organization. This clan includes all relatives of mothers or fathers and children of an ancestor. People of a clan trace their origin to an ancestor. The descendants of a clan are matrilineal or partilineal. The tribal community may include many clans. There is mutual support among members of different clans.

Simplicity and self-sufficiency

A tribal society is not complex, but simple in character. Their livelihoods include hunting, fishing, roots, fruits, nuts, berries, honey and forest products. Some are also involved in farming. They do not possess and do not enjoy the facilities of the civilized people. There was a time when tribals were self-sufficient. Their self-sufficiency went away because of the increase in their population and economic conditions. They are increasingly relying on civilized society and government assistance. They are simple, honest and polite, and some of them are very hospitable. They are not educated and have no interest in it.

The need for protection

Tribal people always feel the need for protection. Therefore, they are a unified group. Tribal, political, religious and other forms of prejudice and the mutual distrust between the civilised and tribal people make the tribals feel insecure. Therefore, they feel the need for protection. Their political organization was established mainly to protect themselves.

Endogamous group

Although not always, members of a tribe generally marry each other. Marriage within one's own group is called endogamy. There are many clans within each tribe, which are exogamous. Tribes endogamy is practiced to preserve the purity of blood and cultural features and to preserve property within the group. But today, due to the influence of the civilised people and increased contacts, the exogamy is taking place.

Classification of Tribes

The tribal groups of India were classified by the different scholars based on various categories like racial classification, linguistic classification, geographical

classification, economic classification, cultural classification and classification based on integration.

Guha (1931) made a racial classification of Indian tribes. He classified Indian tribes as the Negrito, the Proto – Australoid, the Mongoloid, the Paleo Mongoloid, the Mediterranean or Dravidian, the Western Brachycephals, Alpinoids, Dinaric and Armenoid and Nordics or Indo-Aryans. Vidyarthi and Rai (1976) made a linguistic classification of Indian tribe. They classified Indian tribes into four groups based on language: Dravidian, Austro-Asiatic, Tibeto-Chinese and Indo-Aryan. Geographical classification made by the Dube (1960) divided Indian tribes into four zones, the North and North-Eastern Zone, the South Zone, the Middle Zone, and the West Zone. Vidyarthi and Rai (1976) proposed a four-fold geographical region along with sub region viz., Himalayan Region, Western India Region, South India Region, Middle India Region, and Island Region.

Majumdar and Madan (1956) made an economic classification based on their mode of livelihood or the subsistence pattern. They classified Indian tribes as six groups; Food gatherers, agriculture, shifting axe cultivation, handicrafts, pastoralism and industrial labours. Based on the primary occupation of tribe Vidyarthi and Rai (1976) classified tribes into eight groups: Forest-Hunting Type, Agricultural and Industrial Type, Settled Agricultural Type, Hill Cultivation Type, Simple Artisan Type, Labour, Folk-Artist Type, Cattle-Herder Type, White-Collar Jobs and Trader type. Based on the level of integration Dube (1960) in the Tribal Welfare Committee report divided the tribes of India into four main divisions: Tribal community, semi tribal community, acculturated tribal communities and totally assimilated tribes.

Based on the level of integration of tribes with Indian culture Majumdar (1944) classified them into 3 groups. First group is real primitives that is tribes they are outside the influence of Hinduism, second group is tribes which have adopted Hindu beliefs, customs and practices and have made some contact with Hindu castes

and have made some cultural progress and the third group is tribes they are Hinduized but maintain a social distance from the pure castes. Burman (1972) culturally classified the tribes of India as those who incorporated in the Hindu social order, positively oriented towards the Hindu social order, negatively oriented towards the Hindu social order and indifferent towards the Hindu social order.

Scheduled Tribes in India

A tribe has certain characteristics and qualities that make it a unique social, cultural and political entity. They are also known by the name of the 'Adivasis' in India. Some other names which are used synonymously in India are aadi praja, girijans, vanavasis, aranyavasis etc. The nature of what constitutes an India tribe and the very nature of the tribe have change considerably over the course of the century. There are around 645 distinct tribes in India. The constitution of India officially recognizes the tribal population as the scheduled tribes in the Vth schedule which is often grouped together with scheduled cast in the category scheduled cast and tribes.

Scheduled Tribe Populations in India

As per the census report of India, 2011, there are around 10.43 crore tribal people lived in India, constituting about 8.6 % of the total population. More than half of the scheduled tribes population concentrated at central India. More than two-third of the tribal population is concentrated only in the 7 States of the country, viz. Madhya Pradesh, Gujarat, Maharashtra, Jharkhand, Orissa, Rajasthan and Chhattisgarh. Madhya Pradesh is the state with the highest tribe population, Approximately 1.5 crores (21.1%) of the population is tribal. Proportion of ST population with total population is highest in the states of Mizoram (94.4%), Nagaland (86.5%) and Meghalaya (86.1 %). State wise tribal population and proportion to total population are presented in table 1.

Table 1

State wise Population of Scheduled Tribes

Si. No	State/ Union Territory	Population	Proportion to Total Population (Percent)	Total Communities
1.	Madhya Pradesh	15316784	21.1	46
2.	Maharashtra	10510213	9.4	47
3.	Odisha	9590756	22.8	62
4.	Rajasthan	9238534	13.5	12
5.	Gujrat	8917174	14.8	29
6.	Jharkhand	8645042	26.2	30
7.	Chhattisgarh	7822902	30.6	42
8.	Andhra Pradesh	5918073	7.0	33
9.	West Bengal	5296953	5.8	38
10.	Karnataka	4248987	7.0	49
11.	Assam	3884371	12.4	23
12.	Meghalaya	2555861	86.1	17
13.	Nagaland	1710973	86.5	5
14.	Jammu & Kashmir	1493299	11.9	12
15.	Bihar	1336573	1.3	30
16.	Tripura	1166813	31.8	19
17.	Uttar Pradesh	1134273	0.6	5
18.	Mizoram	1036115	94.4	14
19.	Arunachal Pradesh	951821	68.8	12
20.	Manipur	902740	35.1	29
21.	Tamil Nadu	794697	1.1	36
22.	Kerala	484839	1.5	35
23.	Himachal Pradesh	392126	5.7	8
24.	Uttarakhand	291903	2.9	5
25.	Sikkim	206360	33.8	2
26.	Dadra & Nagar Haveli	178564	52.0	7
27.	Goa	149275	10.2	5
28.	Lakshadweep	61120	94.8	
29.	Andaman & Nicobar	28530	7.5	6
30.	Daman & Diu	15363	6.3	5
India		104,281,034	8.6	

Source: compiled from census report 2011

Diagrammatic representation of percentage of scheduled tribe population to total population is presented in figure 1.

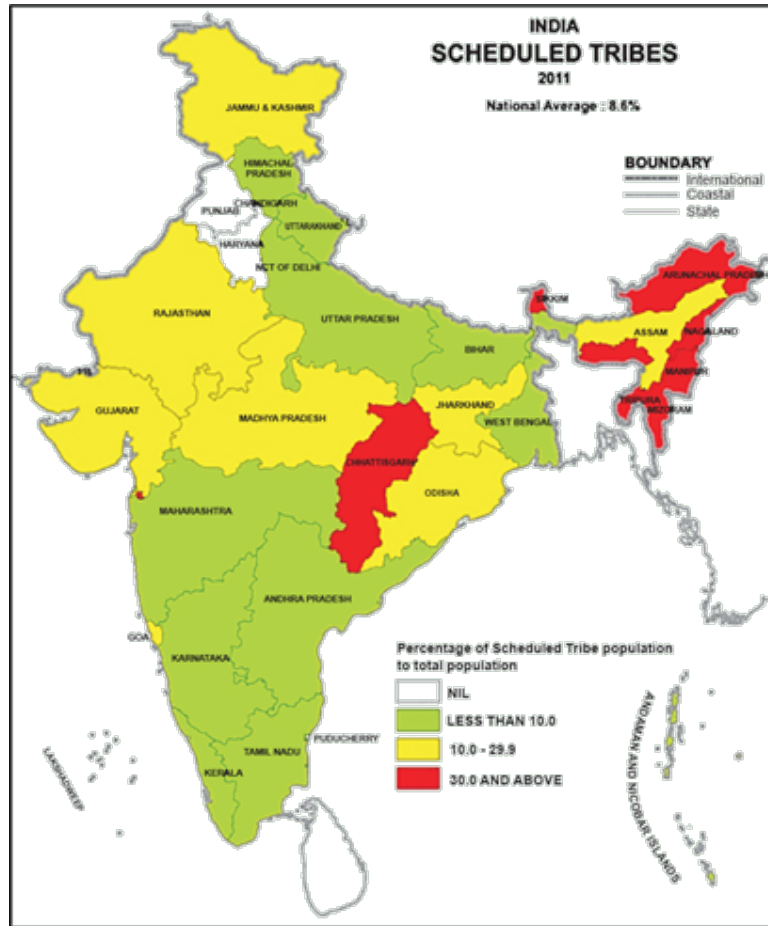


Figure 1: Diagrammatic representation of percentage of scheduled tribe population to total population

Literacy Rate of Scheduled Tribes

Despite the government's efforts to promote education among STs, their literacy rate is low compared to the national average. According to the 2011 census, the national literacy rate is 73%, but for STs it is only 59%. Literacy trend of scheduled tribe from 1961 to 2011 are presented in table 2.

Table 2

Literacy Rate of STs and all Population-India (1961-2011)

Year	All			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total
1961	40.40	15.35	28.30	13.83	3.16	8.53
1971	45.96	21.97	34.45	17.63	4.85	11.30
1981	56.38	29.76	43.57	24.52	8.04	16.35
1991	64.13	39.269	52.21	40.65	18.19	29.60
2001	75.26	53.367	64.84	59.17	34.76	47.10
2011	80.90	64.60	73.00	68.50	49.40	59.00

Source: Registrar General of India

Scheduled Tribes of Kerala

The tribals of Kerala are said to have descended from the ancient Dravidian stock with dark color and short height. The flat nose is another speciality of theirs. The hilly areas of Kerala are settled by tribes namely Urali tribe, Kanikkar tribe, Paniyan tribe, Kadar tribe, Kapu tribe etc. Most of these tribes in Kerala live in dense forests and mountain ranges. The Scheduled Tribes of Kerala mainly reside in the Western Ghats, Karnataka and Tamil Nadu border.

As per Scheduled Castes and scheduled tribes Orders (Amendment) Act 2002 (Act 10 of 2003) vide Part VII- Kerala, the number of scheduled tribes in Kerala is 36. The table below lists the scheduled tribe groups in Kerala and geographical distribution.

Table 3

List and Geographical Distribution of Tribes in Kerala

Si. No.	Name of Tribal group	Area of distribution
1.	Adiyan	Wayanad
2.	Arandan, Aranadan	Malappuram
3.	Eravallan	Palakkad
4.	Hill Pulaya, Mala Pulayan, Kurumba Pulayan, Karavazhi Pulayan, Pamba Pulayan	Idukki
5.	Irular, Irulan	Palakkad
6.	Kadar, Wayanad Kadar	Wayanad, Palakkad, Trissur
7.	Kanikaran, Kanikkar	Thiruvananthapuram, Kollam
8.	Kattunayakan	Wayanad
9.	Kochuvelan	Kannur, Kottayam, Pathanamthitta
10.	Koraga	Kasaragod
11.	Kudiya, Melakudi	Kasaragod
12.	Kurichechan, Kurichiyan	Wayanad, Kannur
13.	Kurumans, Mulla Kuruman, Mulla Kuruman, Mala Kuruman	Wayanad
14.	Kurumbas, Kurumbar, Kurumban	Palakkad
15.	Maha Malasar	Palakkad
16.	Malai Arayan, Mala Arayan	Idukki, Kottayam
17.	Malai Pandaram	Kollam, Pathanamthitta
18.	Malai Vedan, Malavedan	Kottayam, Kollam, Pathanamthitta, Thiruvananthapuram
19.	Malakkuravan	Kollam, Kannur
20.	Malasar	Palakkad
21.	Malayan, Nattu Malayan, Konga Malayan (excluding the areas comprising the Kasargode, Connanore, Wayanad and Kozhikode districts)	Thrissur, Palakkad

Si. No.	Name of Tribal group	Area of distribution
22.	Malayarayar	Idukki, Palakkad
23.	Mannan	Idukki
24.	Muthuvan, Mudugar, Muduvan	Palakkad, Idukki, Malappuram, Ernakulam
25.	Palleyan, Palliyan, Palliyar, Paliyan	Idukki
26.	Paniyan	Wayanad, Kozhikode, Kannur and Malappuram
27.	Ulladan, Ullatan	Kottayam, Alapuzha, Ernakulam
28.	Urally	Idukki, Wayanad
29.	Mala Vettuvan (in Kasargode and Kannur districts)	Kasaragod, Kannur
30.	Ten Kurumban, Jenu Kurumban	Wayanad
31.	Thachanadan, Thachanadan Moopan	Wayanad
32.	Cholanaickan	Malappuram
33.	Mavilan	Kannur, Kasaragod
34.	Karimpalan	Kannur, Kozhikode
35.	Vetta Kuruman	Wayanad, Thrissur
36.	Mala Panickar	Malappuram

Source: compiled from census report 2011

Population of Scheduled Tribes in Kerala

The ST population in Kerala is 484839 which is 1.45 % of the general population. District wise distribution of scheduled tribe population shows that Wayanad is the district in Kerala with the highest tribal population (76,967), the ST constitutes 18.5 % of the total population of the district. The main tribal communities of this district are the Paniyans, Urally, Kurichian, Kattunayakans, etc. There are 27,820 scheduled tribes in Idukki, which is 5 % of the total population. Alappuzha district has the lowest tribal population (6,574) and Alappuzha and

Thrissur are the district with the lowest proportion of STs (0.3 % each). District wise populations of tribes of Kerala are presented in table 4.

Table 4

District-wise Distribution of Tribal Population in Kerala

District	Population			Proportion to Total Population (Percent)
	Total	Male	Female	
Kasaragod	48,857	23,950	24,907	3.8
Kannur	41,371	20,141	21,230	1.6
Wayanad	1,51,443	74,476	76,967	18.5
Kozhikode	15,228	7,429	7,799	0.5
Malappuram	22,990	11,272	11,718	0.6
Palakkad	48,972	24,314	24,658	1.7
Thrissur	9,430	4,362	5,068	0.3
Ernakulam	16,559	8,349	8,210	0.5
Idukki	55,815	27,995	27,820	5.0
Kottayam	21,972	10,974	10,998	1.1
Alappuzha	6,574	3,175	3,399	0.3
Pathanamthitta	8,108	3,947	4,161	0.7
Kollam	10,761	5,195	5,566	0.4
Thiruvananthapuram	26,759	12,624	14,135	0.8
Total	4,84,839	2,38,203	2,46,636	1.45

Source: Compiled from Census report of India 2011

Paniyan is the most populous tribe with a population of 88,450. It accounts for 18.2% of the state's total tribal population. Kurichiya is the second largest tribe with 34171 inhabitants, which constitutes 7.25% of the total tribal population. There are eight tribals viz., Kochuvelan, Maha Malasar, Malakkuravan, Cholanaickan, Arandan, Kudiya, Ten Kurumban and Vetta Kuruman with a population below

1000. Tribal Group-wise distribution of tribal population in Kerala is presented in table 5.

Table 5

Tribal Group-wise Distribution of Tribal Population in Kerala

Si.No.	Name of Tribal Group	Population		
		Total	Male	Female
1.	Adiyan	11,526	5,515	6,011
2.	Arandan, Aranadan	283	129	154
3.	Eravallan	4,797	2,362	2,435
4.	Hill Pulaya, Mala Pulayan, Kurumba Pulayan, Karavazhi Pulayan, Pamba Pulayan	2,959	1,461	1,498
5.	Irular, Irulan	23,721	11,766	11,955
6.	Kadar, Wayanad Kadar	2,949	1,454	1,495
7.	Kanikaran, Kanikkar	21,251	9,975	11,276
8.	Kattunayakan	18,199	9,039	9,160
9.	Kochuvelan	38	22	16
10.	Koraga	1,582	778	804
11.	Kudiya, Melakudi	785	403	382
12.	Kurichchan, Kurichiyen	35,171	17,643	17,528
13.	Kurumans , Mullu Kuruman, Mulla Kuruman, Mala Kuruman	24,505	12,148	12,357
14.	Kurumbas, Kurumbar, Kurumban	2,586	1,302	1,284
15.	Maha Malasar	154	71	83
16.	Malai Arayan, Mala Arayan	33,216	16,622	16,594
17.	Malai Pandaram	2,422	1,227	1,195
18.	Malai Vedan, Malavedan	8,149	3,901	4,248
19.	Malakkuravan	175	88	87
20.	Malasar	3,195	1,607	1,588
21.	Malayan, Nattu Malayan, Konga Malayan (excluding the areas comprising the Kasargode,	5,917	2,890	3,027

Si.No.	Name of Tribal Group	Population		
		Total	Male	Female
	Connanore, Wayanad and Kozhikode districts)			
22.	Malayarayar	1,568	762	806
23.	Mannan	9,780	4,792	4,988
24.	Muthuvan, Mudugar, Muduvan	23,746	11,931	11,815
25.	Palleyan, Palliyan, Palliyar, Paliyan	1,464	736	728
26.	Paniyan	88,450	42,775	45,675
27.	Ulladan, Ullatan	16,230	7,877	8,353
28.	Uraly	11,179	5,602	5,577
29.	Mala Vettuvan (in Kasargode and Kannur districts)	17,869	8,852	9,017
30.	Ten Kurumban, Jenu Kurumban	25	10	15
31.	Thachanadan, Thachanadan Moopan	1,745	859	886
32.	Cholanaickan	124	72	52
33.	Mavilan	30,867	14,972	15,895
34.	Karimpalan	14,098	6,902	7,196
35.	Vetta Kuruman	739	346	393
36.	Mala Panickar	1,023	474	549
	Generic Tribes etc.	62352	30838	31514
	Total	484839	238203	246636

Source: Compiled from Census report of India 2011

Problems and Challenges of Scheduled Tribes

The scheduled tribes are the most backward sections of the society. There are many reasons for this backwardness. These reasons may be social, cultural or economic reasons. Or perhaps the sum total of everything is the root cause of this backwardness. For centuries, scheduled tribes confronting a variety of issues from different corners of society. Cultural problems, social problems, economic problems,

educational problems and health problems are the most common problems associated with the tribal people.

Cultural Problems

The culture of the scheduled tribes differs greatly from the culture of the other section of the society. We can see this difference when it comes to faith, ritual, food, clothing and language. The indigenous culture of the schedule tribe is undergoing some changes due to the invasion of external forces. Attempts to integrate their culture into mainstream culture are now being seen among the STs. but the gap between the two cultures is so wide that it is often impossible to reach a complete change. Due to this reason a lot of problems are faced by this group.

As far as beliefs and customs are concerned it can be seen that the scheduled tribes followed their own unique customs. Scheduled tribes basically follow Hinduism. In India, the beliefs, rituals, and customs of the tribes are in line with Hinduism (Ahuja, 1999). However we can see that tribal festivals and their associated rituals are often different from Hinduism. Besides that, tribal rituals such as ancestral worship, nature worship, fetishism, totemism, animism etc. have continued (Rao, 2008). This kind of cultural beliefs precludes tribals from interfering with public societies.

The linguistic diversity of the tribes is an important point to discuss when talking about tribal culture. Tribes face linguistic difficulties in the entire sphere of life. The main reasons of this problem are that each tribal group has their own language and these languages are an unwritten language. Hundreds of indigenous languages are spoken in the tribals of India. Koraga, Saurasthri, Abhujmaria, Aariya, Garo and Tsangla are some examples. This linguistic distinction serves as a major reason for preventing interference with general public. These issues affect the socialization and development of the STs.

As in linguistic affairs, scheduled tribes are diverse in terms of clothing and food. Schedule tribes are skeptical of the mainstream and with that they are firm in their customs and tradition. These kind of cultural conditions have left the tribal community backward.

Social Problems

The scheduled tribes are the most socially backward classes. There are many reasons for this backwardness. One of the main reasons for this is that many social ills still persist among the scheduled tribes. In addition to these problems, the involvement of the general community is also contributing to various forms of social problems among the STs. Geographical Separation, child marriage, and alcohol consumption are some of the social problems among STs.

The geographical separation has a profound impact on the lives of the scheduled tribes. The habitat of many tribal communities is one of forest or forested areas. Even if they live in populated areas, they prefer to stay organized in their own special place. Therefore, there is no room for continued interaction and communication with the mainstream society. This leads to disruption of the process of natural socialization. So socially they are far from the mainstream world (“Essay on tribal problem in India”, 2019). This type of social and psychological isolation is, to some extent, related to the beliefs and practices mentioned earlier. We can see this kind of isolation in the entire sphere of life of the STs. It is to be hoped that the younger generation of the tribe has shifted away from such thinking. Mazumdar (1973, p 188) said that “the tribals do not want to remain in isolation on ground of neither false prestige nor the spiritual superiority of their ancestors”.

Child Marriage is another important problem that is encountered among STs. In many parts of India, it is common to get married before the legal age (BBC News, 2017). Child marriage is common among tribal groups such as the Paniya and

kattunaikar in Kerala. This has been part of their practice and belief for ages. The reality is that they are unaware of the legal scope and consequences of such marriages (Shaji, 2016). Such marriages cause a lot of physical, mental, and social problems for married people. The important problems of such marriages are complications in pregnancy, poverty, domestic violence and lack of education (“What is the impact of child marriage ?- girls not brides”, 2016).

Addiction of alcoholism and Drug Abuse is another social evil that is commonplace among STs. Several studies have found that STs use alcohol and tobacco products more frequently than others (Giri, Chaudhary, Manjhi, Banerjee, Mahto & Chakravorty, 2007; Subramanian, Smith & Subramanyam, 2006). The study by Sandeep et al. (2012) has found that ST students are more likely to use substances and less aware of their harmful effects. The situation of scheduled tribes in Kerala is not different, a large number of ST men, youths and women are addicted to alcohol (Manoj, 2019). This causes a lot of mental, physical and health problems. Some tribes still practice customs, such as the exchange of wife, animal sacrifices, black magic etc. Such activities are, to some extent, a barrier to the social upliftment of the scheduled tribes.

Apart from the tribal issues, they are facing many problems on the part of the general public. From the side of mainstream people, scheduled tribes suffer from many issues such as untouchability, discrimination in the name of race and color etc. The attitude and outlook of the general public towards the tribe has led them to confine themselves to a certain extent. Discrimination against such groups is happening in many public places. Such behavior creates a lot of psychological problems among STs. In addition, they are being exploited by different sections of society. They are being exploited by employers in the workplace, Intermediaries involved in project management, from the officers who provide the services, even

the rulers who are supposed to be protecting them. All such social conditions are hindering the development of the tribe.

Economic Problem

Schedule tribe is the most economically disadvantaged group. According to the Annual Report 2018-19 of the Ministry of Tribal Affairs, 45.3% of the scheduled tribes in India's rural areas and 24.1% of the scheduled tribes in the urban area are below the poverty line. 51.3% (55392 families) of the scheduled tribes in Kerala are below the poverty line. The economic backwardness of the scheduled tribes is due to a variety of reasons. Land alienation, lack of basic amenities, unemployment, child labour etc. are the various reasons associated with the economic backwardness of the scheduled tribe in India.

For the STs, land is not just a property but also a means of life. For the most part, the lives of the scheduled tribes are related to agriculture and land. The economy of these groups is based on agriculture. These people have an emotional connection with nature and the earth. When the tribe came into contact with the public, other people took their property in various ways. Thus the peasant tribals became laborers without farmland. New laws relating to forest and land ownership led to these people becoming landless. This kind of land alienation sabotaged the economies of the Scheduled Tribes and plunged them into a recession. According to the annual report (2018-19) of Ministry of Tribal Affairs, 13.06% of the land in India is owned by scheduled tribes (NSS Report No.571, 2015). As per the Scheduled Tribes Development Department (2013), there are 5158 landless tribal families in Kerala.

Child labour and exploitation are other problems associated with the STs. Despite strong legal provisions, child labour continues to be very high among the scheduled tribes. One of the main reasons why child labour is still prevalent among

STs is poverty in the home and lack of proper awareness. This is also due to the exploitative attitude of the public. Employers are willing to put children to work because they can afford to pay less. Such exploitation increases the rate of child labour. Child labour can only be prevented by stringent legal action and with alleviation of poverty. The childhood of many tribal students who need to learn and grow with their peers is being destroyed in the workplace.

Unemployment is the important problem associated with scheduled tribes. According to the annual employment- unemployment survey 2025-16, in India 46 % schedule tribe worked for 12 month, 49.4% worked 6 to 11 months, 1.9 % worked 1 to 5 months and 2.7 % did not get any work in a year. But in the case of Kerala 17.6 percentage of scheduled tribe did not get any work in a year (Ministry of Labour and employment, 2016). Unemployment leads to poverty, starvation, economic backwardness, exploitation, psychological problems and Anti Social activities.

Educational Problems

The educational progress of the Scheduled Tribes people is not very promising (Asoora, 2014; Berwal, 2015). There are so many problems associated with the education of schedule tribes. Some of the important issues are locality of school, language related problems, economic condition, surroundings and environment, negative attitude of parents, negative attitude of students, teacher related problems and lack of proper monitoring.

Locality of school

Most of the dwellings of scheduled tribes will be in isolated areas, away from residential areas (Punniah, 2018; Majumder, 2018). The distance from here to the nearest school will be much greater. In most places, adequate vehicle facilities were not available. Therefore, children have to travel several kilometers by foot to

reach the school. Many children give up school halfway because they have to face such difficulties (Seva,2018; Brahmanandam & Babu, 2016).

Medium of instruction

Language is a very important component of education and other fields. For the scheduled tribes, each tribe has its own tribal languages. This language is used by each tribe to communicate with each other. This language has been used by children in their homes from an early age. But when they come to school, the local language used there seems to be a foreign language to these children. Therefore, it is difficult for children to understand and adapt to it. This makes the learning process a difficult task (Suresh,2015; Sengupta & ghosh, 2012; Pacha 2012). This is leads to the educational backwardness and drop out of ST students (Purshottam & Dhingra, 2017; Soren, 2016; Mathew, 2002).

Surrounding and environment

The social environment of each student has a significant impact on the student's education. Most of the parents of ST students are illiterate or with poor educational background (Raja & Krishnaveni,2019; Baiju, 2011). Many families do not even have the basic amenities needed to study (Babu, 2014). Most families do not have an environment that encourages learning. Many children stop schooling to help working parents. There is also a situation where older children stop schooling to take care of the little ones in the home. Children do not have a positive attitude toward learning because of the impact of these conditions. This kind of surroundings and environment hampers the educational advancement of ST students (George & Gopika, 2015).

Negative attitude of parents

Parents of ST students are likely to be educationally disadvantaged.

Therefore, they are not aware of the importance of education (Nandhini & Karibeeran, 2016). Most parents do not pay attention to their children's learning. Parents do not try to have a proper relationship with principals and teachers. Most of the parents prefer leaving their children to work rather than sending to school. For this reason, tribal students do not receive proper guidance from home. Lack of proper guidance leads children to educational backwardness (Berwal, 2015).

Negative attitude of students

The negative environment has a negative impact on child's learning (Swain, 2016). There may be many reasons for indifferent attitude towards study. Bad experiences from school, lack of awareness, lack of freedom, influence of peer group, learning difficulty are some reasons for negative attitude of students (Pacha, 2012).

Teacher related problems

Lack of proper facilities is one of the biggest challenges faced by teachers working in the scheduled tribes area. This creates discomfort in teachers and affects their teaching. Another problem associated with teachers is the attitude and behavior towards tribal children (Haseena & Mohammed, 2014; Mathew, 2002). Many students faced social discrimination in class room (Vijayalakshmi, 2003).

Irrelevant curriculum

Many studies have shown that the content of education taught in school is far from familiar to the tribe. They need a curriculum that relates to the economic activities of their local circumstances. Therefore, modern education is often seen as irrelevant to the life and needs of the tribes (Sengupta & Ghosh, 2012).

Lack of proper monitoring

Lack of proper kind of monitoring is an issue that has a significant impact on ST education (Soren, 2016).

Health Problems

The social and economic backwardness of the scheduled tribes is adversely affecting their health. Many health problems are common among STs. One of the most important of these is malnutrition and infant death. Many tribal children in India have died of malnutrition. Genetic diseases are another important health problem faced by STs. Many tribes in Kerala suffer genetic diseases like sickle cell anemia. Another important problem is the spread of infectious diseases. The main reason for this is life in a dirty atmosphere. Another major health problem is the health consequences of drinking and smoking. For adivasis who are in distress due to many other problems, this kind of health problems complicate their lives.

Educational Status of Scheduled Tribes in Kerala

Education is a powerful instrument for individuals to achieve social and economic dynamics and gain power and status in society. It is a source of empowerment equality and mobility both at the societal and at the individual. 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 imagined as the answer of all social evils and ills. No programmes for social improvement can be planned and implemented successfully unless the people are educated. The uplift of backward classes is a must for the development of a welfare state. Among the marginalized classes tribal population is the most backward.

Literacy Rate of Scheduled Tribes in Kerala

The literacy rate of tribals in Kerala is 67.29 % while the general literacy rate was 89%. Literacy rate of male tribe is 71.28 % and that of female tribes is 63.43%. Tribal literacy rate is high in the districts, Kottayam, thiruvananthapuram, Alappuzha and Pathanamthitta (above 80%), whereas, it is relatively low in Palakkad (54.02%) and Wayanad (61.87%). District wise literacy rate of tribes in Kerala are presented in table 6.

Table 6

District wise literacy rate of tribes in Kerala

District	Literacy Rate			
	Total	Male	Female	Gender difference
Kasaragod	65.11	69.46	60.92	8.54
Kannur	69.14	73.63	64.88	8.74
Wayanad	61.87	67.19	56.72	10.46
Kozhikode	76.15	79.08	73.36	5.71
Malappuram	65.28	68.07	62.59	5.47
Palakkad	54.02	58.56	49.53	9.03
Thrissur	74.37	76.36	72.67	3.69
Ernakulam	76.64	78.87	74.37	4.49
Idukki	69.33	74.23	64.39	9.83
Kottayam	86.19	86.36	86.01	0.352
Alappuzha	82.40	84.03	80.87	3.15
Pathanamthitta	81.24	82.97	79.59	3.37
Kollam	76.55	78.51	74.72	3.79
Thiruvananthapuram	80.36	81.71	79.16	2.55
Total	67.29	71.28	63.43	7.85

Source: Compiled from Census report of India 2011

Inter community disparity in literacy rate is observed among tribes of Kerala. Literacy rate is high in the communities, Mala Arayan (88.24 %), Kochuvelan (84.21%), Ulladan (80.12%), Kannikkaran (78.56%) whereas, it is relatively low in Cholanaickan (15.32%), Arandan (41.69%), Maha Malasar (44.15%), kurumba (45.93%). Tribal group wise literacy rate of tribes in Kerala are presented in table 7.

Table 7

Tribal group-wise Distribution of Literacy Rate of Tribals in Kerala

Tribal group	Literacy Rate	Tribal group	Literacy Rate
Adiyan	58.72	Malakkuravan	61.71
Arandan	41.69	Malasar	43.28
Eravallan	47.09	Malayan	56.43
Hill Pulaya,	54.98	Malayarayar	72.38
Irular	55.98	Mannan	62.47
Kadar	60.77	Muthuvan,	49.76
Kanikaran	78.56	Palliyan,	66.53
Kattunayakan	48.91	Paniyan	54.71
Kochuvelan	84.21	Ulladan	80.12
Koraga	67.95	Uraly	72.00
Kudiya	73.88	Mala Vettuvan	57.68
Kurichchan, Kurichiyan	74.99	Ten Kurumban	44.00
Kurumans	75.81	Thachanadan,	71.00
Kurumbas	45.93	Cholanaickan	15.32
Maha Malasar	44.15	Mavilan	69.92
Mala Arayan	88.24	Karimpalan	75.94
Malai Pandaram	51.36	Vetta Kuruman	61.84
Malavedan	72.21	Mala Panickar	75.66

Source: Compiled from Census report of India 2011

Enrolment of Scheduled Tribes in School

The share of ST students in the total school enrolment is abysmally very low in Kerala. At the same time, there was a periodic increase in the enrolment rate from 2009 to 2016. The important factors which affect the enrolment of scheduled tribe students in school are external factors like geographical isolation, gender bias, parents attitude and internal factors like mother tongue, content & pedagogy, teacher absenteeism and negative attitude of teachers (Menon, 2013; Suresh, 2015; Mishra, 2015; Berwal, 2015). The table 8 shows the enrolment ratio of ST students at the school level from 2009 to 2016.

Table 8

Enrolment Ratio of Scheduled Tribes

Academic Year	Enrolment Ratio (%)
2016-2017	2.21
2015-2016	2.10
2014-2015	2.07
2013-2014	1.98
2012-2013	2.00
2011-2012	1.86
2010-2011	1.81
2009-2010	1.74

Source: Compiled from Economic Review of Kerala 2009-2016

Graphical representation of Enrolment ratio is represented in figure 2.

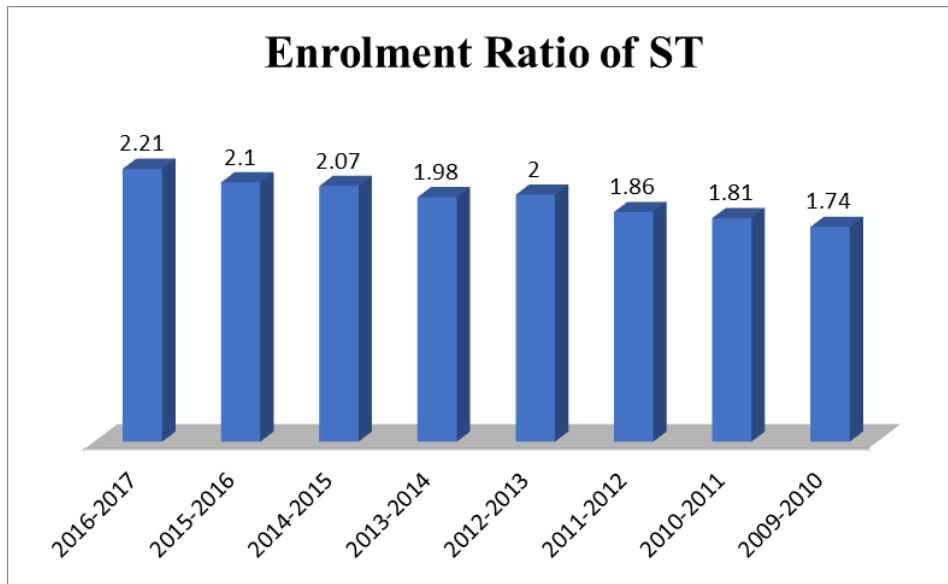


Figure 2. Graphical representation of Enrolment Ratio of Scheduled tribes (2009-2016)

Dropout Rate in Schools

The drop-out rate, which is another crucial indicator in the field of educational development. Dropout rate is the proportion of students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level. Several reasons are attributed for this phenomenon. The major reasons associated with the dropout of scheduled tribe are low socio-economic status, tribal concepts of pleasure, existence of ethnic stereotypes, tribal concept of learning, linguistic problems, problem of learning English, problems in learning to read, psychological problems, academic and administrative problems, indifferent attitude of tribal parents, indifferent attitude of tribal teachers, indifferent attitude of tribal students, extreme level of poverty, deprivation and vulnerability(Seetha, 2012; Haseena & Mohammed, 2014; Soren, 2016; Joy & Srihari, 2014; Mathew, 2002) . Among the Indian states Kerala has

achieved the distinction of the state having the lowest dropout rate among school students. Dropout rate of ST's presented in table 9.

Table 9

Dropout Rate of Scheduled Tribes

Academic Year	Dropout rate (%)		
	Total	ST	Gap
2014-2015	0.34	2.79	-2.45
2013-2014	0.27	2.63	-2.36
2012-2013	0.48	3.53	-3.05
2011-2012	1.05	3.71	-2.66
2010-2011	0.50	2.50	-2.00
2009-2010	0.51	2.33	-1.82
2008-2009	0.66	3.54	-2.88
2007-2008	0.83	4.53	-3.70

Source: Compiled from Economic Review of Kerala 2007-2015

From Table 9 it is clear that there is a decrease in dropout rate of scheduled tribes to a certain extent. Even though a significant decrease has occurred among the scheduled tribes, a wide gap still exists between the dropout rate among STs and general population. The dropout rate of STs is still higher than the general population. Dropout rate gap between STs and general population shows that there is no hopeful change in the dropout rate of scheduled tribes. Graphical representation of dropout rate of STs and Total population are presented in figure 3.

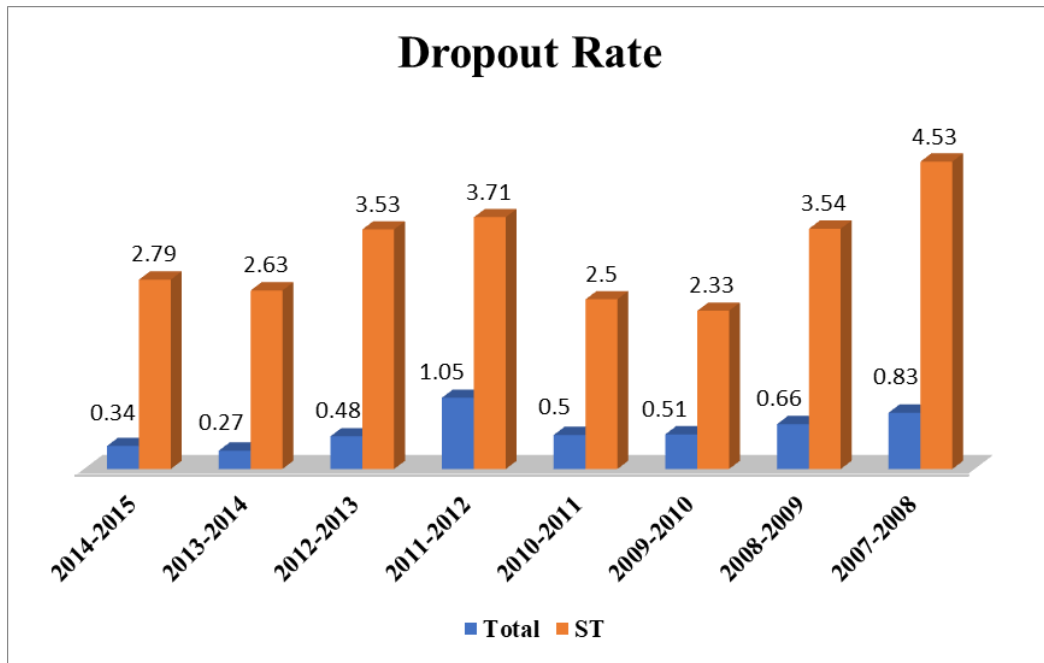


Figure 3. Graphical representation of dropout rate of Scheduled tribes and Total population (2007-2015)

Higher Secondary Schools Pass Percentage of Scheduled Tribes

Higher secondary school examination pass percentage of the scheduled tribes is discussed under this title. Scheduled tribes higher secondary examination pass percentage is maximum during 2011-12 academic year and minimum during 2009-2010. STs Pass percentage is less than the pass percentages of total population. Pass percentage gap between scheduled tribes and total is does not show change in any particular direction. Pass percentage of the scheduled tribes presented in table 10.

Table 10

HSS Pass Percentage of Scheduled Tribes

Academic Year	HSS Pass Percentage		
	Total	ST	Gap
2015-2016	73.18	58.12	15.06
2014-2015	74.19	61.39	12.8
2013-2014	72.85	55.28	17.57
2012-2013	73.45	58.70	14.75
2011-2012	88.54	70.70	17.84
2010-2011	82.25	52.31	29.94
2009-2010	74.93	41.16	33.77
2008-2009	84.00	64.78	19.22
2007-2008	72.78	49.12	23.66

Source: Compiled from Economic Review of Kerala 2007-2016

Graphical representation of HSE pass percentage is represented in figure.4.

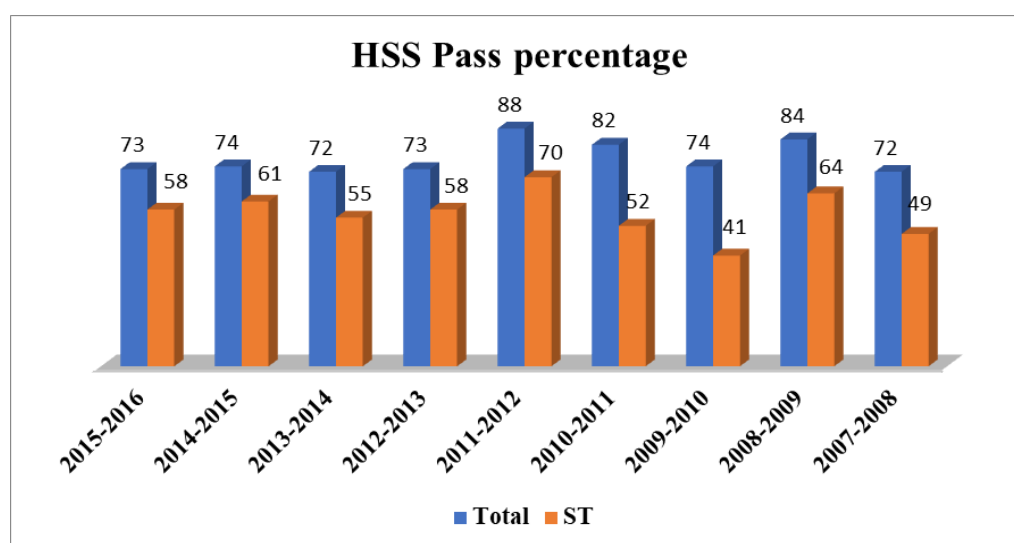


Figure 4. Graphical representation of higher secondary school examination pass percentages.

Enrolment of Scheduled Tribes in Polytechnic

The enrolment rate of scheduled tribes is very low in polytechnics. The enrolment trend shows that there was a steady decrease in the enrolment in each year. Enrolment of the scheduled tribes in polytechnic is presented in the table 11.

Table 11

Scheduled Tribes Enrolment in Polytechnic

Academic Year	Enrolment ratio of ST students in Polytechnic (%)
2016-2017	0.68
2015-2016	0.79
2014-2015	0.94
2013-2014	0.88
2012-2013	0.69
2011-2012	1.00
2010-2011	1.67
2009-2010	2.28

Source: Compiled from Economic Review of Kerala 2009-2016

Enrolment of Scheduled Tribes in Arts and Science College

In this session details of enrolment of scheduled tribes in government and aided arts & science colleges are discussed. The enrolment trend shows that there is a steady increase in the enrolment rate of scheduled tribes in both undergraduate and postgraduate courses. The enrolment rate of scheduled tribes in postgraduate is higher than that of undergraduate. There is an increase of 1.9% PG enrolment during the period from 2008 to 2015. There is an increase of 0.49% UG enrolment during the period from 2008 to 2015. Details of enrolment rate of STs in arts and science college is presented in table 12.

Table 12

Scheduled Tribes enrolment in Arts and Science colleges (Government and Aided)

Academic year	Enrollment of ST students in Arts and Science College (%)	
	UG	PG
2015-2016	1.8	3.44
2014-2015	1.65	3.12
2013-2014	1.61	2.75
2012-2013	1.52	2.18
2011-2012	1.54	2.29
2010-2011	1.39	2.27
2009-2010	1.29	1.36
2008-2009	1.31	1.52

Source: Compiled from Economic Review of Kerala 2009-2016

Tribal Development in India

After independence, several development programs and projects were undertaken for the holistic development of the tribes. Various solutions have been introduced to effectively manage the problems of the tribes. Tribal peoples are relatively isolated and live in various stages of cultural, technological and economic development. The overall development of tribal communities depends mainly on considering their problems and the programs implemented in them. Various approaches have been developed by religious missionaries, social reformers and anthropologists to develop the tribal people of India, taking into account the socio-economic status of the tribes, the geographical location of the tribe and the socio-political issues of the state. The three important approaches are the isolation policy, the assimilation policy and the integration policy.

Policy of Isolation

This theory of isolation, popularly known as the “National Park Theory”, has been popularized by Elwin. He suggested that tribals should be kept away from the rest of society. He advocated for a ‘National park’ or ‘reserved area’ for tribes, it would help to maintain and restore the freedom of tribes and preserves the tribal culture. Within this area, the state must allow tribes to live with maximum happiness and independence. The tribe's contact with outsiders should be reduced. First priority will be given to economic advancement. Tribal people will be provided with need oriented and simple education. Fishing and hunting should be allowed freely and the dictatorship of the officers under the territory should be abolished.

This approach was attacked by social activists and nationalist leaders. In their opinion, tribes should not be isolated from the rest of the people, such as zoo exhibitions or domestic cattle. They are equal citizens of independent India. They have contributed to the progress of the country they are entitled to share the fruits of development.

Policy of Assimilation

Assimilation “is the process whereby individuals or groups once dissimilar become similar and identified in their interest and outlook” (Ogburn and Nimkoff). Assimilation or missionary solution has been advocated by Christian missionaries, Hindu social reformers and voluntary organization. Thakkar wrote “tribes need to be part of the civilized communities of our country, not for the purpose of increase the figures of the followers of this religion, but to share the same roles and duties in social and political life with advanced societies”. Ghurye advocated complete assimilation of tribals with rest of the people in India. He said that tribals actually only ‘backward Hindus’ and they needed to assimilate completely in to Hindu society for the economic and social development. Various religious groups have

adopted the assimilation policy to promote the values of their respective religions. Majumdar opinioned that controlled or limited assimilation is the best policy, it helps to preserve the useful customs, practices, institutions, etc. though these are tribal in origin and character.

Policy of Integration

This view recommends the rehabilitation of the tribals on the plains along with the civilised people, but away from their native places such as hills, mountains, forests etc. hence integration alone can make available to the tribes the benefits of modern society and yet retain their separate identity. Policy of integration consists of two types of measures for tribal development. These are Promotional measure and Protective measure. Jawaharlal Nehru in his manuscript “Discovery of India” supported this policy of integration.

After independence, Prime Minister Jawaharlal Nehru introduced the Panchasheel Principle for the development of scheduled tribes in India.

Panchasheel Approach

Nehru mentioned the following five basic principles for tribals:

1. Nothing should be imposed on the tribal people. They should be allowed to develop on their own. We should try to promote their own traditional art and culture in every way.
2. Tribal rights on land and forests should be protected.
3. We must seek to train and build a team of their own people for the purposes of governance and development.
4. Over administering the tribal area or overwhelming them with too many schemes must be avoided.

5. We must judge the results not by statistics or by the amount of money spent, but by the quality of human nature that has developed.

(Rao, 2008)

Promotion of Tribal Development

Activities of the promotion of scheduled tribes are coordinated by the Ministry Of Tribal Affairs (MOTA) at the center and Scheduled Tribes Development Department at state level. The central and state government have envisaged and implemented many programmes for the socio-economical development of these communities.

Ministry Of Tribal Affairs (MOTA)

MOTA was established in 1999 with the objective of promoting integrated socio-economic development of scheduled tribes. It is the Nodal Ministry for overall policy planning and coordination of programmes for development of STs. The subjects allocated to the Ministry of Tribal Affairs are as follows:

- It covers all tribal people and all areas with tribal population across the country.
- Social insurance and social security to the Scheduled Tribes
- Tribal Welfare: Project formulation ,Planning, evaluation, research, statistics and training
- Development and promotion of permissive efforts on tribal well being.
- Development of Scheduled Tribes
- Scheduled Areas
- Monitoring of ST Welfare Grants, based on the mechanism and framework designed by NITI Ayog

- The National Commission for Scheduled Tribes
- Implementation of the Protection of Civil Rights Act, 1955 and the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, excluding administration of criminal justice in regard to offences in so far as they relate to scheduled tribes.

(“ About the ministry”, n.d.)

Organizational Structure of Ministry Of Tribal Affairs

The Ministry of Tribal Affairs is functioning under the overall guidance of the Union Minister of Tribal Affairs and assisted by a Minister of State. The administrative head of Ministry is Secretary who is assisted by two Joint Secretaries, one Deputy Director General and two Economic Advisors. Financial Advisor assists the Ministry in the internal finance and budget matters, where the Chief Controller of Accounts helps in budget/expenditure control. The Ministry is divided into Divisions/ Branches and Sections/units. The Ministry of Tribal Affairs has a sanctioned strength of 139 employees with a working strength of 110 officials. There are 45 Group A posts, 59 Group B posts (Gazetted/ non-Gazetted), 35 Group C posts, which includes 16 formerly Group D posts which are now coterminous as Group C posts as per Sixth Central Pay Commission recommendations. Organizational chart of MOTA is presented in figure 1.

ORGANISATIONAL CHART MINISTRY OF TRIBAL AFFAIRS

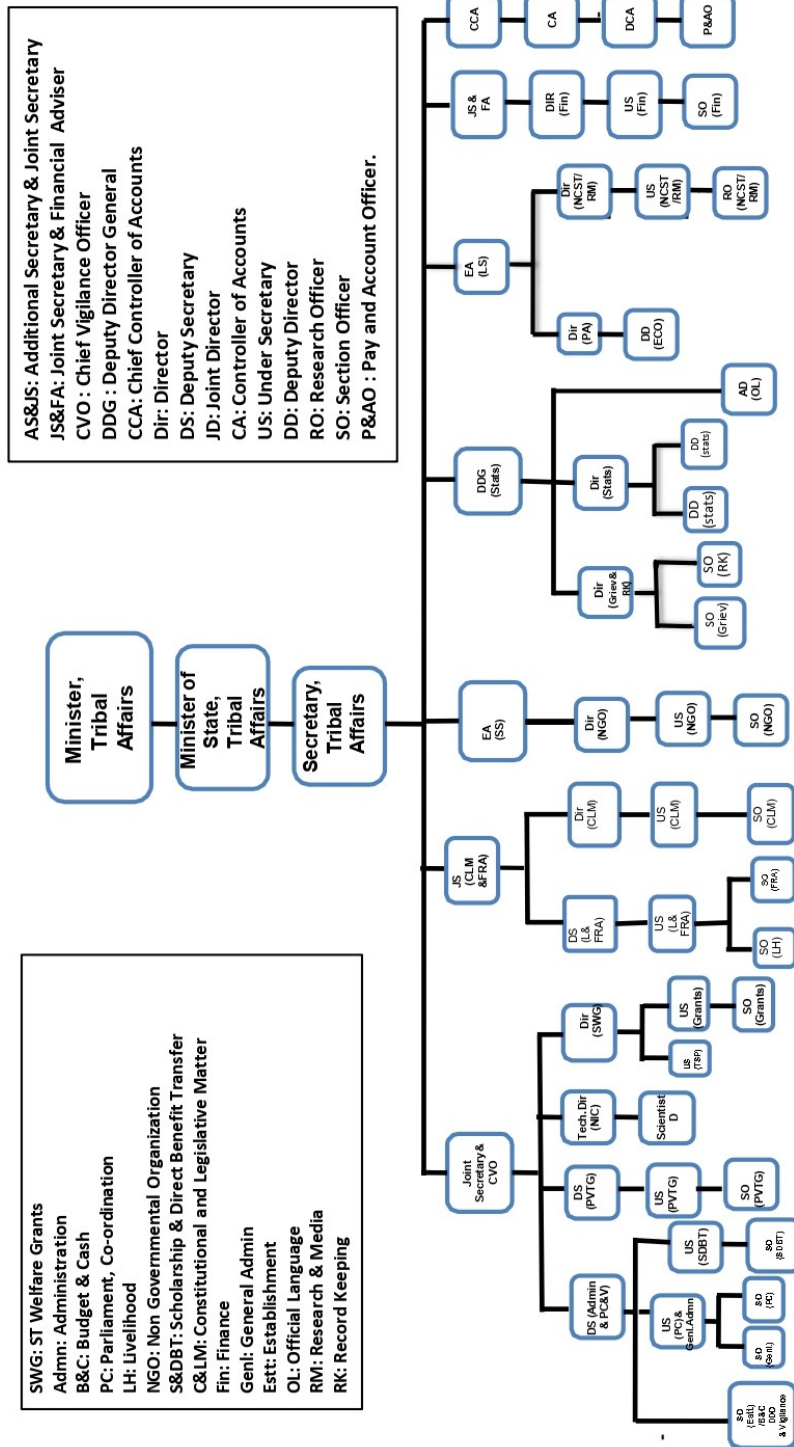


Figure 5. Organizational chart of Ministry of Tribal Affairs.

Tribal Development Department of Kerala

The tribal development department was formed in 1975. The Scheduled Tribes Development Department was constituted by the division of "Harijan Welfare Department" which was headquartered in Chandranagar in Palakkad district. Despite the partition, administrative control was still with the Harijan welfare department. For administrative convenience, the Directorate was later shifted to Thiruvananthapuram. The tribal development department was started functioning as a separate department in 17-01-1980 with complete control over the administration. At present there are 7 Integrated Tribal Development Projects (ITDP) and 10 Tribal Development Offices under tribal development department. There are 17 district level offices. The jurisdiction of these district level offices is not based on revenue districts. There are 3 district level offices in Wayanad district and 2 district level offices in Palakkad and Idukki districts. There is no district head office in Alappuzha.

Organizational Structure of Tribal Development Department

Head of tribal development department (director) is an officer in the IAS cadre. The director is assisted by a joint director, 2 deputy directors, a senior administrative officer, a senior finance officer, 2 assistant directors and a planning officer at the directorate level. District level officers working under the department are in 2 categories. The categories are tribal development officers (TDO) of the assistant director cadre and the project officers (PO) of the deputy director cadre. Tribal extension officers work under each project officer/tribal development officer. In addition there are 1182 ST promoters working. They act as links between the scheduled tribes development department and the scheduled tribe families. Organizational chart of tribal development department is presented in figure 2.

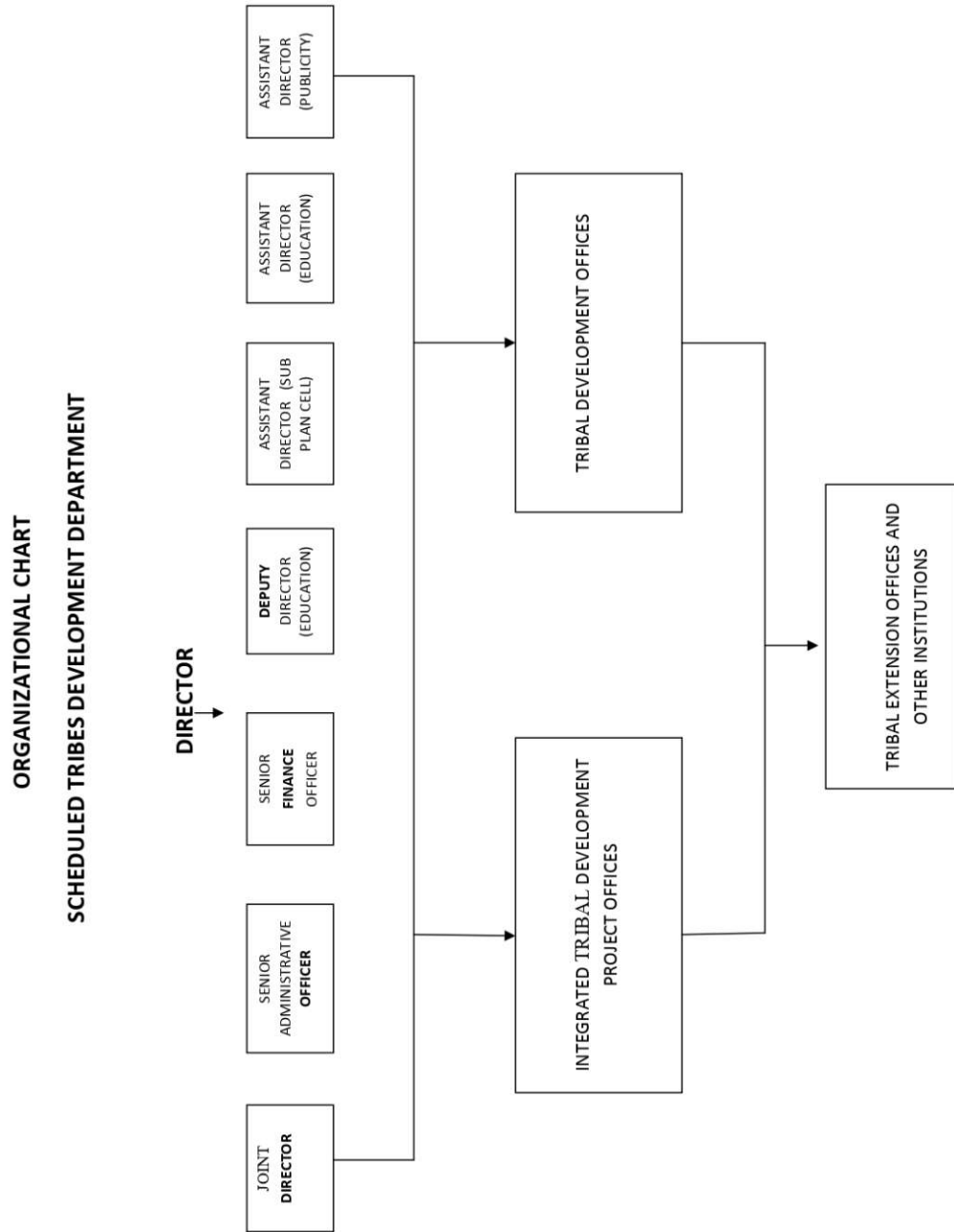


Figure 6. Organizational chart of tribal development department.

Welfare Programmes and Projects for Scheduled Tribes

Through the Tribal Welfare Department and the Five Year Plan, the government seeks to lift the tribes from ignorance, poverty and illiteracy. Some of the tribal welfare measures of the government were discussed here.

1. Constitutional safe guards

Indian constitution has made various provisions to safeguard the interest of the scheduled tribes. Following are the some constitutional provisions for tribes.

Article 15 - equal right and opportunities to all the citizens of India (including tribes).

Article 16(4), 320(4) and 335 - reservation in employment.

Article 330, 332 and 334 - reservation in legislative assembly.

Article 275 – large amount of money can be taken from the consolidated fund of India to be spent on tribal welfare activities.

Article 338- empowers the president of India to appoint a commissioner to look after the tribal welfare activities.

Article 339(2) - central government can give direction to the state in the formulation and execution of tribal welfare programmes, plans and projects.

Article 46 – provisions that protect the economic and educational interest of tribes

Article 342- gives instructions to the administration to take special care to protect tribal interest in “Scheduled Tracts” or “areas”.

Article 164- empower the state governments to appoint separate minister to look into the welfare of the tribals

2. Special Central Assistants (SCA)

SCA is given to states and union territories to supplement their efforts in tribal development. This assistant is basically meant for family oriented income generating schemes in the sectors of minor irrigation, horticulture, soil conservation, agriculture, education, forests, cooperatives, animal husbandry, villages and small scale industries, fisheries and for minimum needs programmes.

3. Economic programmes and development

Majority of the tribes are extremely poor and economically backward. Various economic programmes are implemented to develop the economic condition of tribes. The various programmes for the economic development are establishment of Large Sized Multi Purpose Cooperative Societies (LAMPS), establishment of tribal co-operative Marketing Development Federation of India (TRIFED), vocational training in tribal area, encouragement to craft and home industries, promotion of labour interest of tribals engaged in mining industry and tea plantations and development through five year plan.

4. Medical facilities

Various medical facilities are provided for the tribals in the tribal area. Hospital and mobile hospitals are established, health insurance plans started, organised medical camps, organised health and hygiene awareness programmes and many preventive and curative measures to combat the diseases like leprosy, typhoid, malaria, small pox, forest fever, skin diseases, monkey fever etc. are undertaken.

5. Tribal Research Institutes (TRI)

TRIs have been set up in various States namely Himachal Pradesh, Madhya Pradesh, Chhattisgarh, Andhra Pradesh, Uttar Pradesh, Maharashtra, Rajasthan, Assam, West Bengal, Jammu & Kashmir, Tripura, Manipur, Sikkim, Jharkhand,

Telangana, Gujarat, Tamil Nadu, Karnataka, Orissa Kerala and in the Union Territory of Andaman & Nicobar Islands. These institutions are engaged in providing planning inputs to State Governments, conducting research and evaluation studies, collecting data, identifying challenges in the socio-economic development of the scheduled tribes, promoting and preserving their culture. Increasing the training and capacity of stakeholders, and knowledge advocacy to help shape evidence-based policy and planning are also key areas of assistance under the scheme.

6. Educational facilities

For the educational development of the scheduled tribes governments implemented various schemes and programmes. Some of the development programmes are scheme for education of ST girls in low literacy area, ashram schools in low tribal sub plan area, pre examination centres for Sc and ST, girls and boys hostel, pre matric and post matric scholarships and establishment of vocational training centres in tribal area.

Educational Development Schemes for Scheduled Tribes in Kerala

The central and state department's pays special attention to education as it not only enhances the level of awareness but also helps the scheduled tribes to access human development and better employment. Intervention in education is focused on improving literacy, prevention of dropout and improving the academic quality of students. Following are the various schemes implemented by the governments for the educational development of scheduled tribes. The following schemes were consolidated from official website of scheduled tribes development department and hand book named gothrajalakam published by scheduled tribe development department of Kerala.

1. Pre-matric education

Scheduled tribe students studying in classes up to SSLC are provided with a

lump sum grant and monthly stipend for expenses incurred at the beginning of the academic year. The rate of lump sum grant and monthly stipend is as follows.

Grade	Lump sum grant	Monthly stipend
LP – class I to IV	320	130
UP- class V to VII	630	160
High school – Class VIII to X	940	190

Source : Handbook 2017, Scheduled tribes development department, Kerala

2. Post-matric Education

ST students who complete 10th standard and study for different courses are provided with full fee, annual lump sum grant and monthly stipend with no income limit. This grant is available for all courses in all institutions accredited by the university. Different courses offer different rates of grants. The rate of lump sum grant and monthly stipend is as follows.

Course	Lump sum grant	Monthly stipend	
		Within 8 Km	Beyond 8 Km
Plus two/vocational HS and equivalent	1130	630	750
BA/BSc./B.Com/B.Ed. and equivalent	1190	630	750
MA/MSc./M.Com and equivalent	1570	630	750
Engineering/Vetenary/Agriculture etc	2250	630	750
MBBS/MS/MD	3130	630	750

Source : Handbook 2017, Scheduled tribes development department, Kerala

Students living in college hostels and other accredited hostels are provided with real accommodation-food costs and pocket money instead of monthly stipend.

5. Post-matric Hostels

There are currently 3 post-matric hostels in Thiruvananthapuram, Palakkad and Kozhikode districts for tribal students studying above higher secondary level. Steps are being taken to start another five post-matric hostels.

6. Vocational Training Institute

The plan is to provide vocational training in NCVT accredited courses. At present, there are one ITI each in Nedumangad and Kuttamalai in Thiruvananthapuram district and one in Nadukani in Idukki district. There is a production training center at Chennanpara in Thiruvananthapuram district to train the ST students.

7. Industrial Training Centers

The department also operates model training centers which provide vocational training in sewing, weaving, cane work and carpentry to provide technical training to ST students.

8. Gothra Sarathi

The constitution guarantees free education to children upto the age of 14 years. Tribal areas are located in harsh forest and in isolated areas with inadequate transport facilities. Lack of transport facilities and the threat of wildlife attacks make it difficult for children to reach school. There are not enough hostel facilities to admit all of them. Gothra sarathi is a scheme to provide transportation facilities to such students in association with school PTA and teachers.

9. Ayyankali Memorial Talent Search & Development Project

This project is intended to help talented ST students find their way into the 5th grade and continue their studies. Talented ST students studying in class IV in

government/aided schools are selected based on a competitive examination. They are then given a fellowship up to 10th grade. The scheme also envisages book, study materials, uniforms and monthly stipend. As a part of this scheme, seminars are being conducted to raise the awareness of students and parents. Students receive a scholarship of Rs.5900 per students in class 5th and Rs.4900 per students in 6th to 10th standard. 200 students are selected each year (Gothrajalakam, 2019).

10. Tutorial Grant

This program aims to provide monthly tuition fees for high school, +1 and +2 ST students attending in tuition centers. It focused to increase the success rate of ST students. The objectives of this project also include providing special coaching to SSLC and +2 students before the annual examination. Key components of the scheme are:

1. Pay special tuition fees to students in high schools and grade 11 and 12.
2. To pay tuition fee for the candidates who have failed the SSLC and +2 examinations.
3. Implementation of 'Gurukula' programs of Attappady Co-operative farming society and 'Girivikas' projects of Nehru youth center, Palakkad.
4. Provide honorarium of part time tutors who provide tuition to students in pre-matric hostels.

11. Distribution of Dresses

Two pairs of uniforms are given annually to the ST students studying in the lower primary classes in tribal school and welfare schools. The cost is fixed at Rs.500 per students.

12. Boarding Grant

The boarding grant is provided to the scheduled tribe students living in

hostels approved by the tribal development department and run by NGOs. At present, 7 hostels are being funded in Kerala.

Item	Class	Rate
Boarding grant	I to X	Rs.700
	XI & XII	Rs.800
Uniform allowance	I to IX	Rs.500
	X to XII	Rs.700

Source : Handbook 2017, Scheduled tribes development department, Kerala

13. Special Incentives to Talented Students

This scheme is aimed to special promotion for ST students who excel in academic, arts and sports competitions. For students studying in SSLC and +2 classes, they are given a special incentive prize of Rs.3000 based on grade. Special prize of Rs.4500 and Rs.6000 were given to excellent students in under graduate, post graduate, research and professional courses. Five students each in Wayanad, Palakkad and Malappuram districts who have secured the highest marks in undergraduate courses and 2 students each in other districts are given special prize of Rs.3000 respectively.

14. Ensuring High Quality Education

The scheme is intended to provide quality education to the scheduled tribes by enrolling them in excellent private/aided/government residential schools. This project was started to improve the academic performance of ST students through special coaching centers, tests for assessing academic performances, 100 % enrolment, better hostel facilities and provide directions for participate in the competitive examination. The scheme, which is aimed at implementing as additional central assistance scheme, also includes the appointment of counselors in model

residential schools, entrance coaching for +1 and +2 science batches and communicative English training in Model Residential Schools.

15. Bharatha Darshan, study tour for school and college students

It is an opportunity for brilliant 30 boys and 30 girls of particularly vulnerable tribal groups to visit various historical places in India. In addition to the Bharatha Darshan programme, the actual cost of study tour and excursion through educational institutions is being provided as financial aid to ST students studying in +2, degree classes, post graduate and professional degree courses.

16. Incentives to Parents

Parents of primary school students who are sent their children to school are given an amount of Rs.500 (Rs.50 per month for 10 months). The incentive is given to parents of students with 75 % attendance.

17. Gothrabandhu

To make sure right education to tribal children, one qualified (with TTC/D.Ed/B.Ed.) tribal youth from the same area with knowledge in tribal language and Malayalam is appointed and trained to function as mentor teacher in Primary Schools. These teachers are assigned to addressing the language problems of tribal children, decrease drop outs and ensuring 100% enrolment. As per the scheme 241 qualified tribal mentors were appointed in Wayanad district during 2017-18.

18. Supply of Laptop to Students

The project is aimed to supply laptop to scheduled tribe students of professional courses in approved University/Institutes. The courses covered are MBBS, BDS, BAMS, BHMS, M.Sc Computer Science, MBA, MCA, B.Tech and M.Tech, BVSc.& AH and other Post Graduation Degrees

19. Samuhaya Patanamuri

To solve the dropout and language problems and to generate a educational atmosphere in hamlets, stated 100 community study centers in tribal areas throughout the state during 2017-18. One qualified person from same tribal group has been appointed as a mentor and social worker. The center is equipped with reading material, furniture, LED TV, computer with internet etc. About 30 students are engaged in each centre.

20. Peripatetic Institutions

This is a one teacher program where teachers visit and teach in selected areas to educate the tribe. The main objective of this programe is to give education to the children in the isolated areas. From 2005 to 2006, peripatetic centers were established and teachers were trained. 7 peripatetic centers, 23 one teacher schools and 3 juvenile learning centers are included in this education programme.

21. Model Residential Schools

MRS has been started with residential facilities to provide better education to the talented ST students. There are 20 model residential school/asramam schools functioning under this department, in which two MRSs follow CBSE Syllabus. All expenses of the students in such schools are borne by the scheduled tribe development department.

Tribal Residential Schools in Kerala

The Central and State Governments have envisaged various programs for the educational development of scheduled tribes. Tribal residential schools is the initiatives aimed at the social and economic upliftment of competent scheduled tribes students through education. These schools have started with residential facilities to provide better education to the talented scheduled tribe students. There

are 20 tribal residential schools under the Scheduled Tribes Development Department, of which the MRS Njaraneeli and Kuttchal are CBSE schools. There are around 6000 childrens studying in these 20 institutions. There are three types of schools under the scheduled tribe development department: Model Residential School (MRS), Ashram schools and Eklavya Model Residential Schools (EMRS). The tribal residential schools are headed by the SC/ST residential educational society. There is a district level administrative committee with district collector as chairman for the administration of residential schools.

District level Administrative Committee of Tribal Residential Schools

1. The District Collector (Chairman)
2. Project officer, ITDP
3. The Tribal Development Officer (Secretary)
4. District Medical Officer
5. Deputy Director of Education
6. The HM of the school (MRS)

The details of the residential schools in Kerala are presented in table 13.

Table 13

List of Tribal Residential Schools in Kerala

Si. No.	Name of School	ITDP/TDO	District
1.	Dr. Ambedkar Memorial MRS, Kattela	ITDP Nedumangad	Trivandrum
2.	AMMRHSS, Nalloorad	TDO Mananthavady	Wayanad
3.	IGMMRS Nilambur	ITDP Nilambur	Malappuram
4.	MRS Munnar	TDO Adimali	Idukki
5.	MRS Mukkali	ITDP Attappady	Palakkad
6.	MRS Kalpetta	ITDP Kalpetta	Wayanad

Si. No.	Name of School	ITDP/TDO	District
7.	MRS Vadasserikkara	TDO Ranni	Pathanamthitta
8.	MRS Chalakkudy	TDO Chalakudy	Thrissur
9.	MRS Pattuvam	ITDP Kannur	Kannur
10.	MRS Paravanadukka	TDO Kasaragod	Kasaragod
11.	MRS Kulathupuzha	TDO Punalur	Kollam
12.	MRS Ettumanoor	ITDP Kajirapally	Kottayam
13.	EMRS Pookode	ITDP Kalpetta	Wayanad
14.	MR Ashram School, Thirunelli	TDO Mananthavady	Wayanad
15.	Ashram school Malampuzha	TDO Palakkad	Palakkad
16.	EMRS Pinavu	ITDP Idukki	Idukki
17.	RGM Ashram school Noolpuzha	TDO Sulthanbathery	Wayanad
18.	Dr.Ambedkar Vidyanikethan CBSE school, Njaraneeli	ITDP Nedumangad	Trivandrum
19.	G.Karthikeyan memorial MRS, Kuttichal	ITDP Nedumangad	Trivandrum
20.	MRS Koraga	TDO Kasaragod	Kasaragod

Source : Handbook 2019, Scheduled tribes development department, Kerala

Model Residential Schools (MRS)

Model Residential Schools was started to promote the education of ST students. In the 1990-91 academic year, the school was initially started in Nalloorad (for boys) of Wayanad district and Kattela (for girls) of Trivandrum district. There are 13 model residential schools in Kerala among which two schools follows CBSE syllabus. Of the remaining 11 schools, each school is exclusively for girls or for boys (5- boys only and 6 – girls only) and follows state syllabus. The goals of the MRS are:

1. Provide good education to the talented ST students.

2. Eliminate the dropout behavior among STs.
3. Ensuring excellence of scheduled tribe students in science and technology.

The salient features of the MRS are:

1. Free and quality education.
2. Good hostel facilities for students.
3. Books, uniform and other stationary items are provided free of costs.
4. Programmes for the social development of students.
5. Guidance and counseling for success in future life.

Admission to MRS is begins in the fifth standard. Applications are invited for admission in schools in December/January month. The application should be submitted to the concerned ITDP project officer/ tribal development officer of the district. Eligible candidates are selected from the applied candidates on the basis of entrance test conducted by the tribal development department. The annual income limit for parent of students who selected for MRS admission is Rs. 1,00,000/-.Below is the allowable monthly rate for food costs at tribal residential schools.

Ist standard to Xth standard - **Rs. 3,000/-**

Higher secondary level - **Rs. 3,450/-**

Source : Handbook 2017, Scheduled tribes development department, Kerala

Ashram School

The objective of the project is to develop educational facilities for ST students, including of particularly vulnerable tribal groups. The ashram schools provide residential facilities in an environment conducive to learning. The scheme covers all the tribal sub-plan areas of the country in 22 states and 2 Union Territories. It is a Centrally Sponsored Scheme based on cost sharing between the Center and the States. However, the central government gives 100% central share to

the construction of all girls 'ashram schools and boys' ashram schools in leftist extremist areas (from time to time it is approved by the home ministry). The boys' ashram schools, except those mentioned above, are being funded by the State Government on a 50:50 basis. In the case of the UTs, the central government is responsible for the entire construction of the ashram for boys and girls. Members of Parliament can fund their MPLD project in exchange for a state share.

Given the lack of education of STs, the spread of education among them is of particular importance. Ashram schools are expected to fulfill the educational and development responsibilities of STs. The objectives of opening Ashram schools are:

1. Enroll scheduled tribe students who cannot continue their education without government assistance.
2. Provide facilities for scheduled tribe boys and girls to improve their quality of life.
3. To develop and improve their abilities, make them aware of their inner talents and strengths and build confidence in them.
4. Emphasize on domestic industries and train them in vocational education.
5. To preserve and protect the uniqueness of tribal heritage, culture, music and folk dance.

The salient features of Ashram schools are:

1. The project is funding the construction of school buildings from primary to senior secondary stage and upgrading existing ashram schools for ST boys and girls including PVTGs.
2. Under the project, apart from school buildings, construction of students' hostels and staff quarters will also be acquired. The State Government / UT Ashram provides free land to schools.

3. For other non-recurring items, such as furniture, equipment, sets of books for the school library etc. are financed on a 50:50 basis.
4. Only capital expenditure is provided under the scheme. Recurrent expenditure must be borne by the state governments.
5. The state / UT must decide on the location and admission policy of the new schools.
6. The completion period of ashram school construction is 2 years from the date of release of central assistance. However the extension period of existing ashram schools construction is 12 months.

(“Centrally sponsored scheme”, n.d.)

The management and maintenance of the ashram schools is the responsibility of the concerned State Government / UT. If any complaint is lodged with the Ministry regarding maintenance of the Ashram schools, it will be informed to the State Government. The ministry takes this seriously and the department directs the state government to create basic infrastructure like toilet and bathroom and allocate adequate funds in state budget to meet the construction and maintenance cost, the cost is as per the rate of state PWD for this purpose.

Ashram Schools in Kerala

Ashram schools of Kerala are aimed at promoting and ensuring the education of particularly vulnerable tribal groups. The existing ashram schools are targeted at scheduled tribes like Paniya, Adiya, Kattunaickan, Cholanaickan, Kadar, Kurumbear, and Koraga. These groups are the socially, culturally and educationally most backward tribal people in Kerala. Only a limited number of students get admission every year. If the number of applications exceeds the available seats in ashram schools priority is given to students belongs to particularly vulnerable group,

students coming from the farthest places, students with less family income and students with talent.

Ashram schools follow the same syllabus prescribed by the state government for government schools. The medium of instruction in ashram schools is the local language. There are 5 Ashram schools in Kerala. Details of school are presented in table 14.

Table 14

List of Ashram School in Kerala

Si.No.	Name of School	Reserved for
1	IGMMRS, Nilambur	Kattunaickan and Cholanaickan
2	MR Ashram School, Thirunelli	Paniya and Adiya
3	RGM Ashram school, Noolpuzha	Kattunaickan and Cholanaickan
4	Ashram school, Malampuzha	Kadar, kurumbar, Kattunaickan
5	MRS, Koraga	Koraga

Source : Handbook 2019, Scheduled tribes development department, Kerala

Eklavya Model Residential School (EMRS)

For the purpose of providing quality education to tribal students, in 1997-98, it was decided to establish 100 Model Residential Schools from Class VI to Class XII by using the parts of the grant under Article 275 (1) of the Constitution. By the end of the Xth five year plan, 22 states have been granted 100 schools, 92 of which are reported to be functional. These schools are mainly affiliated with state boards. Some schools are affiliated with the Central Board of Secondary Education. These schools have been named Eklavya Model Residential Schools, which are modeled on Navodaya Vidyalaya schools, but with state-centered management.

The support of the ministry to the States/ UTs for the expansion and implementation of EMRS program will be subject to the performance of States / UTs that ensure high quality running and management of schools. Quality management refers to the timely and smooth transition of funds allocated from the state government / UT administration to management societies / schools: ensuring proper health/medical facilities to students and staff; ensuring the recruitment of sufficient number of teachers; providing a happy and healthy atmosphere for the overall development of children and hygienic school and hostel surroundings and food for children. As a direct result of lack of adherence to standards and poor management, if the progress of EMRSs is seen as poor, later the concerned States/ UTs can't claim additional funds from the ministry for the running and maintenance of EMRS.

Objective of EMRS

EMRS aims to provide quality education to ST students in remote areas, not only to enable them to secure reservation in professional and higher education courses and jobs in private, public and government sectors but also have equal access to better opportunities in education at par with the non-ST populations. EMRS aims to provide quality education to ST students in remote areas, not only to enable them to secure reservation in professional and higher education courses and jobs in private, public and government sectors but also have equal access to better opportunities in education at par with the non-ST populations. This will be achieved by

1. Mental, physical and social development of all the students enrolled in the EMRS. Students will be empowered as change agents from their school, home, village, and finally a larger context.

2. Focus on the variety of educational support available to students in grades VI to X so that they can meet their unique needs.
3. Support the yearly running costs in a way that offers reasonable remuneration to the staff and maintenance of the amenities.
4. Support the construction of infrastructural facilities that provides physical, cultural, environmental and education needs of student life.

(“Revised guidelines”, 2010)

Structure of EMRS

1. Admissions to these schools are through selection / competition with appropriate conditions to prioritize children from primitive tribal groups, first generation students and so on.
2. The State Government will provide adequate land free of charge to schools, playgrounds, hostels and residential quarters.
3. The number of seats for both boys and girls will be equal.
4. Education in these schools will be fully free of cost
5. There will be a maximum of 60 students in both classes, a maximum of 30 students per class, and the total approved strength of the school will be 480 students.
6. There will be three sections for the higher secondary level (Class XII and XII), Science, Commerce and Humanities for three streams. The maximum allocated strength of each section may be 30 students.

(“Revised guidelines”, 2010)

EMRS in Kerala

The EMRS schools in Kerala also targeted to the backward classes of the scheduled tribes. There are two EMRS in Kerala one at Pookode of Wayanad district and other at Pinavu of Idukki district. A State-wide entrance test is conducted for admission. Nature of the test was objective type and it is controlled by the ITDP (Integrated Tribal Development Project). They prepare the rank list and send it to the respective schools. According to the rank list, the Head of the Institution will admit the students.

Conclusion

The scheduled tribes followed their own unique way of life. Therefore, they have a lot of gaps with the mainstream society in all aspects of the life. Such gaps can be seen very clearly in the field of education. Educationally, these sections are still very backward. These facts are very clear from the examination of their literacy rate, school enrolment, dropout rate etc. The central and state governments implemented various schemes and projects for their social and educational upliftment. Tribal residential schools, single teacher school, scholarships etc. are all such schemes. Yet they have not yet been able to reach the forefront of mainstream society. It is a fact that despite the existence of such schemes and activities, the reason for not being able to bring these sections into the mainstream need to be studied. For this, each projects and schemes implemented should be studied and closely monitored on its grass root level.

Review of Related Studies

Kujur (2019) studied the experience of tribes in formal schooling in India with special reference to educational exclusion. The study has tried to explore the question “why education has not been attractive to the tribes”. Secondary data were used for the study. The results reveal that scheduled tribes suffer segregation at

every stage of schooling or education. The very name ‘tribe or tribal’ by which they are commonly known build a sense of inferiority complex that lead to exclusion. Schools and the facilities in them for tribes are poor. Their history, life, language, culture, finds no place in the Indian education system. Often they being insulted for practicing their culture or using their language.

Raja and Krishnaveni (2019) tries to study the issues and challenges which prove to be obstacle for the education of the tribal community. The study talks about the problems of tribal tea labours, which cause them to miss the minimum education level. The study was confined to the Nilgiris district of Tamil Nadu. The objective of the study was to explore the problems faced by the tribal tea labours regarding education. Data were collected from 140 tea labours by using questionnaire. Study found that many tribal tea labourers have left their schools due to poverty. Some tribal tea labourers stated that the management forced them to bring their children to work. Gender discrimination and de-motivation from teachers and schools staffs are the other problems faced by the respondents.

A correlation study was conducted by Adak (2019) to explore the relationship between academic performance and emotional intelligence of scheduled tribe students. Present study also focused to find the prevalence rate of emotional intelligence among Scheduled Tribe students at Higher Education level in Hooghly district. 120 tribal students who regularly attend in University and College were selected as the sample for the study. Major findings of the study revealed that students studying in science stream have more emotional intelligence than students studying science stream, under graduate students were found significantly lower emotional intelligence than post-graduation students. Students from rural areas were found significantly lower emotional intelligence than students from urban area and academic performance and emotional intelligence score are positively correlated but there was no statistical significance.

Ghosh and Halder (2019) compared the awareness on governmental schemes at higher educational level of SC and ST students. The major objective of this study is to find the awareness of ST and SC students about various schemes available to them at higher education level. A total 208 SC and ST post graduate students from Nadia districts were selected as sample for the study. Study showed that awareness of ST and SC students about pre and post matric scholarships is above 50%. Awareness of SC students is better than the ST students. Awareness of scheduled tribe female students is very low. Awareness about National Overseas Scholarship Schemes for both ST, SC students is less than 25%. Comparative study showed that there is no significant difference between the scheduled tribe and scheduled cast students in terms of their awareness about various schemes and scholarship available to them at higher educational level.

Maji and Sarkar (2018) conducted a case study to examine the gender disparity in literacy level of scheduled and non scheduled population of Bankura district of West Bengal. The main objective of the study was to analyse the gender disparity in literacy level and educational achievement of scheduled and non scheduled groups. Secondary data were used for the study. Secondary data were obtained from District Census Handbook, Bankura, 2011, District Human Development Report, Bankura, 2007 and District Information System for Education (DISE). Study showed that scheduled tribe female of Bankura district is less literate than state average. Gender disparity in literacy is more distinct among scheduled tribe than non-scheduled population. But gender disparity among ST is less than the disparity observed among scheduled cast.

Punnaiah (2018) studied the issues and challenges of tribal education in Telungana state. Objectives of the study are analysis of district wise tribal population and literacy rate, analysis of district wise tribal hostels and ashram schools and analysis of issues and challenges of tribal education. Study was

descriptive in nature and secondary data were used for analysis. Results of the study showed that literacy of female tribes is lower than that of male literacy in all districts of Telungana state. In almost all districts and there are more female students registered in hostels and ashram schools than male students. The major issues related to tribal education in Telungana districts are problem of medium of instruction, poor economic condition, indifferent attitude of parents, locality of the village, teacher absenteeism and lack of proper monitoring.

Majumder (2018) made an attempt to study problems of tribal education in India with special reference to a village of Jharkhand. Study focused on the tribal group Bhumij. The major objectives of the study was to find out the educational level, cause of dropout and and problems related to education among Bhumij tribes in the study area. Both qualitative and quantitative techniques were used and primary data collected from Bhumij tribes through questionnaire. Secondary data from various sources such as school register, enrolment record and government reports are used. Major findings of the study are literacy rate of Bhumij female are lower than male, poor socio economic condition and ignorance and indifferent attitude of parents are the major causes of dropout. The education problems related to Bhumij are medium of instruction, poor economic condition, parents attitude toward education, village is in isolated area, teacher related problems and lack of proper monitoring.

Seva (2018) on his article titled “Review on tribal education issues and challenges” made an attempt to analyse government schemes and policies and issues and challenges of tribal education. In his observation current challenges for tribal education are poor economic condition, isolation (interior inhabitation), medium of teaching, negative attitude of parents and teacher related problems like teachers may not understand tribal language, appointment of untrained teachers and poor lodging facilities for teachers. Study suggested following measures to ongoing problem,

proper awareness campaign, improve attitude of tribal parents, study materials in local language, appointment of local teachers, stipend and scholarships, more residential schools should establish, ensure social security, effective monitoring and motivational programmes.

Radhakrishnan, Pillai, Bhavani, Gutjahr and Nedungadi (2018) in their study made an attempt to study the awareness of tribal parents on educational schemes for scheduled cast and scheduled tribes. Exploratory research design was used as research design. A total number of 40 parents from Coimbatore district were selected as sample for the study in which 11 are fathers and 29 are mothers. Survey questionnaires developed by the investigators were used for data collection. Study reveals that majority of the tribal students are studied in government schools, poor financial assistance and lack of transportation facilities are the major issues faced by the parents related to child's schooling. Most of the parents are unaware of schemes like free transportation facility schemes and mid day meal scheme. Parents are aware about scholarship available for students but they are not satisfied with the scholarship amount. According to the parents, the main reason for the school dropout is the medium of instruction, lack of ability to grasp lessons, lack of transportation facilities. 80% of the parents showed interest to attend the awareness class on various educational schemes.

Naqvi and Khan (2018) was conducted a study to find out the level of educational aspiration and its predictors among non-tribal and tribal students of government schools. The major objectives of the study are, to find out the level of educational aspiration and academic achievement of tribal non-tribal and tribal students, to find the relationship between educational aspiration and academic achievement and to find out the strong predictor of educational aspiration. For the study investigator selected 120 students (60 tribal students and 60 non tribal students) from 8 government schools of Bhopal region. Level of educational

aspiration by Yasmin ghani khan and achievement test by Naushal hussain and sheba hussain were used to collect data. Study showed that there is no significant difference in educational aspiration of tribal and non-tribal students and there is no significant difference in academic achievement of tribal and non-tribal students. There is no significant gender difference in the educational aspiration and academic achievement of tribal and non-tribal groups. Study revealed that there is a significant positive relationship between educational aspiration and academic achievement. Study also revealed that Gender, academic achievement and cast contribute almost a 13% in the formation of level of educational aspiration.

A Comparative study on level of educational aspiration and vocational preference among tribal and non-tribal college students was conducted by Behera and Mohanty (2018). The sample of the study consisted of 830 students, out of the 830 students 539 students belongs to non-tribal group and 291 students of 8 colleges belong to tribal group. Educational Aspiration Scale (E.A.S.) developed by Sexena and Occupational Aspiration Scale (O.A.S.) developed by Grewal was used for data collection. Findings of the study revealed that there exists a significant difference in educational aspiration and vocational preference between tribal and non tribal students. The results also showed that non-tribal students had higher educational aspirations and career preferences than non-tribal students. Study concluded with a suggestion that government, aided and private institutions should provide proper educational and career guidance to the students at Higher Secondary and Secondary stage.

Raj (2018) studied the school adjustment of high school students of Ho tribes of Jharkhand state. Study focused to find out the adjustment of Ho tribes students in Kolhan district of Jharkhand state. Study conducted on a sample of 440 Ho tribe students. Adjustment scale by A.K.P. Sinha and R.P. Singh was used as the tool for data collection. Results of the study revealed that Ho tribal school students has

moderate level of adjustment and its dimension viz., Social, Educational and Emotional adjustments. Study also showed that a significant difference in emotional adjustment is exist between government and private and between boys only and coeducation school Ho tribal students. There is no significant difference in adjustment and its dimension between IXth and Xth school students.

Jain and Yadav (2018) compared the adjustment of tribal boys and girls studied in eklavya model residential schools of Madhya Pradesh. Descriptive survey research method of investigation was adopted for the study. The study was conducted on a sample of 300 scheduled tribe adolescents (150 boys and 150 girls) aged 16-18 years studying in the eklavya model residential schools in Madhya Pradesh. Bell Adjustment Inventory by Mohsin and Hussain was used as tool for data collection. For the analysis of the data, the mean, SD and independent sample t-test statistical techniques were used. Results of the study revealed that there exists a significant difference in the mean scores of adjustment and its component viz., health adjustment, social adjustment, emotional adjustment of tribal boys and girls studied in eklavya model residential schools. But there is no significant difference in the home adjustment of tribal boys and girls. Further the study showed that the males are more adjusted than females and also males are showing more health adjustment, social adjustment and emotional adjustment.

Sahoo and Rout (2018) conducted a case study to unveil the integration of ICT in Ekalavya Model Residential School (EMRS) of Odisha. Major objective of the study was to find the extent of ICT integration in teaching of curricular subjects in EMRS under study. The data were collected through questionnaire, observation schedule, check list and FGD from students, teachers and the principal of ekalavya model residential school. The study was conducted on class IX and X. the findings of the study showed that teachers used ICT occasionally in their class room. Computer and printers are the most frequently used hardware by teachers. Camera

and mobile are the least frequently used hardware by teachers. Important constraints in the integration of ICT are inadequate number of computers and computer teachers, less time allotment for students in a slot and frequent power cut of electricity supply.

Satyasavitri and Honakeri (2018) attempted to analyse the impact of ashram schools on tribal education. The study is based on secondary data collected from the reports of MHRD, annual reports of MOTA and census of India (2011). Study found that ashram schools provide conducive educational environment and also provide free lodging and boarding facilities to the students. Study suggested that provision of study materials in tribal language, motivational programmes, stipends and scholarships are helpful to tackle the identified problems related to tribal education.

Sarwati (2018) studied the impact of residential schools and current challenging issues of tribal education in Odisha. Data from secondary sources were gathered from government document, published reports, books, journals and articles were used for the study. Study revealed that residential schools definitely uplifts the tribal children as tribal children are very poor and their parents cannot just afford to send their children to school. Study suggested that provision of study materials in tribal language, appointment of local teachers, tribe specific learning arrangements, change in outlooks and perceptions of teachers, stipends and scholarships are helpful to tackle the identified problems related to tribal education

Kumar and Naseema (2018) made an attempt to study the residential facilities available for tribal learners of Kerala. The major objective of the study was to find the residential facilities available in the tribal residential schools of Kerala. Study was conducted on a sample of 225 tribal residential school students and 17 government model residential schools. Data collected by using questionnaire. Study reveals that government model residential schools of Kerala were providing better residential facilities for tribal students. The major issues encountered related to

model residential schools are lack of play grounds, scarcity of water, schools are located in isolated area and lack of medical facilities.

Lal (2018) compared the political awareness of scheduled tribes of Jammu and Kashmir and Uttarakhand. The major objectives of the study were to find the level political awareness among tribes of Jammu and Kashmir and tribe of Uttarakhand and compare their political awareness. Sample of the study consists of 40 Scheduled Tribe from village of Uttarakhand and 40 Scheduled Tribes from village of Jammu and Kashmir. Data was collected using interview schedule. Results of the study revealed that tribes of Jammu and Kashmir have low political awareness than the tribes of Uttarakhand. The main reason for this difference is the selected tribes of J&K have less source of awareness that is they are not much connected with non tribal peoples. Another reason for the anonymity is that the tribes do not understand languages other than their native language. Study was concluded with following suggestion to develop political awareness, ensure facilities to contact with non tribal groups, arrange awareness programmes, provide opportunity for self employment, ensure the attendance of government officials and construction of residential schools.

Purshottam and Dhingra (2017) in an article titled “understanding the Indian tribal life and their issues” discussed the tribal life and major problems faced by the Indian tribes. Major issues discussed by the researchers are educational backwardness of scheduled tribes, religious issues, social issues and health issues. according to the investigation following are the major concerns related to the Indian tribes, poverty and indebtedness, exploitation and unrest of the tribe, educational backwardness, migration, process of involuntary displacement, land alienation, open defecation among scheduled tribe, child labour, language, child marriage, polyandry, polygamy and consumption of tobacco and alcohol.

Baro (2017) conducted a study to find the influence of socio-economic status on academic achievement of scheduled tribe students of secondary schools. A sample of 167 students belonging to ST category was selected from secondary schools of Kamrup district of Assam state. Socio- Economic Status Index developed by Verma, Saxena and Mishra were used as tool for data collection. In order to analyze the collected data, the investigator used statistical techniques such as percentage analysis, Pearson's product moment correlation and independent sample 't' test. The result of the present study revealed that there exist a significant relationship between academic achievement and socio-economic status of scheduled tribe students of secondary schools.

Shandilya, Chaturvedi and Suryawanshi (2017) made an attempt to explore the level of aspiration of tribal youths regarding different off-farm and on farm activities. 144 tribal youths from 12 villages of Korea district of Chhattisgarh State were participated in the study. Statistical techniques used for the analysis are mean, standard deviation, percentage analysis, correlation and multiple regression analysis. Results regarding the overall level of aspiration showed that there is a medium level of aspiration among tribal youths. Study also showed that agriculture level aspirations of tribal youths are given priority to increase income, most tribal youths wanted to pursue a career in agriculture and most tribal youths wanted to take up agricultural labour and most of the educational aspirations of the tribal youths in the order of preference were up to the degree aspirations.

Anuganti (2017) conduct a comparative study to understand the vocational aspirations of socially disadvantaged and advantaged students. In this study General/OC category students were considered as socially advantaged group and SC, ST, BC category students were considered as socially disadvantaged group. A total of 600 students (OC- 300, BC-156, SC-96, and ST-48) were selected as sample for the study. Researcher developed a vocational aspiration test to collect data.

Findings showed that there is significant difference in the mean scores of vocational aspiration of socially advantaged and disadvantaged group. Socially advantaged groups possess more vocational aspiration than the socially disadvantaged. Study suggested that central and state government should take more effort to develop vocational aspiration among socially disadvantaged groups.

Perween and Dewan (2017) conduct a comparative study to understand the impact of ethnicity on academic achievement motivation and mental health. 160 adolescent female students (80 from tribal and 80 from non tribal) from +2 schools and intermediate colleges of Ranchi town in Jharkhand. Academic Achievement Motivation Test (AAMT) developed by Sharma (2009) and Mental health inventory developed by Jagadish and Srivastava (1983) were used as tool for the study. Results of the study showed that there is a significant impact of ethnicity on mental health and academic achievement motivation. That is academic achievement motivation and mental health of tribal and non tribal students differ significantly. Further the results showed that academic achievement motivation is higher in tribal students than non tribal students and non tribal students have better mental health than tribal students.

Shelly (2017) studied the problems and perspective of adjustment of tribal students in school. 80 tribal students from VIIIth and IXth classes in Wayanad district were selected as sample for the study. Results of the study revealed that tribal students have average level of social, educational and emotional adjustment. To develop the adjustment among tribal students researcher suggested following suggestions, teachers should maintain a close relationship with students, appoint teachers with knowledge in tribal dialects, appoint mentors from tribal community for primary classes, provide proper training for teachers, incorporate tribal culture and traditions in education, promote co-curricular activities, incorporate tribal

cultural contexts in class rooms and made curriculum flexible according to the cast, age, language, needs etc.

Tundurwar and Chandanpat (2017) conducted a study on personality of students studying in tribal area. Data for the study was collected from 23 schools of 12 different tahsils of Gadchorolo district. 600 students from 12 tahsils were selected as sample, sample consists of 300 other backward students and 300 scheduled tribe students. To measure personality cattell's High School Personality Questionnaire (HSPQ) was used. Results of the study revealed that there is exist a significant difference in mean personality scores of OBC boys and girls and there is no significant difference in mean personality scores of scheduled tribe boys and girls.

Chahal and Kumar (2017) carried out a study which revealed the attitude of the Scheduled Castes and Scheduled Tribes parents towards the Educational rights of the children. The sample selected for the study was 60 tribal parents from rural areas in Udaipur district of Jammu and Kashmir. This sample consists about 30 fathers and mothers. Semi structured interview schedule prepared by the researchers was used for the data collection. The major objective of the study was to understand the awareness of Scheduled Castes and Scheduled parents on Educational rights of the children. The findings of the study revealed that majority of the parents gave favorable responses which means they are well aware about accessing the children to school. They have the positive attitude towards Educational Rights of their children. They are also aware about how to avail the educational amenities to access the school.

Saxena and Kumar (2016) in their study made an attempt to examine adjustment styles and attitude of tribal students studying in Jawahar Navodaya Vidyalayas (JNV). The major objectives of the study are to find out the adjustment styles of science and arts students of tribal areas studying in Jawahar Navodya

Vidhyalya and find out the attitude of science and arts students of tribal areas studying in Jawahar Navodaya Vidhyalya towards higher education. Method adopted for the study was descriptive survey. Data were collected from 50 residential school students of Jawahar Navodaya Vidhyalay Samiti. To collect data Educational Adjustment Inventory by Singh and Rani and Attitude Scale towards Education by Chopra were used. Descriptive statistics and independent sample test were used to analyse the data. Study revealed that there exists no significant difference in adjustment style and attitude towards higher education between science and arts students of tribal areas studying in Jawahar Navodaya Vidhyalya. Study also showed that there is no significant relationship between adjustment style and attitude towards higher education.

Nandhini and Karibeeran (2016) in their study focused on understanding the health and educational status of the tribes of Kadalakoli, Muttimoola and Thangamalai in Gudalur taluk using qualitative methodology. Researcher used ethnography as the method to collect data. Study revealed that the education situations at these villages are very poor. The literacy rate among male are relatively high compared to females. Other important educational problems identified by the researcher are the high dropout rate in the village, distance from home to school, unawareness on important of education, child labour, child marriage, and illiterate parents. Children and adults have no major health problems other than frequent fever and cough. Alcohol and tobacco use are common in these groups which effects the dental health and risk of cancer among both sex.

The purpose of the study of Puhan (2016) was to analyse the development of education of scheduled tribe women of Keonjhar district of Odisha. The major objectives of the study are to investigate the present condition of level of education among tribal women in Keonjhar district and to list and examine the effectiveness of different developmental programmes implemented by the government for the

educational development of tribal women. Data from secondary sources were used for the analysis. Study revealed that female literacy of scheduled tribe women are less than that of male and state literacy rate of Odisha. Major identified issues related to the education of tribal women are non-availability of basic facilities, non-availability of learning materials, lack of sufficient number of teachers, counselors and non-teaching staffs, no encouragement for co-curricular activities and low illumination level.

Jain (2016) studied the adjustment of tribal adolescents of Eklavya Model Residential School, Shahpur. The study was conducted on a sample of 60 tribal adolescents (30 boys and 30 girls) studying in Eklavya Model Residential School, Shahpur. Bell Adjustment Inventory by Mohsin and Hussain was used as a tool for data collection. Study revealed that the level of adjustment among adolescents of Eklavya Model Residential School, Shahpur was average.

Brahmanandam and Babu (2016) discussed the issues and challenges of tribal education. Formulated objectives of the study are to study the development programmes and its impact on tribal education and to find the educational gap among tribes and suggest suitable measures to solve the problems. Study concluded that the scheduled tribes they live in isolated areas are unreachable to formal education, the dropout rate is comparatively high in this group and enrolment of students in higher education, especially premier institutes like IIM, IIT are very low. Study suggested that incorporation of tribal folklore, culture and history to the curriculum can help building self-confidence among the tribal students, and this strategy may help in increasing their enrolment and retention at schools.

Hansdah (2016) studied the impact of residential school on tribal education and current issues and challenges of tribal education. The major objective of the study was to find out the impact of residential school on tribal education and highlights the problems faced by the tribal parents on education of child. Descriptive

survey method was used and secondary data were used for analysis. Study showed that there is a positive impact of residential schools on the education of tribes. Physical location of the villages, apathetic attitude of the villagers, negative attitude of parents towards education, villagers have no relationship with teachers and the appointment of untrained teachers are the major current issues related to the tribal education.

Jayaraman and Sivaraman (2016) made an attempt to investigate the academic achievement and self-concept of tribal students with respect to parental education and gender. The study was conducted on a sample of 315 tribal students in Udumalpet Taluk of Tirupur District. Self-concept scale (SCS) developed by Mukta Rani Rastogi (1974) was used for the data collection. Results of the study revealed that there exist a significant correlation between self concept and academic achievement of tribal students, there exist no significant difference in self concept and exist a significant difference in academic achievement with respect to parental education and gender. Results revealed that there exists a significant difference in the academic achievement of rural and urban tribal students. There is no significant difference in the mean academic achievement scores of tribal boys and girls.

Deb and Bhattacharjee (2016) conducted a study on academic achievement of rural and urban tribal students at secondary level schools in Tripura. The major objectives of the study are to find the academic achievement of tribal students in Tripura and to compare academic achievement of tribal students with respect to their gender and locale. The researcher used descriptive analytical survey method. A total of 200 secondary school students (100 from rural and 100 from urban) from 21 schools were takes as the sample for the study. Scores obtained in the board examination was used as measure of academic achievement. For data interpretation statistical methods like descriptive statistics and independent sample t-test were used. Results of the study showed that majority of the tribal students are belongs to

average level achiever category. Study showed that the number of high achievers is higher than that of low achievers. There is no significant difference in the academic achievement of boys and girls and there exist a significant difference between urban and rural tribal students.

Jojo (2016) conducted a evaluative study to find the decline of ashram schools in central and eastern India and its impact on education of ST children. This is an evaluative study where the functioning of ashram school was evaluated through the explanatory research design. The samples of the present study were collected from the three clusters viz., Chhattisgarh, Jharkhand and Odisha. From each clusters two districts were selected. Academic and non-academic staff, administrative officers, students, and the local people were participated in this research. School facility, hostel facility, curricular and co-curricular activities, situations of staff and students are studied. Results of the study concluded that ashram schools are not serving the purpose for which they were designed. Malfunctioning defines the functioning of the schools and the condition of the hostel and school facilities are poor. There is a direct influence of Hinduism in ashram schools. Study suggested that Urgent policy intervention is needed to address issues such as crowded living spaces, crowded hostel rooms / dorms, multi-grade classrooms in a single room. etc.

Swain (2016) studied the problems and prospects of tribal education in Odisha. Secondary data were used to analyse the present conditions and issues and challenges of tribal education. Study identified that low scholastic achievements of the tribal students, low enrolment rate, high dropout rate, low economic status, indifferent attitude of tribal parents and society, language barriers, teacher related problems are the major threat faced by the tribal education in Odisha. Following suggestions are put forwarded by the researcher for the better education of tribes, tribal dialects must be included as medium of instruction, arrange preparatory classes for tribal students, tutorial facilities, provide study materials and dresses,

provide hostel facility, ensure frequent health checkups and appoint trained and experienced teachers.

Sincymol (2016) studied the scheduled tribes knowledge level on government welfare programmes and schemes. The study was limited to Kanjiyar panchayath of Idukki districts in Kerala. A sample of 50 scheduled tribes belongs to mannan cast was selected for the study. Study revealed that 70 % of tribes aware about the training programmes implemented by the government, more than 70 % aware about the housing loan scheme and scheme for free loans for self employment, more than 65 % aware about the schemes like financial assistance for marriage and financial assistance for land purchase and around 60 % of respondents aware about financial assistance for house maintenance. Study suggested that the proper utilization of financial and physical components of governmental schemes largely depends on the awareness of the beneficiaries.

Soren (2016) conducted a qualitative case study on education and drop out among tribal students in Mayurbhanj district of Odisha. Major objective of the study was to find out the causes of dropout among students. 20 dropout tribal students of Mayurbhanj area was selected as case for the study. Low socio economic status of parents, tribal concern of learning, linguistic problem, problem of learning English, problem in read, academic and administrative problem, psychological problems, attitude of the parents, teacher related problems, health problem and existing health care facilities, the location of school from the village, and lack of proper monitoring are the major identified cause for the drop out among tribal students in Mayurbhanj district of Odisha.

George and Gopika (2015) identified factors causing dropout of tribal school students of Marayoor area. Data were collected from students, parents and teachers of Marayoor area. It was found that language problem, lack basic facility in the home, attitude of teachers, social factors, indifferent attitude of students, indifferent

attitude of parents, and geographical factors are the major factors causing dropout of tribal students of Marayoor area.

Mishra (2015) studied the enrolment and dropout of tribal girls in secondary schools of Odisha. The objective of the study to find enrolment of girl student and to find causes of low enrolment and dropout among secondary school girl tribal students of Odisha. Case study method was used for conducting the study. All scheduled tribe girls students of Raibol high school was taken as case. Head of institute, teachers of concerned school and parents of scheduled tribe girl students are participated in the study. Semi structured interview schedule and focus group discussion are used to collect data. Study revealed that enrolment of tribal girls was low. The identified reasons of low enrolment of tribal girls are disinterest in study, girls are required for household work, girls are required for the care of siblings, most of the parents is not considered education is not necessary for girls and cost of education. No interest in study, getting married, requirement for seasonal work, financial weakness, difficulty in learning and engaged in household works are the reasons of dropout of tribal girls students of Odisha.

Suresh (2015) attempted to study the education among the tribes in Kerala and social, economic, cultural and institutional factors determine the education of the tribes. A sample of 400 schedule tribe students, 280 dropouts and 120 non dropouts were selected as sample for the study. Both primary and secondary data were used for analysis. Researcher concluded that low enrolment rate and high dropout rate is the major challenges faced by the tribal education. Poverty, difference in dialect and medium of instruction, Accessibility to School, illiteracy of parents, lack of motivation from parents, Lack of Sufficient Grants and Schemes are the identified factors affecting dropout of tribal students. The study recommends the following recommendations for the educational development of STs. Effective early childhood education and primary education, positive parental participation in the

studies of children, ensure physical accessibility to schools, require more pace in abolition of illiteracy among tribes, policies to broaden the services of teachers to isolated/tribal areas, tutorial facility at higher levels of schooling, teacher awareness on tribes and their culture, efficient coordination of government departments new criteria for different grants, need more effective educational schemes and policies to depose poverty and development in livelihood options.

Andrabi (2015) made an attempt to study the academic achievement of tribal and nontribal adolescents of Kashmir. Study was conducted on a sample of 564 adolescents of Kashmir. Out of 564 students 278 adolescents belongs to non tribal community 286 adolescence belongs to tribal community. Percentage of annual examination mark was selected as academic achievement. Findings of the study revealed that there is a significant difference in academic achievement between tribal and non-tribal adolescents. Non-tribal students possessed high academic achievement as compared to tribal students. Study also revealed that there is no significant difference in academic achievement of tribal male and female adolescence.

Berwal (2015) conducted a study to analyse the education of tribal with gross enrolment ratio, literacy rate, gender parity index and dropout ratio. The analysis made with the help of secondary data of census of India, 2011. Results of the study showed that there is a significant enrolment decline in higher classes. Literacy rates of scheduled tribes in India showed a significant improvement from 1961(8.5 %) to 2011 (63.1 %). The gener parity index for scheduled tribe children is almost same for all classes except for class XI to XII. Dropout rate of ST children are high as compared to other section of children. Investigator identified following problems which causes backwardness of education of tribals, medium of language, negative attitude of parents, economic condition, lack of proper monitoring and absenteeism. Researcher made following suggestions to improve tribal education viz., literacy

campaign, improvement of parents attitude through proper counseling and guidance, relevant study materials in local language, appointment of local teachers, stipend and scholarships and more residential schools and colleges in tribal area.

Behera (2015) conducted an evaluation primary education among tribal group of Mayurbhanj district of Odisha. Data for this study was collected from difference secondary sources such as survey conducted by State Report Cards prepared by NUEPA, NCERT, data available at OPEPA, SCSTRTI, Odisha, 7th All India School Education Survey 2002, Tribal Welfare Dept. Odisha. Study showed that literacy rate of tribes in Mayurbhanj district was less than the national level literacy rate of ST. Dropout rate of ST is high at this region, among this dropout rate of girls are higher than boys. The major problems related to the education of STs are unsuitable curriculum and medium of instruction, location of the tribal villages, inadequate infrastructural facilities, holiday pattern and school timing are not suitable for them, health problem and poor health care facilities, cultural background of tribes, economic condition of parents, indifferent attitude of parents and family members, teacher absenteeism and lack of proper monitoring.

Devi (2015) made an attempt to study the academic achievement and school adjustment among tribal students in two districts of Manippur. Study also focused to find the low and high academic achievers of tribal students of the two areas. 629 XIth standard adolescent students were selected as sample for the study. Out of which 493 were from Ukhrul district and 136 were from Imphal West. School adjustment inventory was used for the data collection. Marks of public examination were used as the index of academic achievement. The findings of the study showed there exists a low positive correlation between academic achievement and school adjustment in both the districts.

Geddam (2015) evaluated the Eklavya Model Residential School (EMRS) of Andhra Pradesh with the objective to find whether the design of programme is

suitable to meet the stated objectives, whether they comprise felt needs of the community, barriers if any in proper execution of the scheme, whether these schemes are enhance the education among scheduled tribes and support to change the literacy rate. Whether there is any influence of these schemes in declining the dropout rates of scheduled tribes. The analysis of EMR school data showed that the EMR School is not managed as per the guidelines. The major issues observed in the EMRS are there is no training for teachers, teachers follow conventional method of teaching, library facility is not well maintained, infrastructural facilities are in adequate, more number of students are accommodated in one room, inadequate bath rooms and toilets, unhygienic kitchen and dropout. The study suggests, the guidelines of EMRS should indicate the organizational structure, manpower and educational expertise for the tribal welfare residential educational institutions societies. EMRS should have separate budget plan for both infrastructure, recurring, non-recurring expenditure every year and it should be included in the annual work plan & budget.

Prajina (2015) conducted a study on academic achievement motivation among the tribal adolescents of Kerala with special reference to Kannur District. A total of 100 students from the IXth and Xth standard of a tribal school of Kannur District were taken as the samples for the study. A self- prepared questionnaire on personal details and academic achievement motivation test developed by Sharmain (1984) were used as tool for data collection. Results showed that majority of tribal students possess low academic achievement motivation. Academic achievement motivation of girls is higher than boys, Karimpala tribal community shows comparatively higher academic achievement motivation and students from nuclear family shows more academic achievement motivation than others.

Patel (2015) focused to study the Ashram schools of valsad District. The aims of the study are evaluation of facilities of ashram school, qualification of

teachers, the special programmes available in the ashram school and economic and administrative condition of schools. The study adopted an evaluative qualitative method. Data were collected from 10 ashram schools of valsad district through questionnaire and observation schedule. Results the study revealed that 6 the dropout rate of ashram school is 6 %, only 30 % schools have own land, 40 % school are run in rental buildings, results of annual exams of schools found to be good, most of the ashram schools have insufficient school furniture, teaching tools and buildings, all the selected ashram schools have their own hostel, mess granary and kitchen separately.

Tribal education status, issues of tribal education, tribal development activities and projects in Kerala were discussed by Asoora (2014). Researcher list out the different tribal developmental activities and schemes in Kerala Viz., Balavadis, Nursery Schools/ Single Teacher Schools, Educational facilities up to the High School level, Hostel facilities, Financial assistance for Boarding, Grant to Parents, Promotional Prize to students, Assistance for study at Tutorials, Enhanced assistance to capable students, Educational Recreation Centres, Bharatha Darsan / Kerala Darsan, Encouragement in athletics and art forms, Model Residential Schools, programmes for Training in Job, Production Training Centres, Employment Oriented Education and Other Technical Training, Pre-Examination Training Centres, Mobile Employment Exchanges, Special Central Assistance etc.

Joy and Srihari (2014) conducted a Case study on the School dropout Scheduled Tribes students of Wayanad district. Qualitative case study was conducted on dropped out paniya students of three colonies of Wayand districts. Study revealed that tribal dropout rates increased significantly every year from 2007-08 to 2011-2012. In the five academic years, increase in dropout rates averaged 3.22%. Investigators identified following issues as reason for dropout Viz.,

Negative attitude towards schooling, Peer influence, Alcoholism of parents, Early Responsibility, Caste related issues, Health issues.

Babu (2014) analysed the home related factors affecting the education of tribal pupils in Wayanad district. Survey was conducted on a sample of 1300 tribal students, 200 teachers, 30 educational experts and 30 social workers. Questionnaire was used as tool to collect data from sample. Identified home related constraints are poor home environment due to the colony life in their hamlet, lack of physical facilities, lack of proper atmosphere in the family, poverty and economic backwardness of tribal family. Investigator suggested following measures to improve tribal education, more MRS, free transport facilities, provide sufficient learning material, motivation classes and free tuition facilities

Haseena and Mohammed (2014) conducted study on education and dropout among tribal students in Kerala with special reference to schedule tribes in Attappady. Researcher focused to find constraints in tribal education and causes of drop out among tribal students in Kerala. Study reveals that drop-out rate of Scheduled Tribes is observed to be very high. Investigators grouped the reason of drop-out as Low socio-economic status, Existence of ethnic stereotypes, Tribal concepts of pleasure, Tribal concept of learning, Problems in learning to read, Linguistic problems, Problem of learning English, Psychological problems, Academic and administrative problems, Indifferent attitude of tribal parents, Indifferent attitude of tribal teachers, Extreme level of poverty, Indifferent attitude of tribal students, deprivation and vulnerability.

Kumar, Nagaraju and Ramanjaneyulu (2014) conducted a case study to analyse the health and educational status of tribes in Andhra Pradesh. The data were collected from various secondary sources such as Statistical abstract of India and A.P, Five Year Plan documents of both India and Andhra Pradesh and Records of Tribal Welfare Department. Study revealed that literacy rate of scheduled tribes in

Andhra Pradesh is very low, the literacy rate of females are recorded low when compared to the literacy rate of male. More than 70 % tribal literates are educated only below or up to primary level. Study showed that the dropout rates of tribal populations are very high, with 78% of dropout students are girls. The main cause of dropout is the lack of awareness among parents about the need for education. There are 244 primary health centers in ITDA area; this service is available as an average one PHC for 7000 tribal population.

Savatikar (2014) made an attempt to study the occupational aspirations of scheduled tribes post graduate students. Study focused to analyse occupational aspiration of tribal students and to understand the relationship between social status and occupational aspiration. 300 scheduled tribe PG students from selected 4 universities in Karnataka were selected as a sample for the study. Data were collected using interview schedule through survey method. Finding of the study revealed that majority of the tribal PG students themselves take final decisions regarding their occupational career, most of the students are interested to get job after completing their education, majority of the students continue their higher education only for getting a good occupation, most of students want to get jobs to achieve economic self sufficiency, to help their family and to increase their social status in the society.

Patel (2014) conducted a study on need of life skill education among non-tribal and tribal students. Sample of the study include 350 nontribal and 350 tribal Xth standard students from Panchamahals districts of Gujarat state. Major objective of the study was to find the effect of academic motivation and IQ on achievement. Academic motivation test and IQ test were used to collect data from students. Score of school preliminary examination were taken as academic achievement score. Study revealed that non tribal students have more academic achievement than tribal

students. Study also revealed that there exists a significant effect of IQ and academic motivation on the achievement of non tribal and tribal students.

Paul (2013) attempted to explore inter community disparities among Kerala tribes by taking income, livelihood and education as variable. Study conducted among nine major scheduled tribes belongs to Wayanad, Idukki and Palakkad districts of Kerala state. The major findings of the study revealed that there exists evident difference in the livelihood options of backward and forward tribal communities. Inter community disparity is visible in the government sector jobs. Number of government employees from back ward communities is very low. The level of dropout rate among scheduled tribe is high. There are several factors hindering the literacy and dropout of tribal communities. The major factors include cultural barrier, inaccessibility, lack of vyanasalas (libraries)/reading materials, language barrier, lack of tribal sensitive functionaries, Alcoholism, lack of continuing efforts, etc.

Indhu (2013) conducted a study on primary education of tribal sector. Primary education is studied with special reference to Balavijnhana kendras, single schools and peripatetic schools of Kerala. 49 teachers from Balavijnhana kendras, single schools and peripatetic schools were participated in the study. Study revealed that primary education of scheduled tribes is not satisfactory and needed to many changes in the functioning of primary education facilities like Balavijnhana kendras, single schools and peripatetic schools. From results of the study investigator recommended following hold up mechanisms to help the tribal children to enter in to formal education system. develop a trilingual approach , Create dictionaries, encyclopedias, text books and primers in tribal language, Introduce Incentives to teachers and for the tribal students , Develop a positive attitude among teachers regarding tribal life and culture, Introduce a multilevel, multi grade student friendly

curriculum , Develop a context specific teaching learning and thematic approach material, Improve community participation and Concertize and empower the parents

Aman and Basanti (2013) attempted to study the relationship between social competence and intelligence among tribal adolescents. Study analysed the level of social competence and intelligence of tribal adolescents. 200 tribal students studying 10th class of Kinnaur district of Himachal Pradesh state were selected for the study. social competence scale by Sharma, sukha & Sukha was used for data collection. Study revealed that tribal students studying 10th standard was posses a satisfactory level of social competence. Study also showed that there is a significant positive relationship between social competence and level of intelligence of tribal adolescents.

Gautam (2013) made an attempt to study about different schemes and programmes for education of scheduled tribes in India. Study highlighted various programmes implemented for the educational advancement of Indian scheduled tribes. Major programmes and schemes listed by the investigator are post metric scholarships, schemes of construction of hostel for scheduled tribe girls and boys, schemes for establishment of ashram schools in tribal sub-plan areas, upgradation of merit, book bank, Rajiv Gandhi National Fellowship for STs, vocational training, coaching and research centres.

Academic achievement and problem solving ability of the scheduled tribe and scheduled cast student was studied by Gupta (2013). Major objective of the study was to find out the interaction effect of caste and sex on the academic achievement and problem solving ability of students. 200 students from scheduled caste and scheduled tribe categories were selected from urban areas of Jammu district. Problem solving ability test by Dubey and annual examination marks of previous two classes were used to conduct the study. The results of the study showed that there is a significant effect of cast and sex on problem solving ability

and no significant effect on academic achievement. Results of the interaction analysis showed that there is no interaction effect of cast and sex on the academic achievement and problem solving ability of students.

Ghosh (2013) compared the depression, self esteem and academic achievement need of higher secondary school tribal and non tribal students of Tripura. 60 tribal and 60 nontribal students were taken as sample for the study. Independent sample t test and coefficient of correlation are used as statistical techniques. Results of the study revealed that there is a significant difference in the level of depression, self esteem and academic achievement need between tribal and nontribal students. Tribal students possess poor self esteem, poor academic achievement need and high depression in comparison to non-tribes. Correlation study showed that there exist significant relationships between variables.

Yadav et al. (2013) conducted a study to compare the self esteem among non-tribal and tribal students. The study was confined to the Udupi taluk of Karnataka state. A total of 76 students was taken as the sample for the study which includes 38 tribal student and 38 general category students. Rosenberg's scale was used as the tool to assess the self esteem of students. From the results it is clear that more than two third of the respondents had low self-esteem. There exists a significant difference in the mean self esteem scores of tribal and non tribal students. Self esteem of tribal students is lower than that of general students. Study suggested that schools should develop an social and interactive learning environment and provide motivation classes to develop self esteem and increase the self confidence of tribal students.

Sengupta and Ghosh (2012) on their article titled "Problems of Education among the scheduled tribes in India: finding a balance" discussed the backwardness associated with access to schooling for ST children who remain largely unnoticed and remain significant barriers to enrollment in school. The paper proposes some

comprehensive measures that highlight the root causes of the problem in a comprehensive and context specific way. Identified problems related to the tribal education are lack of infrastructural facilities, language barriers, contents in curriculum was irrelevant to the tribes, teacher absenteeism, physical isolation, economic barriers, lack people friendly policies and indifferent attitude of teachers.

Raju (2012) studied the adjustment of scheduled caste and scheduled tribe secondary students. The study conducted on a sample of 140 SC and 140 ST students. The students were taken from the some selected secondary schools of Vizianagaram district of Andrapradesh. The Moony's Problem checklist was used in the study to identify the intensity of problems faced by SCs and STs. The results were revealed that the dimensions like Gender, Caste and Parental occupation have shown difference on adjustment but father's or mother's education has no influence on adjustment of SC and ST students. Among SC and ST students, ST students facing more number of adjustment problems than SC students.

Raju (2012) made an attempt to study the tribal teacher's commitment in ashram high school. The sample of the present study was consists of 100 teachers of 11 high schools of Paderu agency area. Teacher's Commitment Scale by Raju (2000) was taken as tool for this study. Results of the study revealed that there is no significant difference between teacher commitment of tribal area teachers with respect to age, qualification, gender and designation. It is found that there is a significant effect of experience on teacher commitment. It is also found that the teachers working in the Vishakhapatnam district are having high professional commitment.

Pacha (2012) discussed the issues and challenges related to tribal education and suggested measures to overcome the issues. According to the study major issues related to tribal education are drop out, medium of instruction, appointment of teachers who are unaware of tribal culture, lack of infrastructural facilities,

unattractive environment, lack of proper relationship of teachers with students and villagers appointment of untrained teachers, geographical location of vilage, untimely supply of study materials and social and cultural background of students. Study suggested the following measures to vercome the issues related to the tribal education. Development of study material in tribal language, appointment teachers from tribal group or nearest village, awareness programmes for parents, providing training for non tribal teachers and ensure special allowance and incentive for teachers working at tribal area.

Seetha (2012) made an enquiry into the perception of tribal school dropouts of Kattunayakan (including Pathinaicken) and Cholanaicken tribes of Nilambur forests. Researcher focused on the dropouts of Indira Gandhi Memorial Model Residential School (IGMMRS), Nilambur. 41 drop out childrens from Alakkal, Myladipotti, Mundakadavu, Punchakolli and Appankappu settlement of nilambur were selected as sample for the study. Study reveals that drop-out rate of children belonging to PTGs is observed to be very high. Reason identified for the dropping out of girls is mainly related to home and marriage and issue for boys dropping out is lack of freedom. Investigator observed that out of 41 childrens most of the tribal dropout case is due to issues in the school and hostel (54 %), 37 % is related to family issues and remaining 9 % is due to religious issue and illness.

Naik (2012) conducted a comparative study of academic achievement of general school tribal students and ashram school tribal students. 275 tribal students from general school and ashram school were participated in the study. Study also aimed to identify factors which differed the academic achievement of general school and ashram school tribal students. Study revealed that academic achievement of general school tribal students is higher than that of ashram school tribal students.

A correlation study was conducted by Shivagunde and Kulkarni (2012) to find the school adjustment and its relationship with achievement among tribal

students. The major objective of the study was to find out the impact of school adjustment on achievement of tribal students. Sample for the study was 180 ashram school tribal students of Ahmednagar district of Maharashtra state. School adjustment inventory and minimum level of learning test were used for data collection. The major findings of the study were tribal students possess high level of school adjustment and there is a positive relationship between school adjustment and academic achievement of tribal students. Investigator suggested that to improve the academic achievement of tribal students, emphasis should be given to providing learning facilities and improving quality of teaching.

Akthar (2012) examined the level of adjustment and anxiety among non-tribal and tribal students. Study focused to explore the relationship between adjustment and anxiety non-tribal and tribal students. Study conducted on a sample of 184 students (92 tribal and 92 non tribal students) of Jamshedpur area aged 12 to 18 years. Anxiety scale by Sinha and Adjustment inventory by Bell were used as tool for the study. Study revealed that non-tribal students showed better health and social adjustment than tribal students. But tribal students showed better emotional and home adjustment than non-tribal students. It was found that all the dimensions of adjustment namely health, social, home and emotional are negatively correlated with anxiety.

Mohanty (2012) made an enquiry into the learning problems faced by the tribal girl students at secondary level in Sundargarh. 50 parents, 100 students, 50 teachers and 25 head masters were participated in the study. The identified problems from the side of girl students are lack of hostels, difficulty to understand class room lessons, unavailability of books and study materials, lack of time, and unawareness on the programmes provided for scheduled tribes. Literacy programme for parents, facilities of library, play ground furniture's, development of socio economic status of parents are the remedial measures suggested by the teachers. Frequent parents

meeting, solution for economic problems and separate school for tribal girls students are the required measures put it forwarded by the parents.

Baiju (2011) attempts to analyze the problems and challenges of tribal development under the decentralized governance of Kerala. A total of 600 households from seventy-five settlements were selected for the study. The study revealed that most adivasi families are aware of tribal-specific schemes, projects, and programs but are reluctant to use them. Investigator found a gap in awareness about the project and its implementation. This is mainly due to office procedures, processing delays, official red -tape, and the exploitation of tribal leaders. The findings of the study suggested that the participatory development process through *oorukoottams* and LSGIs can improve the efficiency of delivering services to this backward community.

Rajam and Malavizhi (2011) conducted a study on educational status of tribal students in the Nilgris district. The major objectives of the study was to find out the parental objective in educating the child, to find out the reasons for choosing education and source of financial support for children, knowledge about the existing reservation policies and to assess the issues and problems faced by them. The data were collected 600 respondents of two blocks of Nilgris district and it is selected through purposive random sampling. To collect data investigator used well-structured and pre-tested interview schedule Results of the study showed that parental objectives in educating child are knowledge acquisition and get a good job through education. Around 90 % continue in education because they are in need of job. Most of the respondents meet their educational cost by themselves or with the help of relatives. Majority of the respondents are not aware about the reservation policy now available. Lack of proper guidance is the important factor causing the educational backwardness of scheduled tribes.

Dongre, Deshmukh and Garg (2011) studied the effect of health promoting initiatives in ashram schools. The major objective of the study was to find the effect of a health promoting school based intervention for students in the residential Ashram schools of Wardha districts of Maharashtra state. Data were collected from 1287 tribal students in 10 schools using Global School Based Student Health Survey Questionnaire. Health parameters like haemoglobin level and body mass index are collected. As part of intervention activities like environmental cleanliness, focused on personal hygiene, nutrition, physical, life-skills education and awareness about HIV/AIDS and tobacco use were conducted in the schools. After the intervention programme there was a significant progress in personal hygiene and decrease in hygiene-related diseases among the students. There is an increase in physical activity among the children. The median haemoglobin level and proportion of children in the normal range of BMI are increased. This comprehensive school-based intervention could significantly reduced malnutrition, anaemia and morbid conditions among ashram school students.

Varma (2010) conducted a comparative study of creative thinking of non-scheduled tribe and scheduled tribe students of Bastar district. Major objective of the study was to find out the significant difference between non tribal and tribal students in non verbal and verbal creativity. Verbal test of creativity and nonverbal test of creativity by Baquer Megdi was administered to 800 (400 tribal and 400 non tribal) students of Bastar district. Study showed that non-tribal students show better verbal creativity than tribal students in all the dimensions. Non-tribal students are better than tribal students in originality but tribal students shows superiority in elaboration and composite non verbal creativity. Gender wise comparison of comparison revealed that tribal and non tribal boys do not differ significantly in their verbal creativity where as non tribal boys showed a significantly high non verbal creativity than tribal students. In the case of girls, non tribal girls are significantly higher on

verbal creativity where as nonverbal creativity of tribal girls is better than non tribal girls.

Chaudhari (2010) studied the academic achievement of tribal students studied at ashram school of Surat district. 221 tribal students (72 boys and 149 girls) were selected as samples for the study. Major objective of the study was to find the academic achievements of tribal students of ashram school of Surat district. Marks obtained in the Xth board examination of the academic year 2006-2007 were used for the study. Study made a detailed analysis of mean achievement of boys and girls and total students in each subjects. The academic achievement of tribal ashram school students was found average in hindi, gujrati, mathematics and social science while below average in English and science and technology. The academic achievement in krushi vigyan was good.

Kumar (2008) conducted a situational analysis on the education of tribal childrens in Jhanrkhand. Secondary data were used for the study. Researcher have studied the educational situation of tribes and come to the following conclusions, the literacy rate is poor among tribals in Jharkhand, the majority of the scheduled tribes' education level is at primary level or below primary level, only 43 % of tribal students aged between 5-14 attending the school, among school going childrens only small percentage is attending school regularly and the rate of dropout among tribal group is very high by comparing the other groups. The identified major issues related to tribal education are lack of infrastructural facilities, functional deficiency, gender discrimination, poor socio economic status, inadequate services and shortage of teachers. Ignorance and indifferent attitude towards education of parents, geographical location, high dropout rate and lack of proper monitoring are the other important challenges. Researcher suggested that there is need of special focus on tribal's education inclusive of context-specific and innovative interventions are needed.

Wankhede (2008) in his study “Accessing higher education: Affirmative action and structured inequality – The Indian experience” found that the major reason for the educational backwardness of scheduled tribe is their socio-economic backwardness, their access to, performance and sustenance in society. The government has taken several schemes and projects to bring the tribal community into the mainstream. The study also showed that there were several weaknesses in implementing the scheme and yet it is found to be very useful for the beneficiaries. They suggested that the schemes and implementation of schemes needs to be revamped in a big way.

Thorat and Senapati (2007) studied the status and emerging issues in the reservation in education, employment and legislature. Study showed that that over time, there has been significant expansion in the share of SC/ST reservation and representation in educational institutions and government employment. The reservation in legislative bodies has also ensured the SC/STs some space in the executive and decision making process. The influences of formal reservation policy in the public sector and the non-formal affirmative action policy in the private sector have led to some improvements in the human development of SC / STs. However, the improvement rate is very slow compared to the non-SC / ST population in the country. And as a result, despite good progress, the gap in human development between SC / STs and non SC / STs still persists.

Problems of tribal secondary school students were studied by Vijayalakshmi (2003). 240 tribal students from ashram school, Andhrapradesh welfare residential schools and zilla parishat schools were participated in the study. Students are randomly drawn from VIIth, IXth and Xth standards. The identified major problems faced by the tribal students are illiteracy of parents, low economic status of parents, low educational level of siblings, cultural backwardness of the family, nomadic life

of parents, non availability of teachers, lack of academic support from the teachers, lack of infrastructural facilities, inconvenient school timing and absence of teachers

Mathew (2002) studied the dropout and the factors leading to dropout among scheduled tribe pupils at the primary level in Wayanad district. Sample of the study consists of 60 drop out students and parents of six schools of Wayanad district. Researcher presented factors of dropout by dividing reason into three areas viz., students related factors, home related factors and school related factors. Lack of interest, influence of other dropouts, irregular in attending school, failure in annual examination, and dislike towards a controlled atmosphere are major student related factors causing dropout. Colony life, poverty, lack of poor atmosphere in family, illiteracy of parents, absence of proper child care, lack of encouragement in learning and lack of physical facilities are the home related factors caused to dropout of tribal students. Indifferent attitude of teachers, lack of care from teachers, poor academic achievement, inappropriate curriculum, dislike towards the subject and lack of remedial teaching school are the school related reasons caused for the dropout of scheduled tribe students.

Manisha (2001) made an attempt find the relationship between academic achievement and self concept of scheduled tribes students in secondary schools of Wayanad districts. A sample 200 scheduled tribes students from secondary schools of Wayanad district were selected as the sample for the study. Findings of the study revealed that there exist a significant and high relationship between academic achievement and self concept of secondary school scheduled tribe students. And also there exist a significant correlation between academic achievement and components of self concepts viz., social, temperamental, physical and educational self concepts of tribal students.

Summary of Related Studies

Year	Author	Findings
Studies related to tribal education and problems and challenges of tribal development and education		
2019	Kujur	The scheduled tribes suffer segregation at every stage of schooling or education. The very name ‘tribe or tribal’ by which they are commonly known build a sense of inferiority complex that lead to exclusion. Schools and the facilities in them for tribes are poor. Their history, life, language, culture, finds no place in the Indian education system.
2019	Raja and Krishnaveni	Many tribal tea labourers have left their schools due to poverty. Some tribal tea labourers stated that the management forced them to bring their children to work. Gender discrimination and de-motivation from teachers and schools staffs are the other problems faced by the respondents.
2018	Maji and Sarkar	Scheduled tribe females of Bankura district are less literate than state average. Gender disparity in literacy is more distinct among scheduled tribe than non-scheduled population. But gender disparity among ST is less than the disparity observed among scheduled cast.
2018	Punnaiah	The major issues related to tribal education in Telungana districts are problem of medium of instruction, poor economic condition, indifferent attitude of parents, locality

Year	Author	Findings
		of the village, teacher absenteeism and lack of proper monitoring.
2018	Majumder	Literacy rate of Bhumij female are lower than male, poor socio economic condition and ignorance and indifferent attitude of parents are the major causes of dropout. The education problems related to Bhumij are medium of instruction, poor economic condition, parents attitude toward education, village is in isolated area, teacher related problems and lack of proper monitoring.
2018	Seva	Challenges for tribal education are poor economic condition, isolation (interior inhabitation), medium of teaching, negative attitude of parents and teacher related problems like teachers may not understand tribal language, appointment of untrained teachers and poor lodging facilities for teachers
2018	Radhakrishnan, Pillai, Bhavani, Gutjahr and Nedungadi	Most of the parents are unaware of schemes like free transportation facility schemes and mid day meal scheme. Parents are aware about scholarship available for students but they are not satisfied with the scholarship amount
2017	Purshottam and Dhingra	The major concerns related to the Indian tribes, poverty and indebtedness, exploitation and unrest of the tribe, educational backwardness, migration, process of involuntary displacement, land alienation, open defecation among scheduled tribe, child labour, language, child marriage, polyandry, polygamy and consumption of tobacco and alcohol.

Year	Author	Findings
2016	Nandhini and Karibeeran	The educational situations of tribes of Kadalakoli, Muttimoola and Thangamalai villeges are very poor. The literacy rate among male are relatively high compared to females. Major problems related to educational development are high dropout rate in the village, distance from home to school, unawareness on important of education, child labour, child marriage, and illiterate parents.
2016	Puhan	Female literacy of scheduled tribe women are less than that of male and state literacy rate of Odisha. Major issues related to the education of tribal women are non-availability of basic facilities, non availability of learning materials, lack of sufficient number of teachers, counselors and non teaching staffs, no encouragement for co curricular activities and low illumination level
2016	Brahmanandam and Babu	Scheduled tribes they are live in isolated areas are unreachable to formal education, the dropout rate is comparatively high in this group and enrolment of students in higher education especial premium institutes like IIM, IIT are very low.
2016	Swain	Low scholastic achievements of the tribal students, low enrolment rate, high dropout rate, low economic status, indifferent attitude of tribal parents and society, language barriers, teacher related problems are the major threat faced by the tribal education in Odisha.

Year	Author	Findings
2016	Sincymol	<p>Knowledge level on government welfare programmes and schemes of scheduled tribes of Idukki district is Average.</p> <p>Researcher concluded that low enrolment rate and high dropout rate is the major challenges faced by the tribal education. Poverty, difference in dialect and medium of instruction, Accessibility to School, illiteracy of parents, lack of motivation from parents, Lack of Sufficient Grants and Schemes are the identified factors affecting dropout of tribal students</p>
2015	Suresh	<p>Problems which cause backwardness of education of scheduled tribes are medium of instruction, negative attitude of parents, economic condition, lack of proper monitoring and absenteeism. The gener parity index for scheduled tribe children is almost same for all classes except for class XI to XII. Dropout rate of ST children are high as compared to other section of children.</p>
2015	Berwal	<p>Literacy rate of tribes in Mayurbhanj district was less than the national level literacy rate of ST. Dropout rate of ST is high at this region, among this dropout rate of girls are higher than boys.</p>
2014	Asoora	<p>The various educational programmes now available are educational facilities up to the high school level, hostel facilities, financial assistance for boarding, grant to parents, promotional prize to students, assistance for study at tutorials, enhanced assistance to capable students,</p>

Year	Author	Findings
		educational recreation centres, Bharatha darsan / Kerala darsan, encouragement in athletics and art forms, model residential schools, programmes for training in job, production training centres, employment oriented education and other technical training
2014	Babu	The main home related problems faced by the tribal people in relation to education are poor home environment due to the colony life in their hamlet, lack of physical facilities, lack of proper atmosphere in the family, poverty and economic backwardness of tribal family.
2014	Kumar, Nagaraju and Ramanjaneyulu	Literacy rate of scheduled tribes in Andhra Pradesh is very low, the literacy rate of females are recorded low when compared to the literacy rate of male.
2013	Paul	There exists evident inter community disparities in income, livelihood and education among Kerala tribes. There exists evident difference in the livelihood options of backward and forward tribal communities. The number of government employees from backward communities is very low.
2013	Indhu	Primary education of scheduled tribes is not satisfactory and needed to many changes in the functioning of primary education facilities like Balavijnhana kendras, single schools and peripatetic schools
2013	Gautam	Major programmes and schemes implemented for educational development of Indian tribes are post metric

Year	Author	Findings
2012	Mohanty	<p>scholarships, schemes of construction of hostel for scheduled tribe girls and boys, schemes for establishment of ashram schools in tribal sub-plan areas, book bank, Rajiv Gandhi national fellowship for STs, vocational training, coaching and research centres.</p> <p>The education related problems faced by the tribal girls of Sundargarh are lack of hostels, difficulty to understand class room lessons, unavailability of books and study materials, lack of time, and unawareness on the programmes provided for scheduled tribes.</p>
2012	Sengupta and Ghosh	<p>Problems related to the tribal education are lack of infrastructural facilities, language barriers, contents in curriculum was irrelevant to the tribes, teacher absenteeism, physical isolation, economic barriers, lack people friendly policies and indifferent attitude of teachers.</p>
2012	Pacha	<p>Major issues related to tribal education are drop out, medium of instruction, appointment of teachers who are unaware of tribal culture, lack of infrastructural facilities, unattractive environment, lack of proper relationship of teachers with students and villagers appointment of untrained teachers, geographical location of vilage, untimely supply of study materials and social and cultural background of students</p>
2011	Baiju	<p>Most of the tribal families are aware of tribal-specific schemes, projects, and programs but are reluctant to use</p>

Year	Author	Findings
		<p>them. This is mainly due to office procedures, processing delays, official red -tape, and the exploitation of tribal leaders</p>
2011	Rajam and Malavizhi	<p>Parental objectives in educating child are knowledge acquisition and get a good job through education. Around 90 % continue in education because they are in need of job.</p> <p>Most of the respondents meet their educational cost by themselves or with the help of relatives. Majority of the respondents are not aware about the reservation policy now available. Lack of proper guidance is the important factor causing the educational backwardness of scheduled tribes.</p>
2008	Kumar	<p>Literacy rate is poor among tribals in Jharkhand, the majority of the scheduled tribes' education level is at primary level or below primary level, only 43 % of tribal students aged between 5-14 attending the school, among school going childrens only small percentage is attending school regularly and the rate of dropout among tribal group is very high by comparing the other groups</p>
2008	Wankhede	<p>The government has taken several schemes and projects to bring the tribal community into the mainstream and there were several weaknesses in implementing the scheme and yet it is found to be very useful for the beneficiaries</p>
2007	Thorat and Senapati	<p>There is a significant expansion in the share of SC/ST reservation and representation in educational institutions and government employment.</p>

Year	Author	Findings
2003	Vijayalakshmi	The major education related problems faced by the tribal students are illiteracy of parents, low economic status of parents, low educational level of siblings, cultural backwardness of the family, nomadic life of parents, non availability of teachers, lack of academic support from the teachers, lack of infrastructural facilities, inconvenient school timing and absence of teachers

Studies related to Dropout of Scheduled Tribes

2016	Soren	Low socio economic status of parents, linguistic problem, problem of learning English, academic and administrative problem, psychological problems, attitude of the parents, teacher related problems, health problem and existing health care facilities, the location of school from the village, and lack of proper monitoring are the major identified cause for the drop out among tribal students in Mayurbhanj district of Odisha.
2015	George and Gopika	Factors causing dropout of tribal school students of Marayoor area are language problem, lack basic facility in the home, attitude of teachers, social factors, indifferent attitude of students, indifferent attitude of parents, and geographical factors.
2015	Mishra	Lack of interest in study, getting married, requirement for seasonal work, financial weakness, difficulty in learning and engaged in household works are the reasons of dropout of tribal girls students of Odisha

Year	Author	Findings
2014	Haseena and Mohammed	Reasons for the dropout of tribal students are low socio-economic status, existence of ethnic stereotypes, tribal concepts of pleasure, tribal concept of learning, problems in learning to read, linguistic problems, problem of learning English, indifferent attitude of tribal parents, indifferent attitude of tribal teachers, extreme level of poverty and indifferent attitude of tribal students
2014	Joy and Srihari	Causes of dropout of tribals of Wayanad districts are negative attitude towards schooling, peer influence, alcoholism of parents, early responsibility, caste related issues, health issues
2012	Seetha	Drop-out rate of children belonging to PVTGs is observed to be very high. Most of the tribal dropout case is due to issues in the school and hostel, family issues and due to religious issue and illness. The reasons for the dropout of girls are mainly related to family issues and marriage.
2002	Mathew	The reasons for the dropout of tribals in Wayanad districts are, students related- Lack of interest, influence of other dropouts, irregular in attending school, failure in annual examination, and dislike towards a controlled atmosphere. Home related - Colony life, poverty, lack of poor atmosphere in family, illiteracy of parents, absence of proper child care, lack of encouragement in learning and lack of physical facilities. School related- Indifferent attitude of teachers, lack of care from teachers, poor

Year	Author	Findings
		academic achievement, inappropriate curriculum, dislike towards the subject and lack of remedial teaching
Studies related to Academic Performance and Achievements of Scheduled Tribes		
2019	Adak	The academic performance and emotional intelligence score of ST students are positively correlated but there was no statistical significance.
2017	Baro	There exist a significant relationship between academic achievement and socio-economic status of scheduled tribe students of secondary schools.
2016	Jayaraman and Sivaraman	There exist a significant correlation between self concept and academic achievement of tribal students, there exist no significant difference in self concept and exist a significant difference in academic achievement with respect to parental education and gender.
2016	Deb and Bhattacharjee	The majority of the tribal students are belongs to average level achiever category. The number of high achievers is higher than that of low achievers. There is no significant difference in the academic achievement of boys and girls and there exist a significant difference between urban and rural tribal students.
2015	Andrabi	There is a significant difference in academic achievement between tribal and non-tribal adolescents of Kashmir. Non-tribal students possessed high academic achievement as

Year	Author	Findings
		compared to tribal students. There is no significant difference in academic achievement of tribal male and female adolescence.
2014	Patel	Non tribal students have more academic achievement than tribal students of Panchamahals districts of Gujarat state. There exists a significant effect of IQ and academic motivation on the achievement of non tribal and tribal students
2013	Gupta	There is a significant effect of cast and sex on problem solving ability and no significant effect on academic achievement of SC and ST students of Jammu district. There is no interaction effect of cast and sex on the academic achievement and problem solving ability.
2001	Manisha	There exist a significant and high relationship between academic achievement and self concept of secondary school scheduled tribe students.

Studies related to Educational and Career Aspiration of Scheduled Tribes

2018	Naqvi and Khan	There is no significant difference in educational aspiration of tribal and non-tribal students and there is no significant difference in academic achievement of tribal and non-tribal students. There is no significant gender difference in the educational aspiration and academic achievement of tribal and non-tribal groups. There is a significant positive relationship between educational aspiration and academic
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Year	Author	Findings
		achievement.
2018	Behera and Mohanty	There exists a significant difference in educational aspiration and vocational preference between tribal and non-tribal students. The results also showed that non-tribal students had higher educational aspirations and career preferences than non-tribal students.
2017	Shandilya, Chaturvedi and Suryawanshi	Agriculture level aspirations of tribal youths are given priority to increase income, most tribal youths wanted to pursue a career in agriculture and most tribal youths wanted to take up agricultural labour and most of the educational aspirations of the tribal youths in the order of preference were up to the degree aspirations.
2017	Anuganti	There is significant difference in the mean scores of vocational aspiration of socially advantaged and disadvantaged group. Socially advantaged groups possess more vocational aspiration than the socially disadvantaged.
2014	Savatikar	Majority of the tribal PG students themselves take final decisions regarding their occupational career, most of the students are interested to get job after completing their education, majority of the students continue their higher education only for getting a good occupation, most of students want to get jobs to achieve economic self sufficiency, to help their family and to increase their social status in the society.

Year	Author	Findings
Studies related to Adjustment of Scheduled Tribes		
2018	Raj	Ho tribal school students have moderate level of adjustment and its dimension viz., Social, Educational and Emotional adjustments. Significant difference in emotional adjustment is exist between government and private and between boys only and coeducation school students. No significant difference in adjustment and its dimension between IX th and X th school students.
2018	Jain and Yadav	There exists a significant difference in the mean scores of adjustment and its component viz., health adjustment, social adjustment, emotional adjustment of tribal boys and girls studied in eklavya model residential schools. But there is no significant difference in the home adjustment of tribal boys and girls.
2017	Shelly	Tribal students of Wayanad district have average level of social, educational and emotional adjustment.
2016	Saxena and Kumar	There exists no significant difference in adjustment style and attitude towards higher education between science and arts tribal students studying in Jawahar Navodya Vidhyalya. Study also showed that there is no significant relationship between adjustment style and attitude towards higher education.
2015	Devi	There exists a low positive correlation between academic achievement and school adjustment of tribal students in

Year	Author	Findings
		two districts of Manippur
2012	Shivagunde and Kulkarni	Ashram school tribal students of Ahmednagar district posses high level of school adjustment and there is a positive relationship between school adjustment and academic achievement of tribal students
2012	Akthar	The non-tribal students showed better health and social adjustment than tribal students. But tribal students showed better emotional and home adjustment than non-tribal students. It was found that all the dimensions of adjustment namely health, social, home and emotional are negatively correlated with anxiety
2012	Raju	The dimensions like Gender, Caste and Parental occupation have shown difference on adjustment but father's or mother's education has no influence on adjustment of SC and ST students. Among SC and ST students, ST students facing more number of adjustment problems than SC students.

Studies related to Tribal Residential Schools

2018	Sahoo and Rout	Teachers of EMRS of Odisha were used ICT occasionally in their class room. Computer and printers are the most frequently used hardware by teachers. Camera and mobile are the least frequently used hardware by teachers. Important constraints in the integration of ICT are inadequate number of computers and computer teachers, less time allotment for students in a slot and frequent power cut of electricity supply.
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Year	Author	Findings
2018	Satyasavitri and Honakeri	Ashram schools provide conducive educational environment and free lodging and boarding facilities to the tribal students.
2018	Sarswati	Residential schools definitely uplifts the tribal children as tribal children are very poor and their parents cannot just afford to send their children to school.
2018	Kumar and Naseema	The government model residential schools of Kerala were providing better residential facilities for tribal students. The major issues encountered related to model residential schools are lack of play grounds, scarcity of water, schools are located in isolated area and lack of medical facilities.
2016	Jain	The level of adjustment among adolescents of Eklavya Model Residential School, Shahpur was average.
2016	Hansdah	There is a positive impact of residential schools on the education of tribes. Physical location of the villages, apathetic attitude of the villagers, negative attitude of parents towards education, villagers have no relationship with teachers and the appointment of untrained teachers are the major current issues related to the tribal education
2016	Jojo	Ashram schools of the central and eastern India are not serving the purpose for which they were designed. Malfunctioning defines the functioning of the schools and the condition of the hostel and school facilities are poor. There is a direct influence of Hinduism in ashram schools.

Year	Author	Findings
2015	Geddam	EMR School is not managed as per the guidelines. The major issues observed in the EMRS of Andhra Pradesh are there is no training for teachers, teachers follow conventional method of teaching, library facility is not well maintained, infrastructural facilities are inadequate, more number of students are accommodated in one room, inadequate bath rooms and toilets, unhygienic kitchen and dropout.
2015	Patel	Dropout rate at ashram school is 6 %, only 30 % schools have own land, 40 % school are run in rental buildings, results of annual exams of schools found to be good, most of the ashram schools have insufficient school furniture, teaching tools and buildings, all the selected ashram schools have their own hostel, mess granary and kitchen separately.
2012	Naik	The academic achievement of general school tribal students is higher than that of ashram school tribal students
2012	Raju	There is no significant difference between teacher commitment of tribal area teachers with respect to age, qualification, gender and designation. It is found that there is a significant effect of experience on teacher commitment. It is also found that the teachers working in the Vishakhapatnam district are having high professional commitment.
2011	Dongre,	After the health development intervention programme

Year	Author	Findings
	Deshmukh and Garg	there was a significant progress in personal hygiene and decrease in hygiene-related diseases among the ashram school students. There is an increase in physical activity among the children
2010	Chaudhari	The academic achievement of tribal ashram school students of Surat district was found average in hindi, gujrati, mathematics and social science while below average in English and science and technology. The academic achievement in krushi vigyan was good.

Other studies related to Scheduled Tribes

2019	Ghosh and Halder	Awareness of ST and SC students about pre and post matric scholarships is above 50%. Awareness of SC students is better than the ST students. Awareness of scheduled tribe female students is very low.
2018	Lal	Tribes of Jammu and Kashmir have low political awareness than the tribes of Uttarakhand. The main reason for this difference is the selected tribes of J&K have less source of awareness that is they are not much connected with non tribal peoples.
2017	Tundurwar and Chandanpat	There exist a significant difference in mean personality scores of OBC boys and girls and there is no significant difference in mean personality scores of scheduled tribe boys and girls.
2017	Chahal and	The majority of the tribal parents are well aware about

Year	Author	Findings
	Kumar	accessing the children to school. They have the positive attitude towards Educational Rights of their children. They are also aware about how to avail the educational amenities to access the school.
2017	Perween and Dewan	Academic achievement motivation and mental health of tribal and non tribal students differ significantly. The academic achievement motivation is higher in tribal students than non tribal students and non tribal students have better mental health than tribal students.
2015	Prajina	The majority of tribal students of Kannur district possess low academic achievement motivation. Academic achievement motivation of girls is higher than boys, Karimpala tribal community shows comparatively higher academic achievement motivation and students from nuclear family shows more academic achievement motivation than others.
2013	Aman and Basanti	Tribal students studying 10 th standard was posses a satisfactory level of social competence. Study also showed that there is a significant positive relationship between social competence and level of intelligence of tribal adolescents
2013	Ghosh	There is a significant difference in the level of depression, self esteem and academic achievement need between tribal and nontribal students. Tribal students posses poor self esteem, poor academic achievement need and high

Year	Author	Findings
		depression in comparison to non-tribes.
2013	Yadav et al.	There exists a significant difference in the mean self esteem scores of tribal and non tribal students. Self esteem of tribal students is lower than that of general students.
2010	Varma	Non-tribal students show better verbal creativity than tribal students in all the dimensions. Non-tribal students are better than tribal students in originality but tribal students shows superiority in elaboration and composite non verbal creativity.

Conclusion

The review of related literature helped to gives a better understanding of the current status of the scheduled tribes deployed in India and Kerala. It gives a comprehensive view of the various assistance schemes currently under way and the problems they are facing. Various studies were reviewed to explore the problems and challenges faced by STs and to understand their needs. The review of related literature and study has, to some extent, contributed to the systematic implementation of the present study.

Studies related to the education of scheduled tribe pointed out that medium of instruction, poor economic condition of parents, indifferent attitude of parents toward education, locality of village and schools, teacher related problems and lack of proper monitoring are the major issues related to the tribal education. Studies related to the educational developmental programmes showed that there are many programmes were implemented to the development of STs. At the same time, studies of dropouts showed that the dropout rates in STs are higher and the main

reasons for this are lack of favourable environment, inappropriate curriculum, language problems etc. academic achievement of STs are average or below average and the academic achievement of STs positively correlated with emotional intelligence, socio - economic, self concept and parental support.

Scheduled tribe students have only average level of career/vocational aspiration and they possess lower career aspiration than general students. Similarly, the adjustment of scheduled tribal students is average. Studies also showed that variables like academic achievement motivation, mental health, personality, social competence, self esteem and creativity of scheduled tribes are comparatively lower than others. Studies related to tribal residential school showed that the functions and facilities of schools are vary in different places. Conclusions of the studies pointed out the shortcomings of tribal residential schools and highlighted in their advantages. The review of all these studies helps a great deal to narrow down the path way for present study.

Chapter III

METHODOLOGY

- **Variables of the Study**
- **Objectives of the Study**
- **Hypotheses of the Study**
- **Design of the Study**
- **Sample of the Study**
- **Development and Description of Tools**
- **Data Collection Procedure, Scoring, and Consolidation of Data**
- **Statistical Techniques Used**

Research methodology is the outline of how to solve a problem in a precise and systematic way. “Research is considered to be the more formal, systematic and intensive process of carrying on a scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions”- Best and Kahn (2000). Research methodology gives exactly what is the method used for study and the logic of choice. Knowledge about methodology is indispensable for all those who either take an active role in the conduct of research (Koul, 2009).

In the present investigation, the researcher is trying to analyse the functioning of residential schools under the scheduled tribes development department of Kerala and status of tribal students in selected aspects. This chapter includes a detailed description of the methodology followed by the present study. Methodology of the study in details is presented below under the following heads
Viz,

Variables of the Study

Objectives of the Study

Hypotheses of the Study

Design of the Study

Sample of the Study

Development and Description of Tools

Data Collection Procedure, Scoring, and Consolidation of Data

Statistical Techniques Used

Variables of the Study

The major focus of the present study was to analyse the status of tribal students in selected aspects and functioning of tribal residential schools in Kerala and. To achieve this objective the functioning of the schools and status of tribal students in selected aspects thoroughly analysed. This study involves both qualitative and quantitative aspects of research. Functioning of schools and status of tribal students in selected aspects are analysed by measuring both quantitative and qualitative variables. The criterion and classificatory variables used for the present study are as follows

Criterion Variables

Criterion variables are the quantitative variables that are used for the analysis of status of tribal students in selected aspects. The following criterion variables are used in the present study.

1. Fundamental Knowledge in Language
2. Fundamental Knowledge in Social Science
3. Fundamental Knowledge in Basic Science
4. Fundamental Knowledge in Mathematics
5. Career Aspiration
6. Adjustment
7. Academic Performance

Classificatory Variable

Classificatory variables are the variables that are used for the grouping the samples. Selected classificatory variables are,

1. Gender
2. Type of residential school
3. Subject of study

Rationale for Selection of Criterion Variables

As stated above, the main objective of this study is to analyse the functioning of school and status of tribal residential school students in selected aspects. The functions of the schools were studied in a qualitative manner and some variables were chosen to study the status of tribal students in selected aspects. The statuses of selected aspects were measured by selecting certain variables. These variables were used as criterion variables and performances of these variables are taken as the benchmarks for the analysis of status of the students. The selection of the criterion variables are completely based on the in-depth review of related literatures and studies and starting goals of tribal residential schools. From the timely review it is clear that the major problems associated with education of marginalized sectors are backwardness in academic performance, adjustment problems, dropout and lack of representation in higher education and employment. In addition, the primary goals envisioned by these schools were to ensure quality education and dropout prevention. Therefore, the impact of the tribal residential schools on these issues can be considered as its contribution. It is fulfill by taking fundamental knowledge in various subjects, career aspiration, adjustment and academic performance as criterion variables.

The brief description of the criterion variables selected for the present study is presented below.

Fundamental Knowledge in Language, Social Science, Basic science, Mathematics

The necessary basic knowledge gained in a particular subject or area is called as fundamental knowledge. In this study basic knowledge that should be acquired by a tribal primary school student after completing primary level of education is taken as fundamental knowledge. Fundamental knowledge in language, social science,

basic science and mathematics are separately tested and measured. Total scores obtained in the respective fundamental knowledge tests determine the fundamental knowledge.

Career Aspiration

Career aspiration is the set of career-related goals, actions, desires and decisions that lead a person to occupational attainment. This study assesses the career aspiration of tribal residential school students studying in 10th standard. It is measured by the sum of scores obtained for the students on the career aspiration scale.

Adjustment

Adjustment refers to the behavioral process of balancing needs with conflicting needs or challenges in the environment. Here the adjustment is the social, emotional and educational adjustment of tribal residential school students studying in 10th standard. It is quantified as the scores obtained for the students on the 60 items on adjustment inventory for school students.

Academic Performance

The measure of the students' achievement across various academic subjects are called academic performance. In the present study, marks obtained in the higher secondary plus one public examination are taken as academic performance. Marks obtained in the higher secondary plus one public examination of students who have completed SSLC from residential schools and non-residential schools are used for academic performance comparison.

Rationale for Selection of Classificatory Variables

Gender and type of schools will have influence on the fundamental knowledge, career aspiration and adjustment. These criterion variables may change from gender to gender and between different types of residential schools. That is students from MRS, ashram school and EMRS may shows variation in the level of fundamental knowledge, career aspiration and adjustment. Similarly gender and subject of study will influence the academic performance of the students. Hence the gender, type of school and subject of study are considered as classificatory variables.

Objectives of the Study

Objectives of this study categorized into two, viz. general objectives and specific objectives.

General objectives of the study

1. To analyse the functioning of tribal residential schools in Kerala.
2. To analyse the status of tribal residential school students in selected aspects.

The following specific objectives have been formulated to reach the above general objectives.

Specific objectives of the study

1. To study the perception of students regarding the function of tribal residential school.
2. To study the perception of teachers regarding the function of tribal residential school.
3. To study the perception of the head of the institution and senior superintendent regarding the function of tribal residential school.

4. To study the perception of alumni regarding the function of tribal residential school.
5. To measure the level of Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students for the total sample and relevant subsamples viz. gender and type of school.
6. To find out whether there exists any significant difference in Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students based on relevant subsamples viz. gender and type of school.
7. To assess the level of Career Aspiration among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
8. To find out whether there exists any significant difference in Career Aspiration among tribal residential school students based on relevant subsamples gender and type of school.
9. To analyse the level of Adjustment and its component among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
10. To find out whether there exists any significant difference in Adjustment and its components among tribal residential school students based on relevant subsamples viz. gender and type of school.
11. To compare the academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.
12. To analyse the dropout rate of the students from tribal residential schools.

Hypotheses of the Study

1. There exist no significant difference in the mean scores of Fundamental Knowledge in Language of tribal residential school students based on the subsamples gender and type of school.
2. There exist no significant difference in the mean scores of Fundamental Knowledge in Social Science of tribal residential school students based on the subsamples gender and type of school.
3. There exist no significant difference in the mean scores of Fundamental Knowledge in Basic science of tribal residential school students based on the subsamples gender and type of school.
4. There exist no significant difference in the mean scores of Fundamental Knowledge in Mathematics of tribal residential school students based on the subsamples gender and type of school.
5. There exist no significant difference in Career Aspiration of tribal residential school students based on the subsamples gender and type of school.
6. There exist no significant difference in Adjustment and its components of tribal residential school students based on the subsamples gender and type of school.
7. There exists no significant difference in academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject

Design of the Study

The present study is aimed to analyse the functioning of tribal residential schools in Kerala and status of tribal residential school students in selected aspects.

The research design followed in the present study is descriptive. Descriptive survey method was adopted for the analysis of tribal residential schools. Survey method is the most widely used and simple method to collect data. Mouly (1970) states “No category of educational research is more widely used than the type unknown variously as the survey, the formative-survey, status, and descriptive research”. Descriptive survey method helps to describe and interpret what exists in the present situation. Therefore, the investigator selected descriptive normative survey method for conducting this study. The survey was collected both quantitative and qualitative data. So the study is both qualitative and quantitative.

Sample of the Study

All the tribal residential schools run by the tribal development department, Kerala constituted the population for the present study. There are 20 tribal residential schools (11- MRS, 5- Ashram school, 2- EMRS, 2- CBSE MRS) under the tribal development department. List of schools included in the population is presented in table 15

Table 15

Details of the Population of the Study

Si. No.	Name of School	Type of school
1.	Dr. Ambedkar Memorial MRS, Kattela	MRS
2.	AMMRHSS, Nalloornad	MRS
3.	IGMMRS Nilambur	Ashram school
4.	MRS Munnar	MRS
5.	MRS Mukkali	MRS
6.	MRS Kalpetta	MRS
7.	MRS Vadasserikkara	MRS

Si. No.	Name of School	Type of school
8.	MRS Chalakkudy	MRS
9.	MRS Pattuvam	MRS
10.	MRS Paravanadukka	MRS
11.	MRS Kulathupuzha	MRS
12.	MRS Ettumanoor	MRS
13.	EMRS Pookode	EMRS
14.	MR Ashram School, Thirunelli	Ashram school
15.	Ashram school Malampuzha	Ashram school
16.	EMRS Pinavu	EMRS
17.	RGM Ashram school Noolpuzha	Ashram school
18.	Dr.Ambedkar Vidyanikethan CBSE school, Njaraneeli	CBSE MRS
19.	G.Karthikeyan memorial MRS, Kuttichal	CBSE MRS
20.	MRS Koraga	Ashram school

According to Good (1973) sample is the “finite number of observations or cases selected from all areas in a particular universe, often assumed to be a representation of the total group or universe of which it's a part". Sample and sampling techniques play an important role in the research process. The sampling procedure can influence the results of the research. So the appropriate sampling is decisive for valid and reliable outcome.

Various sampling techniques are available to draw the sample from the population. In the present study, the investigator adopted a multi-stage sampling technique. Sample of the study was selected in three steps. At the first step 17 tribal residential schools were selected (11 –MRS, 4- Ashram school, 2 –EMRS) from 20 schools. In the second stage researcher selected the particular stakeholders of tribal residential schools for the present study. Stakeholders were selected based on the

objective of the present study. The stakeholders of the tribal residential school comprised of residential school students, teachers, head of the institution, senior superintend and alumni. In the final step required numbers of various stakeholders are drawn from the population. Based on the nature of sample stratified random sampling and convenience sampling were used to draw the sample from the population. A total of 2315 respondents participated in the present study. The detail of the sample participated in the present research is presented in table 16.

Table 16

The Sample Size Used in the Present Study

Si.No.	Sample	Sample Size
1	VIII th Standard students	562
2	IX th standard students	415
3	X th standard students	520
4	Teachers	97
5	Senior superintend	10
6	Headmaster/ mistress	14
7	Higher secondary students	575
8	Alumni	122
Total		2315

Break-up of the sample

Distributions of the selected sample are presented in the following tables under the relevant title. Distribution of the sample is presented in table 17, table 18, table 19, table 20, table 21, table 22, table 23, table 24 and table 25 as follows:

Table 17

Break-up of the Respondent of Fundamental Knowledge in Language Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Fundamental knowledge test in Language (VIII th standard students)	MRS	112	119	231
	Ashram school	39	68	107
	EMRS	39	46	85
Total		190	233	423

Table 18

Break-up of the Respondent of Fundamental Knowledge in Social Science Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Fundamental knowledge test in social science (VIII th standard students)	MRS	111	154	265
	Ashram school	67	87	154
	EMRS	39	46	85
Total		217	287	504

Table 19

Break-up of the Respondent of Fundamental Knowledge in Basic Science Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Fundamental knowledge test in basic science (III th standard students)	MRS	112	119	231
	Ashram school	55	64	119
	EMRS	39	46	85
Total		206	229	435

Table 20

Break-up of the Respondent of Fundamental Knowledge in Mathematics Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Fundamental knowledge test in mathematics (VIII th standard students)	MRS	139	149	288
	Ashram school	55	63	118
	EMRS	39	46	85
Total		233	258	491

Table 21

Break-up of the Sample IXth Standard Students Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Questionnaire for students(IX th standard students)	MRS	54	151	205
	Ashram school	58	80	138
	EMRS	32	40	72
Total		144	271	415

Table 22

Break-up of the Sample Xth Standard Students Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
CAS and AISS (X th standard students)	MRS	139	164	303
	Ashram school	59	74	133
	EMRS	37	47	84
Total		235	285	520

Table 23

Break-up of the Sample Teachers Selected for the Study

Name of the tool	Type of school	Gender		Total
		Male	Female	
Questionnaire for teachers	MRS	18	38	56
	Ashram school	6	20	26
	EMRS	5	10	15
Total		29	68	97

Table 24

Break-up of the Sample Higher Secondary School Students Selected for the Study

Group	Subject of study	Gender		Total
		Boys	Girls	
students who completed SSLC from residential school	Science	21	84	105
	Humanities	36	16	52
	Commerce	56	59	115
	Total	113	159	272

Group	Subject of study	Gender		Total
		Boys	Girls	
Students Who completed SSLC from non-residential schools	Science	26	71	97
	Humanities	67	18	85
	Commerce	68	53	121
	Total	161	142	303
Total	Science	47	155	202
	Humanities	103	34	137
	Commerce	124	112	236
	Total	274	301	575

Table 25

Break-up of the Sample Alumni Selected for the Study

Name of the tool (sample)	Type of school	Gender		Total
		Boys	Girls	
Questionnaire for alumni	MRS	58	21	79
	Ashram school	15	11	26
	EMRS	12	5	17
Total		85	37	122

Development and Description of Tools

Following tools were used for the data collection

1. Questionnaire on functioning of tribal residential schools for Teachers (Saleem & Muneer, 2018)
2. Questionnaire on functioning of tribal residential schools for Students (Saleem & Muneer, 2018)

3. Interview schedule on functioning of tribal residential schools for Senior superintend (Saleem & Muneer, 2018)
4. Interview schedule on functioning of tribal residential schools for Headmaster/mistress (Saleem & Muneer, 2018)
5. Questionnaire on functioning of tribal residential schools for Alumni (Saleem & Muneer, 2018)
6. Fundamental knowledge test in Language (Saleem & Muneer, 2018)
7. Fundamental knowledge test in Social Science (Saleem & Muneer, 2018)
8. Fundamental knowledge test in Basic Science (Saleem & Muneer, 2018)
9. Fundamental knowledge test in Mathematics (Saleem & Muneer, 2018)
10. Career Aspiration Scale (Saleem & Muneer, 2018)
11. Adjustment inventory for school students (AKP Sinha & RP Singh, 1993)
12. School data profile (Saleem & Muneer, 2018)

A brief description of the development of the tools used in the study is given below.

Questionnaire on Functioning of Tribal Residential Schools for Teachers

To analyse the functioning of tribal residential school, the investigator attempted to find the perception of residential school teachers about residential school. For this purpose, the researchers developed a questionnaire for teachers. A detailed description of the development of the questionnaire is given below.

Planning of the questionnaire

Since this study is aimed at a specific area and therefore does not have common characteristics for such studies, there is currently no available tool to achieve the objective of the study. The only available questionnaire related to this study is questionnaire developed by the SCERT, Kerala (2010) for teachers to study the learning progress of residential school students. The items in this questionnaire

did not make it possible to fully achieve the objectives of the present study. So the investigator decided to develop a questionnaire for teachers.

To prepare a questionnaire for teachers, investigators first visited tribal residential schools and reviewed related studies to understand the function of residential school. The investigator spoke with teachers, students, senior superintend, headmaster/mistress, non-teaching staffs and hostel warden to get a better idea of the management of the tribal residential school. In addition, the researchers examined the government's mandate on establishing and maintaining Eklavya Model Residential School and Ashram schools. Through these stages, the investigator gained an understanding of the functioning of the residential school.

Preparation and finalisation of items

From the field visit, the researcher identified various key areas that should be included in the questionnaire. The final items were prepared also based on the questionnaire used by the SCERT, Kerala (2010) to evaluate the learning progress of the students in the tribal residential school. Although this questionnaire covered various areas related to the functioning of the school, it was not included in the study as definite components or dimension. It attempted to study the various aspects like infra structural facilities, teaching and learning environments, problems related to school, teaching methods, supports from teachers and suggestions. From the observations of the investigator and based on the questionnaire by SCERT, it was decided to include the following five dimensions in the development of the questionnaire for the teacher.

1. Educational situation of tribes
2. Problems and Challenges.
3. Extension work.
4. Effectiveness of Tribal Residential School.
5. Facilities

Based on the above mentioned dimensions investigator prepared items for the questionnaire. With the help of the research supervisor investigator made the necessary corrections and administered to the five residential school teachers. By considering response and feedback from the five residential school teachers' and with the help of supervising teacher investigator made necessary changes and finalized the questionnaire with 15 items for research. The final version of Questionnaire for teachers (English & Malayalam) is presented in appendix I & II.

Dimension wise description of the questionnaire is given below.

Educational situation of tribes

This dimension is aimed to know the teachers' perception on the educational situation of scheduled tribes. It includes two items (Sub dimension). The first item is related to the educational development programmes envisaged by the tribal development department of Kerala. The second item deals with the causes of the educational backwardness of the scheduled tribes. In the first item teachers were asked to mark the program which is familiar to them and in second question teachers asked to mark five important reasons of educational backwardness of scheduled tribe students among given twelve reasons. Details of items included in the dimension educational situation of tribes are given in table 26.

Table 26

Details of Items Included in the Dimension, "Educational Situation of Tribes" of the Questionnaire for Teachers

Dimension	Item no.	Sub-Dimension	Total No. of items
The educational situation of tribes	1	Educational development programmes	1
	2	Educational backwardness	1

Problems and Challenges

This dimension deals with the problems and challenges faced by residential school teachers. The items constitute from four different sub dimensions Viz. general problems, educational problems, students behaviour, and language problems.

General problems

It includes two items, one relating to general problems faced by teachers, and the other related to teachers' satisfaction with continuing in residential school. In the first item, there are three responses for each sub items Viz. always, sometimes, and never. The second question is aimed to understand whether the teachers wish to leave school. Teachers who answered yes would be asked to mark the reasons.

Educational problems

This dimension seeks to identify the educational problems teachers face when teaching in residential school. It includes 19 sub items. There are three responses for each sub items Viz. always, sometimes, and never.

Students behaviour

This dimension is focused on finding out what problems teachers face due to student behavior. This section includes 10 items. The responses to each item are similar to those described in the educational problem.

Language problem

This section is intended to identify the language problems faced by residential school teachers. This included items for finding teachers with language problems and understanding what kind of difficulties they face.

Details of items included in the dimension problems and challenges are presented in table 27.

Table 27

Details of Items Included in the Dimension, "Problems and Challenges" of the Questionnaire for Teachers

Dimension	Item no.	Sub-Dimension	Total No. of items
Problems and Challenges	3, 7	General problems	2
	8	Educational problems	19
	9	Students behaviour	10
	10	Language problem	1

Extension work

This dimension covers additional efforts and actions taken by teachers for best results. It includes three sub dimensions. First sub dimension is related to the teaching methods adopted by the teachers at residential school. The second is related to the additional support that teachers provide for student development. The last one is related to the involvement of teachers in tribal related activities. The first question is for teachers to write about the teaching methods used in class. The second one has 5 responses to each sub item viz. very good, good, not bad, bad and very bad. Responses to items in the third sub dimension were Yes or No. Details of items included in the dimension extension work are given in table 28.

Table 28

Details of Items Included in the Dimension, "Extension work" of the Questionnaire for Teachers

Dimension	Item no.	Sub-Dimension	Total No. of items
Extension work	11	Method of teaching	1
	12	Additional support	10
	13	Involvement in tribal related activities	5

Effectiveness of tribal residential schools

This section focused on finding the teachers perception on the effectiveness of the tribal residential school. It includes two items. Both items are related to the achievement of the objective of residential school. The first question deals with the extent to which residential schools have been able to influence the progress of the Scheduled Tribes. The second question is to know whether residential schools have achieved their full objectives. At the same time, it is also trying to find out the reasons if it is not achieved. Three responses were given to the first question viz. completely, partially, and failure. The second question asked to mark the reason for the failure of the tribal residential school if there is such an opinion. Details of items included in the dimension effectiveness of tribal residential school are given in table 29.

Table 29

Details of Items Included in the Dimension, "Effectiveness of Tribal Residential School" of the Questionnaire for Teachers

Dimension	Item no.	Sub-Dimension	Total No. of items
Effectiveness of tribal residential school	4	Influence of tribal residential school	9
	14	The success of the tribal residential school	1

Facilities

This dimension is focus to find out teachers perception on functional and infrastructural facilities of tribal residential school. There are three sub dimensions in this section viz. School activities, infrastructural facilities, and suggestion for the better functioning of MRS. The first item tries to find how well the educational activities take place in residential schools. The second question is trying to find out how satisfied teachers are with the infrastructural facilities available at school. In the third item, teachers were asked to mark how important the listed items for the better functioning of tribal residential school. Details of items included in the dimension facilities are given in table 30.

Table 30

Details of Items Included in the Dimension, "Facilities" of the Questionnaire for Teachers

Dimension	Item no.	Sub-Dimension	Total No. of items
Facilities	5	School activities	11
	6	Infrastructural facilities	15
	15	Suggestions	12

Validity of the tool

The final form of the questionnaire developed through a detailed review of the related literature, consultation with experts in the field of education, consultation with the supervising teacher, modification of items by expert, and pilot study to the residential school teachers. The tool was ensured content, face and construct validity. To ensure the validity of the questionnaire, it was handed over to three experts to ascertain the validity of the tool. Experts validated the items in terms of clarity of the item, length and complexity of the item, representation of dimension interested in measuring, relevance of items and suitability of the items. They found that questionnaire had face, content and construct validity. In addition, each of these items were prepared on the basis of understanding the daily functioning of tribal residential school through direct observation and interaction with the stakeholders. Thus the tool has a content validity.

Questionnaire on Functioning of Tribal Residential Schools for Students

In order to study the functioning of residential schools, it was decided to study the perceptions of residential school students. For this purpose, a questionnaire

was prepared for the students. The various steps involved in the development of the questionnaire are given below with appropriate headings.

Planning of the test

For the reasons stated in relation to the teacher questionnaire, the questionnaire for the students is also not available at present. The questionnaire administered for students in a study conducted by State Council of Educational Research (SCERT) to assess the learning progress of tribal residential school students is related to the present study to some extent but it was not able to fully achieve the objectives of the study. So the investigator decided to develop a questionnaire for student. As a first step in preparing the questionnaire, the researcher visited the residential schools. The purpose of the visit was to learn about curricular and co-curricular activities of the residential school, facilities available at the school, school schedule etc.. The researcher received an understanding of the school's activities from conversations with teachers, head of the institution, other staff member and students at the residential school.

Preparation and finalisation of items

The required items for the questionnaire were prepared based on the questionnaire used by the SCERT, Kerala (2010) to evaluate the learning progress of the students in the tribal residential school and information available from the field visit. The items were prepared according to the research objectives. The questionnaire used by the SCERT was covered many area of the functioning of residential school, but it is not specifically mentioned in the study. Tool used by the SCERT covered areas like facilities, problems related to school and hostel, requirement and utilization of facilities, teachers attitude, learning environment, study habit and suggestions. In order to have a clear perspective, the areas of common nature were brought under a single umbrella and subdivided into separate

dimension. Based on this aspect investigator identified three common dimensions and the questionnaire was prepared based on this three major dimensions. The following are the three main dimensions selected for questionnaire preparation.

1. Reason for choice
2. Facilities and
3. Problems and challenge

Each of the major dimensions has its sub-dimensions. The researcher prepared the required number of items for each dimension. With the help of research supervisor and pilot study investigator modified necessary correction and finalised the items. The questionnaire for students included 13 items. The final version of Questionnaire for students (English & Malayalam) is presented in appendix III & IV.

Dimension wise description of the questionnaire is given below.

Reason for choice

This dimension aims to understand why students choose the residential school. It has two sub-dimensions. The first question is to understand how the students got to know about the school. The second question is to know why students chose the residential school. In both questions, students must select the appropriate responses from the given response. Students also have the opportunities to write down any other responses. Details of items included in the dimension reason for choice are presented in table 31.

Table 31

Details of Items Included in the Dimension, "Reason for choice" of the Questionnaire for Students

Dimension	Item no.	Sub-Dimension	Total No. of items
Reason for choice	1	Source	1
	2	Reason	1

Facilities

This section is intended to study the various facilities available to students in residential schools. This dimension is divided into 6 sub-dimensions to understand the school facilities. A brief description of each sub-dimension is given below.

Availability of facility

Here we are trying to get the students feedback on how well the student has access to the various facilities available at the residential school. There are 11 items in the sub-dimension. There are 3 responses to each question: well, bad and not getting.

Utilisation of facilities

The sub-dimension is to know how well students are using the various facilities provided in the school. There are eight items in this dimension. Each item was given three responses Viz. very good, good, and not used.

Involvement in co-curricular activities

This sub-dimension is intended to determine the extent to which tribal residential school students are involved in extracurricular activities. This sub-dimension includes 11 items, with 4 responses to each item: Very well, well, not participating, and no facility in the school.

School infrastructure

This sub-dimension is intended to find out how satisfied the students are with the infrastructural facilities available at the school. The responses to the 10 items in this sub-dimension are completely satisfied, satisfied, and not satisfied.

Hostel facilities

The sub-dimension is to know how satisfied the students are with the facilities available at the hostel. This dimension consists of 11 items with three responses that are fully satisfied, satisfied and not satisfied.

Needs of students

This item is for residential school students to find what they need at school and hostel. It consists of 7 items with three responses: Yes, No, and Available. In addition to the 7 items provided, students are also given the opportunity to write what they need.

Details of items included in the dimension facilities are presented in table 32.

Table 32

Details of Items Included in the Dimension, "Facilities" of the Questionnaire for Students

Dimension	Item no.	Sub-Dimension	Total No. of items
	3	Availability of facilities	11
	8	Utilisation of facilities	8
Facilities	9	Involvement in co-curricular activities	11
	10	School infrastructure	10
	11	Hostel facilities	11
	13	Students needs	7

Problems and challenges

The dimension is aimed to find out the various problems students face in relation to the residential school and its surroundings. This dimension consists of 5 sub-dimensions -language problem, education problem, general problem, difficult subject, and problems related to school and hostel. A brief overview of each sub-dimension is given below.

Language problem

This sub-dimension is to find the language difficulties experienced by the students during residential school life. Through this item, the researcher is trying to find out if students have language difficulties. The item is also trying to figure out what language difficulties are experienced.

Educational problem

This dimension is intended to summarize the various issues students face in relation to education. This includes items related to dimensions such as learning, classroom activity, relation with the teacher, etc. This includes 12 items. Three responses were given to each of the items: correct, partially correct, and not correct.

General problem

This sub-dimension is trying to find the general problems faced by the students in associated with school and hostel. It consisted of 9 items with three responses, always, sometimes, and never.

Difficult subject

This sub-dimension is aimed at finding subjects that students find difficult. The method of responding is to give each student a tick mark on the subjects that they find difficult.

Problem related to school and hostel

It is an open-ended type item. The method of responding to this item is to write down the various problems that students have with the hostel and the schools. This item aims to identify other issues the researcher does not list.

Details of items included in the dimension problems and challenges are presented in table 33.

Table 33

Details of Items Included in the Dimension, "Problems and Challenges" of the Questionnaire for Students

Dimension	Item no.	Sub-Dimension	Total No. of items
Problems and Challenges	4	Language problem	1
	5	Educational problem	12
	6	General problem	9
	7	Subject difficulty	1
	12	Problems related to school and hostel	1

Validity of the tool

The final form of the questionnaire developed through a detailed review of the related literature, consultation with experts in the field of education, consultation with the supervising teacher, modification of items by expert, and pilot study. The tool was ensured content and face validity. To ensure the validity of the questionnaire, it was handed over to three experts to ascertain the validity of the tool. Experts validated the items in terms of clarity of the item, length and complexity of the item, representation of dimension interested in measuring,

relevance of items and suitability of the items. They found that questionnaire had face and content validity. In addition, each of these items were prepared on the basis of understanding the daily functioning of tribal residential school through direct observation and interaction with the stakeholders. Thus the tool has a content validity.

Interview schedule on functioning of tribal residential schools for Senior superintend

The Senior Superintendent is appointed by the scheduled tribes development department to coordinate the smooth functioning of the tribal residential school. Therefore, he has a keen knowledge of various matters pertaining to school administration. So researcher decided to interview him and prepared a structured interview schedule for it. For the preparation of interview schedule, field visits were made by the investigator to gather information. The interview schedule covers following aspects viz. administrative problem, structure of residential school, infrastructural facility, qualities of residential school, inadequacies of residential school, and Suggestions for better performance. Questions based on these aspects finalized with help of supervising teacher. A total of 24 questions were framed for interview schedule. Out of 24 questions 19 questions belongs to closed type category and 5 questions belongs to open-ended type category. Face validity and content validity of the tool was established with the help of experts. The final version of interview schedule for senior superintendent is presented in appendix V.

Interview Schedule on Functioning of Tribal Residential Schools for Headmaster/Mistress

One of the main objectives of this study is to find the headmasters perception on tribal residential school. The researcher conducted an interview with headmasters of the residential school to understand various aspects of school activities. For this

purpose, with the help of supervising teacher, a interview schedule for headmasters was prepared. A visit to the school was conducted to obtain preliminary information about residential schools. Researcher also collected information from retired officials of the scheduled tribes department. Based on the knowledge thus obtained, the researcher prepared items for the interview schedule.

Interview schedule includes questions that cover various aspects of school work. It includes various aspects like facilities available to students and teachers at school, related issues, issues he faced as head teacher, inadequacies of residential school, qualities of residential school and suggestions for improving performance of residential schools. With the help of supervising teacher, the first draft of the schedule was modified and final version consists of a total of 23 questions. It consists of both open-ended type questions and closed type questions. Out of 23 questions 15 questions belongs to closed type category and 8 questions belongs to open-ended type category. Face validity of the tool was established with the help of experts. The final version of interview schedule for head masters/mistresses is presented in appendix VI.

Questionnaire on Functioning of Tribal Residential Schools for Alumni

One of the main objectives of this study was to determine the perception of alumni on tribal residential school. The perception of alumni who have many years of experience with tribal residential school plays a crucial role in the result of the study. Hence a questionnaire was prepared very carefully to know their perception. This questionnaire has two parts. The first part of the questionnaire deals with personal details of student. It includes information's like name, name of the schools, year of study, caste, gender, educational qualification and present status of the student. The second part included questions for understanding students' perceptions on residential schools. The questions were prepared by dividing them into areas such as influence of tribal residential school, availability of facilities, quality of school,

inadequacy of school and suggestion for better performance and perception as a alumni. Based on all these aspect investigator prepared questions and modified with the help of supervising teacher. The final form of the questionnaire developed through a detailed review of the related literature, consultation with the supervising teacher, modification of items by expert, and field visit. The final questionnaire consists of 25 questions. The questionnaire for alumni consists of 21 closed type questions and 4 questions were used as open-ended to understand quality of school, inadequacy of school and suggestion for better performance. Based on the availability of sample, data from alumni were collected over the telephone and in person. All of these tool preparation processes ensure content, face and construct validity. The final version of questionnaire for alumni (English & Malayalam) is presented in appendix VII & VIII.

Fundamental Knowledge Test

To measure the fundamental knowledge of students on various subjects researcher-developed fundamental knowledge test on Language, Social science, Basic science and Mathematics. School education in Kerala is divided into three levels: Primary, Secondary, and Higher Secondary. The researcher has selected the fundamental knowledge that students should acquire at the primary level for various subjects. The researcher prepared a fundamental knowledge test based on the National Curriculum Framework 2005. The National Curriculum Framework accurately sets out the goals that students should achieve by studying different subjects at each level. The fundamental knowledge test was constructed based on the content of the textbook with these objectives in mind.

National Achievement Survey (NAS, 2014) is a programme conducted by the National Council of Educational Research and Training (NCERT) under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Sarva Shiksha Abhiyan (SSA). The programme is designed to evaluate the achievement in various subjects

of students in all over the India. The achievement test is administered to the student of class III, V, VIII and X cyclically. To know the achievement of VIIIth standard students NAS used achievement in language, mathematics, science and social science. Based on this strategy investigator have decided to measure the fundamental knowledge in language, social science, basic science and mathematics.

The items in the test were constructed in consultation with experienced teachers and content analysis of primary level textbooks. In order to produce the items in the fundamental knowledge test, teachers with more than ten years of primary level teaching experience were asked to list various topics from fifth to seventh standard textbooks. The researcher then prepared questions from these important topics and collected questions from various District Institute of Education and Training (DIET) websites and experienced teachers. The whole set of questions thus collected was then reduced to a fixed number with the help of expert teachers. The various stages of the fundamental knowledge test preparation are described in detail in the sections that follow the respective headings. Following steps involved in the construction of fundamental knowledge test.

1. Planning of the test
2. Preparation of items
3. Scoring Procedure
4. Try out of the test
5. Preparation of final test
6. Reliability and validity testing

Fundamental Knowledge Test in Language

The linguistic diversity of India poses complex challenges but also a range of opportunities. India is unique not only in that a large number of languages are spoken here but also in terms of the number and variety of language families that are

represented in those languages (NCF, 2005). Indian education system follows a three-language formula to address the challenges of the linguistic situation in India. In this study investigator selected two languages viz., Malayalam and English for fundamental knowledge test preparation. The English and Malayalam were chosen for the study as it is a language that students learn from lower classes. The researcher developed a fundamental knowledge test in Language for VIIIth standard students to measure fundamental knowledge in the language. It includes items related to fundamental knowledge in language that a student should acquire at the primary level. The steps involved in the fundamental knowledge test in language construction are described below.

Planning of the test

Preparation of any test involves different stages. The planning stage is the most important in tool construction. The researcher first analyzed the National Curriculum Framework 2005 to develop a tool for student's fundamental knowledge testing. This enables the researcher to understand the various goals that a student should achieve by studying the language at the upper primary level. Based on these objectives, the researcher thoroughly analyzed the content of upper primary language textbook. Achievement test in language of NAS focused on the reading comprehension with sub components locating information, grasp ideas/interpret and infer/evaluate. With the help of expert teachers, content analysis and NAS achievement test the researcher identified three topics and decided to include it in the fundamental knowledge test in language. The selected topics for fundamental knowledge test in language are vocabulary, comprehension and basic grammar & literature.

Vocabulary- as a concept is related to words, either the words in a language or the words that a person understands and can use. Different question types on vocabulary are a synonym, antonym, definition, word arrangement, fill in

the blanks, one word, sentence definition sentence synonym, polysemous sentence synonym, applying the meaning, spelling check, etc. Present test incorporate items from areas like synonym, antonym, spelling, one word, word arrangement and fill in the blanks

Comprehension – comprehension means how well students understand written/spoken language. Comprehension test will help to understand language skills like word meaning, ability to follow the organization of passage, ability to draw an inference, ability to understand the main thought of passage, etc. In this test reading comprehension of the student was tested.

Basic grammar & Literature- grammar is learning of the structure of language. This is one of the most essential skills to master in any language. Therefore, it is necessary to have knowledge about it from lower classes itself. In this test includes items based on basic grammar. This part also handles items related to literary writers and literature.

Preparation of items

The researcher then prepared questions from these selected topics with the help of experienced teachers. Prepared questions were rejected and modified with the help of guide and expert teacher. Questions from all topics were summarized. With the help of experienced teachers, 50 Questions were selected for the final tool by giving due weightage for each area. The draft test includes 25 questions from Malayalam and 25 questions from English.

Scoring Procedure

The present test was followed an easy method of scoring. In each item, only one correct answer is to be selected by a respondent for one question from the 4 alternatives given under each question. In scoring, one mark is should be given for

each right answer and zero for each wrong answer. Unattended questions are considered as the wrong answer and given zero marks. No marks should be deducted for incorrect answers. The marks on all the items are added to get the total score on the fundamental knowledge test.

Try out of the test

For item analysis, the procedure suggested by Ebel and Frisbie (1991) was used. The investigator used 50 items in the fundamental knowledge test in language for the tryout. This test is administrated to 220 VIIIth standard students. By using this response sheets investigator conducted item analysis. The selected-response sheets were arranged in the descending order of the magnitude of scorers. The scores obtained by the upper 60 subjects (27%) and lower 60 subjects (27%) were taken as the upper group and lower group respectively. The difficulty index (DI) and discriminating power (DP) for each item is determined using the formulae

$$\text{Difficulty Index} = \frac{U + L}{2N}$$

$$\text{Difficulty Power} = \frac{U - L}{2N}$$

Where **U** = Total marks scored by the upper group on one item

L = Total marks scored by the lower group on the same item

N = The number in each of the group.

The difficulty index and discriminating power of each item are given in table 34.

Table 34

Item Analysis Data of Fundamental Knowledge Test in Language with Difficulty Index and Discriminating Power

Item No.	Upper group	Lower group	Difficult Index	Discrimination power	Selected/ Rejected
Item 1	30	13	0.36	0.28	Selected
Item 2	33	10	0.36	0.38	Selected
Item 3*	60	49	0.91	0.18	Rejected
Item 4	38	10	0.40	0.47	Selected
Item 5	45	14	0.49	0.52	Selected
Item 6*	26	11	0.31	0.25	Rejected
Item 7*	58	47	0.88	0.18	Rejected
Item 8	34	17	0.43	0.28	Selected
Item 9	36	20	0.47	0.27	Selected
Item 10	33	10	0.36	0.38	Selected
Item 11	45	16	0.51	0.48	Selected
Item 12	59	22	0.68	0.62	Selected
Item 13	58	22	0.67	0.60	Selected
Item 14*	34	18	0.43	0.27	Rejected
Item 15	38	15	0.44	0.38	Selected
Item 16	37	13	0.42	0.40	Selected
Item 17	32	13	0.38	0.32	Selected
Item 18	44	21	0.54	0.38	Selected
Item 19	54	16	0.58	0.63	Selected
Item 20	35	10	0.38	0.42	Selected
Item 21	51	19	0.58	0.53	Selected
Item 22	42	12	0.45	0.50	Selected
Item 23*	12	7	0.16	0.08	Rejected

Item No.	Upper group	Lower group	Difficult Index	Discrimination power	Selected/ Rejected
Item 24	45	21	0.55	0.40	Selected
Item 25	51	16	0.56	0.58	Selected
Item 26	49	28	0.64	0.35	Selected
Item 27	41	21	0.52	0.33	Selected
Item 28	58	11	0.58	0.78	Selected
Item 29	48	11	0.49	0.62	Selected
Item 30*	11	13	0.20	-0.03	Rejected
Item 31*	50	48	0.82	0.03	Rejected
Item 32	52	24	0.63	0.47	Selected
Item 33	48	21	0.58	0.45	Selected
Item 34	46	10	0.47	0.60	Selected
Item 35	43	17	0.50	0.43	Selected
Item 36	40	17	0.48	0.38	Selected
Item 37	46	11	0.48	0.58	Selected
Item 38	47	6	0.44	0.68	Selected
Item 39	47	17	0.53	0.50	Selected
Item 40*	12	16	0.23	-0.07	Rejected
Item 41*	58	47	0.88	0.18	Rejected
Item 42	36	17	0.44	0.32	Selected
Item 43	45	14	0.49	0.52	Selected
Item 44	36	16	0.43	0.33	Selected
Item 45	34	18	0.43	0.27	Selected
Item 46	27	8	0.30	0.32	Selected
Item 47	45	17	0.52	0.47	Selected
Item 48	59	22	0.68	0.62	Selected
Item 49	58	22	0.67	0.60	Selected
Item 50*	14	18	0.27	-0.07	Rejected

Preparation of final test

Item with satisfactory value of discriminating power and difficulty index were selected for final tool. Discriminating power value above .25 and difficulty index value ranging 0.3 to 0.7 were selected for final tool. In this way, final tool consists of 40 items (20 items from Malayalam and 20 from English). The final version of fundamental knowledge test in Language, response sheet and answer key are presented in appendix IX, X & XI.

Topic wise distributions of items of fundamental knowledge test in language are given in table 35.

Table 35

Topic wise Distribution of Items of Fundamental Knowledge test in Language

Si.No	Topic	Item Number	Total No.of items
1	Vocabulary	1,2,5,7,10,15,18,22,23,25,28,29,30,31,33	15
2	Comprehension	4,6,11,19,12,13,26,27,32,38,39,40	12
3	Basic grammar & literature	3,8,9,14,16,17,20,21,24,34,35, 36,37	13
Total			40

Reliability

Reliability of the fundamental knowledge test in language was established by using KR 20 (testing internal consistency) and test-retest method. KR 20 value found to be .847, which suggests fundamental knowledge test in language has high internal consistency and hence tool is highly reliable. After three weeks, the researcher administered the tool again in 30 children to measure the reliability of the

tool by the test-retest method. The correlation coefficient obtained between the two scores was .0.826, which establishes the high reliability of the tool.

Validity

The validity of the fundamental knowledge test in language is ensured through the method of content and face validity. To establish content validity, a systematic examination of the contents in question paper was conducted with the help of experts. To obtain the concurrent validity of fundamental knowledge test in language, the scale was compared with the VIIIth standard midterm exam scores obtained in the subject Malayalam. The product-moment correlation obtained between these two tests score is .52. Obtained correlation coefficient shows high validity of the tool.

Fundamental Knowledge Test in Social Science

The researcher developed a fundamental knowledge test in Social Science for VIIIth standard students to measure fundamental knowledge in Social Science. Fundamental knowledge test is based on the knowledge acquired at the upper primary level. Following are the steps involved in preparing the fundamental knowledge test in Social Science.

Planning of the test

The researcher first analyzed the National Curriculum Framework 2005 to develop a tool for testing student's fundamental knowledge in social science. Analysis of the national curriculum framework reveals the purpose of teaching social science at the upper primary level. National Curriculum Framework 2005 pointed out that a student must achieve the following objectives by studying social science at the upper primary level.

- 1 To understand the earth as the habitat of mankind and other living things

- 2 To initiate the learner into a study of his state and country in a global context
- 3 Lead the learner to a study of India's past by reference to contemporary developments in the rest of the world.
- 4 To familiarize the learner with the dynamics and functioning of political and social institutions and processes of the country.

Different content areas selected for the achievement test in social science of NAS, 2014 are Education and British Rule, Women and Reform, The Nationalist Movement, The Revolt of 1857-58, The Establishment of Company Power, Challenging the Caste System, Agriculture, Natural and Man-made Resources, Industries, Human Resources, The Judiciary, The Constitution, Parliamentary Government, Social Justice and Marginalized and Economic Presence of the Government. From the content analysis of textbooks, NAS-2014 and based on the objectives envisaged by the NCF, 2005 investigator identified four key topics for fundamental knowledge test in social science. Identified topics were confirmed by expert consultation and decided to include it in final test. The following are the four topics selected for the fundamental knowledge test in social science.

- 1 Fundamental facts about Earth and Planet
- 2 Fundamental facts about State, Country, and World
- 3 World and Indian history and
- 4 Constitution and Economics

Preparation of items

The researcher then prepared questions from the selected topics. The questions are based on the social science textbook of upper primary classes. Prepared questions were rejected and modified with the help of guide and expert teacher. 50 Questions were selected for the final draft tool by giving due weightage for each topic.

Scoring Procedure

The present test was followed an easy method of scoring. In each item, only one correct answer is to be selected by a respondent for one question from the 4 alternatives given under each question. In scoring, one mark is should be given for each right answer and zero for each wrong answer. Unattended questions are considered as the wrong answer and given zero marks. No marks should be deducted for incorrect answers. The marks on all the items are added to get the total score on the fundamental knowledge test.

Try out of the test

The investigator used 50 items in the fundamental knowledge test in social science for the tryout. This test is administrated to 215 VIIIth standard students. By using this response sheets investigator conducted item analysis. For item analysis, the score of the tool is tabulated in the excel sheet and the total score of each item is found out. Then response sheets are arranged in descending order of their total score and the topmost 27% (58) and the lowest 27 % (58) are separated. These are named upper and lower group. The difficulty index (DI) and discriminating power (DP) for each item is determined using the formulae

$$\text{Difficulty Index} = \frac{U + L}{2N}$$

$$\text{Difficulty Power} = \frac{U - L}{2N}$$

Where **U** = Total marks scored by the upper group on one item

L = Total marks scored by the lower group on the same item

N = The number in each of the group.

The difficulty index and discriminating power of each item are given in table 36.

Table 36

Item Analysis Data of Fundamental Knowledge Test in Social Science with Difficulty Index and Discriminating Power

Item No.	Upper	Lower	Difficult Index	Discriminating power	Selected/ Rejected
Item 1*	38	23	0.53	0.26	Rejected
Item 2	39	24	0.54	0.26	Selected
Item 3	46	23	0.59	0.40	Selected
Item 4	42	21	0.54	0.36	Selected
Item 5	48	28	0.66	0.34	Selected
Item 6	54	30	0.72	0.41	Selected
Item 7	49	25	0.64	0.41	Selected
Item 8	56	25	0.70	0.53	Selected
Item 9	34	15	0.42	0.33	Selected
Item 10*	18	21	0.34	-0.05	Rejected
Item 11	51	26	0.66	0.43	Selected
Item 12	35	13	0.41	0.38	Selected
Item 13	48	33	.70	0.27	Selected
Item 14	48	22	0.60	0.45	Selected
Item 15	47	22	0.59	0.43	Selected
Item 16	46	29	0.65	0.29	Selected
Item 17	51	24	0.65	0.47	Selected
Item 18	46	19	0.56	0.47	Selected
Item 19	37	4	0.35	0.57	Selected
Item 20	56	26	0.71	0.52	Selected
Item 21	55	25	0.69	0.52	Selected
Item 22	53	20	0.63	0.57	Selected
Item 23*	40	25	0.56	0.26	Rejected
Item 24*	18	16	0.29	0.03	Rejected

Item No.	Upper	Lower	Difficult Index	Discriminating power	Selected/ Rejected
Item 25	31	11	0.36	0.34	Selected
Item 26	35	18	0.46	0.29	Selected
Item 27	42	14	0.48	0.48	Selected
Item 28	55	25	0.69	0.52	Selected
Item 29	49	18	0.58	0.53	Selected
Item 30	54	32	0.74	0.38	Selected
Item 31	50	28	0.67	0.38	Selected
Item 32*	20	13	0.28	0.12	Rejected
Item 33	44	20	0.55	0.41	Selected
Item 34	48	15	0.54	0.57	Selected
Item 35*	14	17	0.27	-0.05	Rejected
Item 36	33	14	0.41	0.33	Selected
Item 37	40	23	0.54	0.29	Selected
Item 38*	24	8	0.27	0.27	Rejected
Item 39	45	24	0.59	0.36	Selected
Item 40	55	25	0.69	0.52	Selected
Item 41	34	18	0.45	0.28	Selected
Item 42	36	15	0.44	0.36	Selected
Item 43	34	15	0.42	0.33	Selected
Item 44*	28	20	0.41	0.14	Rejected
Item 45*	11	8	0.16	0.05	Rejected
Item 46	36	15	0.44	0.36	Selected
Item 47*	22	20	0.36	0.03	Rejected
Item 48	49	31	0.69	0.31	Selected
Item 49	33	15	0.41	0.31	Selected
Item 50	33	16	0.42	0.29	Selected

Preparation of final test

Item with satisfactory value of discriminating power and difficulty index were selected for final tool. Discriminating power value above .25 and difficulty index value ranging 0.35 to 0.70 were selected for final tool. In this way, final tool consists of 40 questions. The final version of fundamental knowledge test in Social Science (English & Malayalam), response sheet and answer key are presented in appendix XII, XIII, XIV & XV.

Topic wise distributions of items of fundamental knowledge test in social science are given in table 37.

Table 37

Topic wise Distribution of Items of Fundamental Knowledge test in Social Science

Si.No	Topic	Item Number	Total No. of items
1	Fundamental facts about Earth and planet	2,4,7,9,11,19,23,26,29,30,31	12
2	Fundamental facts about state, country and world	8,14,15,16,17,28,33,36,39,40	10
3	World and Indian history	1,3,10,12,18,21,22,25,27	9
4	Constitution and Economics	5,6,13,20,24,32,34,35,37	9
Total			40

Reliability

Reliability of the test was established by using KR 20 and test re-test method. Internal consistency of the tool was established by using KR 20. The reliability coefficient obtained in KR 20 was 0.809. The obtained value shows that

the tool is highly reliable. Reliability coefficient obtained in test-retest is 0.789. Both reliability coefficients showed the high reliability of the tool.

Validity

The validity of the fundamental knowledge test in social science is ensured through content and face validity. To establish content validity, a systematic examination of the contents in question paper was conducted with the help of experts. To obtain the concurrent validity of the fundamental knowledge test in social science, the scale was compared with the VIIIth standard midterm exam scores obtained in the subject of social science. The product-moment correlation obtained between these two tests score is .56. It shows high validity of the tool

Fundamental Knowledge Test in Basic Science

To test the fundamental knowledge in Basic Science investigator prepared fundamental knowledge test in Basic Science. Steps involved in the construction are described below.

Planning of the Test

The preparation of any test involves different stages. The most primary and important stage is the planning stage. For this, the investigator studied thoroughly the NCF,2005 and textbooks of Basic Science of upper primary classes. For guidance, the investigator consulted with guide, subject experts, and experienced teachers in Science. According to NCF-2005, the following are the objective of science education at the upper primary level.

1. Knows the facts and principles of science and its applications, consistent with the stage of cognitive development.
2. Science education at the upper primary level should be shifted from the initial phase of environmental studies to the field of science and technology.

3. Engage in learning the simple principles of science through familiar experiences.
4. Develop science process skill among students.

Achievement test in science of NAS-2014 selected following content area for testing; Crop production, Micro-organism, Cell structure and function, Reproduction, Biodiversity (Conservation of Plants and Animals), Force and Pressure, Electric Current and Circuit, Light, Star and the Solar System, Synthetic fibers and plastics, Metal and non-metals, Pollution of Air and Water and Coal and Petroleum. The researcher thoroughly analyzed the content of the upper primary basic science textbook. Through the content analysis, based on NAS-2004 and NCF, 2005, the researcher divided upper primary basic science content into three topics for the construction of the tool. Following three topics are selected to include in fundamental knowledge test in basic science.

1. Physics
2. Chemistry
3. Biology

Preparation of items

The researcher then prepared questions from these selected topics with the help of experienced teachers. Prepared questions were rejected and modified with the help of guide and expert teacher. Questions from all topics were summarized. With the help of experienced teachers, 50 Questions were selected for the final draft tool by giving due weightage for each topic.

Scoring Procedure

The present test was followed an easy method of scoring. In each item, only one correct answer is to be selected by a respondent for one question from the 4

alternatives given under each question. In scoring, one mark is should be given for each right answer and zero for each wrong answer. Unattended questions are considered as the wrong answer and given zero marks. No marks should be deducted for incorrect answers. The marks on all the items are added to get the total score on the fundamental knowledge test.

Try out of the test

The investigator used 50 items in the fundamental knowledge test in basic science for the tryout. This test is administrated to 242 VIIIth standard students. The selected-response sheets were arranged in the descending order of the magnitude of scorers. The scores obtained by the upper 65 subjects (27%) and lower 65 subjects (27%) were taken as the upper group and lower group respectively. The difficulty index (DI) and discriminating power (DP) for each item is determined using the formulae

$$\text{Difficulty Index} = \frac{U + L}{2N}$$

$$\text{Difficulty Power} = \frac{U - L}{2N}$$

Where **U** = Total marks scored by the upper group on one item

L = Total marks scored by the lower group on the same item

N = The number in each of the group.

The difficulty index and discriminating power of each item are given in Table 38.

Table 38

Item Analysis Data of Fundamental Knowledge Test in Basic Science with Difficulty Index and Discriminating Power

Item No.	Upper	Lower	Difficult Index	Discriminating power	Selected/ Rejected
Item 1	35	15	0.38	0.31	Selected
Item 2*	34	27	0.47	0.11	Rejected
Item 3	40	22	0.48	0.28	Selected
Item 4	58	30	0.68	0.43	Selected
Item 5	39	12	0.39	0.42	Selected
Item 5*	31	23	0.42	0.12	Rejected
Item 7	52	25	0.59	0.42	Selected
Item 8	54	18	0.55	0.55	Selected
Item 9	45	18	0.48	0.42	Selected
Item 10*	29	16	0.35	0.20	Rejected
Item 11	55	34	0.68	0.32	Selected
Item 12	29	11	0.31	0.28	Selected
Item 13*	24	16	0.31	0.12	Rejected
Item 14	44	22	0.51	0.34	Selected
Item 15*	22	16	0.29	0.09	Rejected
Item 16*	36	25	0.47	0.17	Rejected
Item 17	51	30	0.62	0.32	Selected
Item 18	50	12	0.48	0.58	Selected
Item 19	47	22	0.53	0.38	Selected
Item 20	51	22	0.56	0.45	Selected
Item 21	37	16	0.41	0.32	Selected
Item 22	44	4	0.37	0.61	Selected
Item 23	53	23	0.58	0.46	Selected

Item No.	Upper	Lower	Difficult Index	Discriminating power	Selected/ Rejected
Item 24	54	16	0.54	0.58	Selected
Item 25	49	16	0.50	0.51	Selected
Item 26	30	13	0.33	0.26	Selected
Item 27*	22	14	0.28	0.12	Rejected
Item 28	33	11	0.34	0.34	Selected
Item 29	31	9	0.31	0.34	Selected
Item 30	44	10	0.42	0.52	Selected
Item 31	48	13	0.47	0.54	Selected
Item 32	54	27	0.62	0.42	Selected
Item 33	58	18	0.58	0.62	Selected
Item 34	59	24	0.64	0.54	Selected
Item 35	55	25	0.62	0.46	Selected
Item 36	51	23	0.57	0.43	Selected
Item 37	54	14	0.52	0.62	Selected
Item 38*	21	12	0.25	0.14	Rejected
Item 39	36	16	0.40	0.31	Selected
Item 40	44	19	0.48	0.38	Selected
Item 41	52	24	0.58	0.43	Selected
Item 42	56	26	0.63	0.46	Selected
Item 43	37	17	0.42	0.31	Selected
Item 44	44	21	0.50	0.35	Selected
Item 45	36	16	0.40	0.31	Selected
Item 46*	14	12	0.20	0.03	Rejected
Item 47	40	19	0.45	0.32	Selected
Item 48*	30	13	0.33	0.26	Rejected
Item 49	61	27	0.68	0.52	Selected
Item 50	41	18	0.45	0.35	Selected

Preparation of final test

Item with satisfactory value of discriminating power and difficulty index were selected for final tool. Discriminating power value above .25 and difficulty index values ranging 0.30 to 0.70 were selected for final tool. In this way, final tool consists of 40 questions. The final version of fundamental knowledge test in Basic Science (English & Malayalam), response sheet and answer key are presented in appendix XVI, XVII, XVIII & XIX.

Topic wise distributions of items of fundamental knowledge test in basic science are given in table 39.

Table 39

Topic wise Distribution of Items of Fundamental Knowledge Test in Basic Science

Si. No	Topic	Item Number	Total No. of items
1	Physics	1,2,3,4,5,6,7,8,9,10,11	11
2	Chemistry	12,13,14,15,16,17,18,19,20,21,22,23,24,25,26	15
3	Biology	27,28,29,30,31,32,33,34,35,36,37,38,39,40	14
Total			40

Reliability

Reliability of the test was established by using KR 20 and test re-test method. Internal consistency of the tool was established by using KR 20. The reliability coefficient obtained in KR 20 was 0.819. The obtained value shows that the tool is highly reliable. Reliability coefficient obtained in test-retest is 0.728. Both reliability coefficients showed the high reliability of the tool.

Validity

The validity of the fundamental knowledge test in basic science is ensured through content and face validity. To establish content validity, a systematic examination of the contents in question paper was conducted with the help of experts. To obtain the concurrent validity of fundamental knowledge test in basic science, the scale was compared with the VIIIth standard midterm exam scores obtained in the subject basic science. The product-moment correlation obtained between these two tests score is .49. this shows high reliability of the tool.

Fundamental Knowledge Test in Mathematics

The researcher developed a fundamental knowledge test in Mathematics for VIIIth standard students to measure fundamental knowledge in mathematics. Following are the steps involved in preparing the fundamental knowledge test in Mathematics.

Planning of the test

The researcher first analyzed the National Curriculum Framework 2005 to develop a tool for student's fundamental knowledge testing. This enables the researcher to understand the various goals that a student should achieve by studying mathematics at the upper primary level. According to the National Curriculum Framework 2005, a student must achieve the following objectives by studying mathematics at the upper primary level.

Arithmetic and Algebra

Arithmetic and algebra is something that student needs in many cases in everyday life. The aim is to enhance the students' interest in this area and enable them to use it in their daily life when the need arises.

Shape, Space, and Measures

It aims to increase children's ability to observe and understand geometric features. Through this, children learn the ability to understand and solve problems related to geometric shapes correctly.

Visual Learning

Data handling, visualization, and representation are important mathematical skills that children need at this stage. Visual Learning enhances understanding, organization, and imagination.

Number System, Algebra, Ratio and Proportion, Mensuration, Geometry, Data Handling are the 6 content area selected for the achievement test in mathematics of NAS-2014. Based on NCF, 2005 and NAS-2014, the researcher thoroughly analyzed the content of the mathematics textbook from fifth to the seventh standard. With the help of expert teachers, the researcher identified five important topics of this content and decided to include it in the fundamental knowledge test. The following are the five topics selected for the fundamental knowledge test.

1. Arithmetic operation
2. Application of arithmetic operation
3. Geometrical shapes
4. Fractions
5. Time, Date and Measurement

Preparation of items

The researcher then prepared questions from these selected topics and collected questions from various DIET websites and experienced teachers. Questions from these three sources were summarized. With the help of experienced

teachers, 40 Questions were selected for the final tool by giving due weightage for each topic.

Scoring Procedure

The present test was followed an easy method of scoring. In each item, only one correct answer is to be selected by a respondent for one question from the 4 alternatives given under each question. In scoring, one mark is should be given for each right answer and zero for each wrong answer. Unattended questions are considered as the wrong answer and given zero marks. No marks should be deducted for incorrect answers. The marks on all the items are added to get the total score on the fundamental knowledge test.

Try out of the test

The investigator used 40 items in the fundamental knowledge test in mathematics for the tryout. This test is administrated to 217 VIIIth standard students. By using this response sheets investigator conducted item analysis. For item analysis, the score of the tool is tabulated in the excel sheet and the total score of each item is found out. Then response sheets are arranged in descending order of their total score and the topmost 27% (58) and the lowest 27 % (58) are separated. These are named upper and lower group. The difficulty index (DI) and discriminating power (DP) for each item is determined using the formulae

$$\text{Difficulty Index} = \frac{U + L}{2N}$$

$$\text{Difficulty Power} = \frac{U - L}{2N}$$

Where **U** = Total marks scored by the upper group on one item

L = Total marks scored by the lower group on the same item

N = The number in each of the group.

The difficulty index and discriminating power of each item are given in table 40.

Table 40

Item Analysis Data of Fundamental Knowledge Test in Mathematics with Difficulty Index and Discriminating Power

Item No.	Upper	Lower	Difficult Index	Discriminating Power	Selected/ Rejected
Item 1	35	14	0.42	0.36	Selected
Item 2*	13	7	0.17	0.10	Rejected
Item 3*	4	1	0.04	0.05	Rejected
Item 4	34	4	0.33	0.52	Selected
Item 5	37	6	0.37	0.53	Selected
Item 6*	18	7	0.22	0.19	Rejected
Item 7*	29	20	0.42	0.16	Rejected
Item 8*	34	23	0.49	0.19	Rejected
Item 9	32	15	0.41	0.29	Selected
Item 10	37	20	0.49	0.29	Selected
Item 11	47	15	0.53	0.55	Selected
Item 12	43	14	0.49	0.50	Selected
Item 13	32	13	0.39	0.33	Selected
Item 14*	31	16	0.41	0.26	Rejected
Item 15	34	9	0.37	0.43	Selected
Item 16*	6	7	0.11	-0.02	Rejected
Item 17*	27	26	0.46	0.02	Rejected
Item 18	30	7	0.32	0.40	Selected
Item 19	31	10	0.35	0.36	Selected

Item No.	Upper	Lower	Difficult Index	Discriminating Power	Selected/ Rejected
Item 20*	20	10	0.26	0.17	Rejected
Item 21	29	11	0.34	0.31	Selected
Item 22*	19	10	0.25	0.16	Rejected
Item 23	29	7	0.31	0.38	Selected
Item 24	30	11	0.35	0.33	Selected
Item 25*	18	8	0.22	0.17	Rejected
Item 26	28	10	0.33	0.31	Selected
Item 27*	17	14	0.27	0.05	Rejected
Item 28	38	14	0.45	0.41	Selected
Item 29	35	6	0.35	0.50	Selected
Item 30	28	9	0.32	0.33	Selected
Item 31	29	11	0.34	0.31	Selected
Item 32	48	24	0.62	0.41	Selected
Item 33	26	7	0.28	0.33	Selected
Item 34*	22	7	0.25	0.26	Rejected
Item 35	35	9	0.38	0.45	Selected
Item 36*	20	12	0.28	0.14	Rejected
Item 37*	14	8	0.19	0.10	Rejected
Item 38	38	12	0.43	0.45	Selected
Item 39	43	11	0.47	0.55	Selected
Item 40	42	26	0.59	0.28	Selected

Preparation of final test

Item with satisfactory value of discriminating power and difficulty index were selected for final tool. Discriminating power value above .25 and difficulty

index value ranging .3 to .70 were selected for final tool. In this way, final tool consists of 25 questions. The final version of fundamental knowledge test in Mathematics (English & Malayalam), response sheet and answer key are presented in appendix XX, XXI, XII & XXIII.

Topic wise distributions of items of fundamental knowledge test in Mathematics are given in table 41.

Table 41

Topic-wise Distribution of Items of Fundamental Knowledge Test in Mathematics

Sr.No.	Topic	Item Number	Total no. of items
1	Arithmetic Operation	1,2,8,11,22	5
2	Application of Arithmetic Operation	9,13,16,18,19,23,24	7
3	Geometrical Shapes	12,15,25	3
4	Fractions	3,4,14,20,21	5
5	Time, date and Measurements	5,6,7,10,17	5
Total			30

Reliability

Reliability of the test was established by using KR 20 and test re-test method. Internal consistency of the tool established by using KR 20. The reliability coefficient obtained in KR 20 was 0.720. The obtained value shows that the tool is highly reliable. Reliability coefficient obtained in test-retest is 0.697. Both reliability coefficients showed high reliability of the tool.

Validity

The validity of the fundamental knowledge test in mathematics is ensured through content and face validity. To establish content validity, a systematic examination of the contents in question paper was conducted with the help of experts. To obtain the concurrent validity of the fundamental knowledge test in mathematics, the scale was compared with the VIIIth standard midterm exam scores obtained in the subject mathematics. The product-moment correlation obtained between these two tests score is .43. It shows high validity of the tool.

Practicality of Fundamental Knowledge Tests

To check the practicality of fundamental knowledge test investigator administrated the final tool among seventh standard students. Test was conducted at the end of the academic year. So the students were familiar with the contents of the exam. Through these process two components of the practicality; preparation and class administration was tested. By discussion with the students the clarity of the questions was ensured. From the experience of the trail test the required time frame has been prepared. Maximum time allowed for fundamental knowledge test in language, social science and basic science is 45 minutes and one hour for mathematics.

Interpretation of the level of fundamental knowledge

For the interpretation of the level of fundamental knowledge, test investigator used to grade and grade position used by the general education department, Kerala with minor modification. Interpretation of the fundamental knowledge test with grade, percentage and grade position are presented in table 42.

Table 42

Interpretation of the Fundamental Knowledge Test

Sr.No	Grade	Percentage	Grade position
1	A	80 & Above	Excellent
2	B	60-79	good
3	C	40-59	Average
4	D	20-39	Poor
5	E	19 & Below	Very poor

Career Aspiration Scale

Career aspiration is essential to gain a high position in education and employment. Career aspiration is defined as "career-related desires and ambitions that provide an impulse for career-related behaviour leading to career success" (Rojewski, 2005). The researcher decided to make a career aspiration study in light of the fact that the career aspirations of STs are related to their career achievements. For this purpose, the researcher developed the Career Aspiration Scale with the help of the supervising teacher. The following are the various steps involved with tool preparation.

Planning of the tool

The available literature on career aspiration is reviewed in detail for the development of career aspiration scale. A detailed study of the career aspiration found that the most used tool to measure carrier aspiration was career aspiration scale by O'Brien, M.K. (2012). The three components he chose to measure career aspiration were Achievement aspiration, educational aspiration, and leadership aspiration. But the selected components of the tool are not suitable for the present study and the selected samples. The researcher decided to create a new tool because

the available tools were not suitable for the objectives of the present study. Sarita Anand (2013) published career aspiration scale, the tool covers five dimensions viz, dedication, motivation, realization, self-confidence, and preparation. Since the components of the tool were suitable for the current study and the selected sample, the researcher selected four components from it for the development of the career aspirations scale. Brief descriptions of the selected components are given below.

Dedication

Dedication is a willingness to devote so much time and energy to a thing because it is important. Only a dedicated person can achieve success in his career. Dedication is an indicator of career aspiration.

Motivation

Motivation is the state of the person that drives him to certain behaviors in pursuit of the goal. Motivation is one of the factors that determine a person's career achievement. The tool incorporates items related to the different contexts in which students are headed towards career success.

Self Confidence

Self-confidence is the belief in one's ability to succeed or fulfill a goal under specific circumstances. Self-confidence plays a vital role in the educational and career progress of a person. So the items related to the self-confidence of a person will give the idea about one's career aspiration.

Preparation

Pre-executing plans, works, ideas, etc for the success of an activity is known as the preparation. In this tool pre-executed plan, idea, work, etc are related to the career aspiration.

Preparation of Items

Based on the selected four components and the cultural context of the scheduled tribes, the investigator prepared suitable items for the tool. The prepared items are short-listed with the help of the supervising teacher. With the help of the expert, the investigator removed some inappropriate items and some items were modified. The final draft tool contains 50 items by giving appropriate representation for each component. Sample items from each components of career aspiration scale are given below.

Dedication

Eg:- 1. Instead of competing with others, I focus on doing my job well.

(Positive item)

2. Even if parents and teachers say that you can get a good job only if you study well, you don't want to work hard at it. (Negative item)

Motivation

Eg:- 1. My goal is to get a better job through better education. (Positive item)

2. I get the impression that I do not need to study much as I am getting reservation benefits. (Negative item)

Self Confidence

Eg:- 1. I am confident that I will be able to get a good job no matter what the obstacles. (Positive item)

2. By my own decision, I don't feel I can reach my goal. (Negative item)

Preparation

Eg:- 1. I always try to understand new courses and its job opportunities.

(Positive item)

2. I feel that there is no need to prepare in advance for a successful future. (Negative item)

Scoring Procedure

The present career aspiration scale is a three-point Likert type scale with responses – Always, Sometimes and Never. For the positive items, the respective scores of the three responses are 3, 2 and 1. For the negative item, the scoring is done in the reverse order. The total score of all items gives the score of career aspiration.

Item analysis

As a part of item analysis, the draft tool was administered to 370 Xth standard students. The scores obtained are tabulated in the Excel sheet. Then these scores were sorted in descending order of the total score and separating the lowest and highest 27% (100 samples each) of the 370 sample. Lowest 27 % named as a lower group and highest 27 % named as a higher group. The mean and standard deviation of the scores for each item were calculated separately for the lower and higher group. The critical ratios (t value) for each item were calculated using the following equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean for the first group

\bar{X}_2 = Mean for the second group

SD₁ = Standard deviation for the first group

SD₂ = Standard deviation for the second group

N₁ = Size of the sample for the first group

N₂ = Size of the sample for the second group. (Best & Kahn, 2011)

Obtained Mean, standard deviation and critical ratio for each item are presented in table 43.

Table 43

Data and Results of item Analysis of Career Aspiration Scale

Item No.	Upper		Lower		t-value	Selected/ Rejected
	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
Item 1	2.95	.261	2.69	.563	4.189	Selected
Item 2	2.89	.314	2.59	.514	4.976	Selected
Item 3	2.89	.373	2.63	.597	3.692	Selected
Item 4	2.92	.339	1.90	.835	11.321	Selected
Item 5	2.78	.416	2.44	.574	4.794	Selected
Item 6	2.83	.378	2.36	.759	5.544	Selected
Item 7	2.48	.559	1.86	.652	7.220	Selected
Item 8	2.56	.686	1.76	.698	8.172	Selected
Item 9	2.94	.239	2.35	.744	7.554	Selected
Item 10	2.37	.734	1.88	.715	4.784	Selected
Item 11	2.60	.667	1.91	.830	6.482	Selected
Item 12	2.97	.171	2.34	.755	8.137	Selected

Item No.	Upper		Lower		t-value	Selected/ Rejected
	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
Item 13	2.67	.551	1.92	.761	7.979	Selected
Item 14	2.73	.446	2.20	.682	6.505	Selected
Item 15	2.86	.349	2.58	.622	3.924	Selected
Item 16*	2.31	.545	2.26	.645	.592	Rejected
Item 17	2.83	.428	2.01	.823	8.844	Selected
Item 18	2.41	.726	1.87	.661	5.498	Selected
Item 19	2.90	.414	2.15	.869	7.791	Selected
Item 20	2.84	.465	2.19	.825	6.862	Selected
Item 21	2.53	.559	2.25	.687	3.161	Selected
Item 22*	1.64	.674	1.54	.626	1.086	Rejected
Item 23	2.87	.418	2.62	.546	3.633	Selected
Item 24	2.98	.141	2.60	.667	5.577	Selected
Item 25	2.80	.512	1.98	.738	9.124	Selected
Item 26	2.98	.141	2.08	.907	9.810	Selected
Item 27	2.91	.288	1.98	.816	10.746	Selected
Item 28	2.54	.673	1.67	.739	8.702	Selected
Item 29	2.97	.171	2.51	.659	6.756	Selected
Item 30	2.89	.399	2.56	.574	4.718	Selected
Item 31	2.49	.522	2.19	.631	3.664	Selected
Item 32	2.87	.338	2.39	.634	6.681	Selected
Item 33	2.79	.456	2.28	.712	6.033	Selected
Item 34	2.81	.486	2.03	.822	8.167	Selected
Item 35	2.72	.494	2.31	.647	5.039	Selected
Item 36	1.13	.367	1.51	.643	5.131	Selected
Item 37	3.00	.000	2.60	.682	5.868	Selected

Item No.	Upper		Lower		t-value	Selected/ Rejected
	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
Item 38	2.96	.197	2.64	.612	4.980	Selected
Item 39	2.99	.100	2.69	.581	5.091	Selected
Item 40	2.87	.338	2.44	.641	5.936	Selected
Item 41	2.94	.239	2.50	.659	6.277	Selected
Item 42	2.83	.378	2.10	.759	8.613	Selected
Item 43	2.98	.141	2.54	.673	6.400	Selected
Item 44	2.89	.314	2.56	.715	4.224	Selected
Item 45	2.82	.500	2.43	.700	4.533	Selected
Item 46	2.86	.450	2.17	.711	8.197	Selected
Item 47	2.78	.462	2.00	.739	8.952	Selected
Item 48	2.86	.427	2.06	.736	9.402	Selected
Item 49	2.99	.100	2.31	.748	9.011	Selected
Item 50	2.92	.307	2.52	.577	6.118	Selected

Finalization of the tool

For the final tool, the item with a critical ratio less than 2.58 were rejected and all the item above 2.58 were selected. Two items were rejected based on this, and 48 items were selected for the final tool. It contains 28 positive questions and 20 negative items. The final version of Career Aspiration Scale (English & Malayalam) and response sheet are presented in appendix XXIV, XXV & XXVI.

The distribution of items in each component after item analysis is given in table 44.

Table 44

Component wise Distribution of Items

Sr. No.	Components	Question Number	Total no. of items
1	Dedication	4,8,11,12,19,21,24,25,27,30,33, 40,41	13
2	Motivation	1,3,17,18,22,28,32,34,35,43,46,47	12
3	Self- Confidence	7,10,13,16,26,31,36,37,42,44,45	11
4	Preparation	2,5,6,9,14,15,20,23,29,38,39,48	12
Total			48

Reliability of the tool

According to Best and Kahn (2014), Reliability is the degree of consistency that the instrument or procedure demonstrates whatever it is measuring it does so consistently. In this study reliability of the career aspiration scale was established by using Cronbach's alpha (testing internal consistency) and test-retest method. Cronbach's alpha value found to be .836, which suggest career aspiration scale has high internal consistency and hence tool is highly reliable. After three weeks, the researcher administered the tool again in 33 students to measure the reliability of the tool by the test-retest method. The correlation coefficient obtained between the two scores was .820, which establishes the high reliability of the tool.

Validity of the tool

Validity refers to the extent to which a test measures what it intends to measure. Among the different types of validity, the investigator used face validity and content validity. For this purpose, the test was submitted to experts and they expressed their consent about the suitability of the items and relevancy of the content area. Thus, the scale was capable of measuring career aspiration of tribal

residential school students. Therefore, it was said to have adequate face and content validity.

Adjustment Inventory for School Students (AISS) -Revised

To study the adjustment of residential school students investigator used Adjustment Inventory for School Students (AISS) –Revised prepared and standardized by AKP Sinha and RP Singh(2013). The Adjustment Inventory is devised for use with secondary school students of India. The inventor seeks to separate well adjusted secondary school students of(age group14-18 years) from poorly adjusted students in the three areas of adjustment – emotional, social and educational. The Adjustment Inventory for School Students consisted of sixty items in three adjustment areas such as emotional, social and educational areas.20 items in each area of adjustment. The table 45 shows the area wise type of item serial distribution of the Adjustment Inventory.

Table 45

Area-wise Distribution of Item

Sr. No.	Adjustment Areas	Serial No.of items showing Adjustment marked “Never”	Total	Serial No. of items showing maladjustment marked ‘Always’	Total	Total item in Area
I	Emotional	-	-	1,4,7,10,13,16,19,22,25,28,31,34,37,40,43,46,49,52,55,58	20	20
II	Social	11,17,20,23,26, 32, 38, 41, 44, 50, 53, 56,59	13	2,5,8,14,29,35,47	07	20
III	Educational		10	3,6,9,15,21,27,36,39,42,45	10	20
			23	+	37	60

Reliability of Adjustment Inventory for School Students

Reliability Coefficient was determined by i) Split Half Method ii) Test Retests Method and iii) K.R formula-20. Table 3 gives the reliability coefficients of the total tests and subtests by different methods. The reliability coefficient of the tool is presented in table 46.

Table 46

Reliability Coefficients of the Inventory

Sr.No	Method used	Emotional	Social	Educational	Total
I.	Split-half	0.94	0.93	0.96	0.94
II.	Test-retest	0.96	0.90	0.93	0.93
III.	K-R formula- 20	0.92	0.92	0.96	0.93

The validity of Adjustment Inventory for School Students

In item-analysis by biserial correlation, the method was used to determine validity coefficients for each item and only such items were retained which yielded biserial correlation with both the criteria i) Total scores and ii) Area score, Significant level being 0.001. Inter-correlations among the three areas of the inventory were calculated. The correlation matrix is presented in table 47.

Table 47

Correlation Matrix of the Three Areas

Sr.No.	Adjustment Areas	I	II	III
I.	Emotional	-	.20	.19
II.	Social	.20	-	.24
III.	Educational	.19	.24	-

The inventory was also validated by correlating ratings by the hostel superintendent with inventory scores. This was done on the data of sixty pupils. The Hostel Superintendent rated the pupils on a five-point scale, namely, Very Poor, Poor, Average, Good, and Excellent in respect to their adjustments. The Coefficient of Correlation between superintendent ratings and inventory scores was obtained to be 0.51.

Revision of the inventory

With the feedback from the researchers and users of the inventory, it was felt to revise the inventory on the front of making it a three-point response scale in place of former two-point, i.e., Yes & No. the new format has now three points alternate response system viz., Always, Sometimes and Never. There is no change in the number format or language of the statements since they had been selected by experts, tryouts and item analysis.

Scoring Procedure

Following is the scoring system for the new three-point alternative response.

Table 48

Scoring System of AISS

Sr.No.	Type of item	Always	Sometimes	Never
I.	Marked 'Always'	2	1	0
II.	Marked 'Never'	0	1	2

The lesser the score, the better is the level of adjustment.

Translation of the Tool into Regional Language

The medium of instruction of the selected tribal residential school is Malayalam. So the researcher translated the tool into Malayalam. The translated tool was given to language experts for validation. They were asked to critically examine the tool, keeping in mind the aspects like the meaning of items, the suitability of words and grammar. Investigator modified the translated item as per the suggestion of expert. The final version of Adjustment Inventory for school students (English & Malayalam) and response sheet are presented in appendix XVII, XVIII & XXIX.

Validity and Reliability of Translated Tool

Reliability of the translated adjustment inventory was established by using Cronbach's alpha (testing internal consistency) and test-retest method. Cronbach's alpha value found to be .827, which suggest adjustment inventory has high internal consistency and hence tool is highly reliable. After three weeks, the researcher administered the tool again in 35 samples to measure the reliability of the tool by the test-retest method. The correlation coefficient obtained between the two scores was .775, which establishes the high reliability of the tool. Face validity of the tool was established.

Norms of the Adjustment Inventory for School Students

Norms for the interpretation of scores were computed for all the three areas (Emotional, Social and Educational) of adjustment separately as also for the whole inventory. Based on the raw score the subjects are classified into seven categories. The seven different categories of adjustment are an extremely unsatisfactory adjustment, unsatisfactory adjustment, below average adjustment, average/ moderate adjustment, above-average adjustment, high adjustment, and extremely high adjustment.

Norms for interpretation of the level of adjustment have been presented in table 49.

Table 49

Norms for Interpretation of the Level of Adjustment

Sr. No	Area wise Raw score range			Full inventory raw score range	Level of adjustment
	Emotional	Social	Educational		
1	29 & more	31 & more	33 & more	92 & more	Extremely Unsatisfactory adjustment
2	24-28	26-30	28-32	78-91	Unsatisfactory adjustment
3	20-23	21-25	22-27	63-77	Below average adjustment
4	14-19	14-20	15-21	42-62	Average/ moderate adjustment
5	10-13	9-13	9-14	27-41	Above-average adjustment
6	5-9	4-8	4-8	12-26	High adjustment
7	4 & less	3 & less	3 & less	11 & less	Extremely High Adjustment

School Data Profile

School data profile was used to probe deeper information about residential school. In this study, the school data profile contains basic details about school, infrastructural facilities and services, dropout rates and achievements of school. First part of the data profile collected data like name of the school, year of establishment, type of school, and nature of school as basic detail about school. The second part of the data profile deals with the infrastructure facilities and services available at the residential school. Condition of infrastructure facilities and services was marked by using a rating scale. Answer options for the present rating scale are as follows good, average, and poor. Third part of the school data profile deals dropout rate of students

from residential school. Dropout rates for the five academic years (2012-13 to 2017-18) were used for analysis. The fourth part is to examine the various achievements of the school. The final version of school data profile is presented in appendix XXX.

Data Collection Procedure, Scoring, and Consolidation of Data

Before administration of tools, organized plan of the task was prepared. Initially, the entire list of the schools selected in the sample was listed. Subsequently, the investigator obtained permission from the director of scheduled tribes development department to collect data from tribal residential schools. The permission granted from the Director was subjected to a certain condition. Before going to school for data collection, researcher executed an agreement before the concerned Project Officer (PO)/ Tribal Development Officer (TDO) by agreeing with the conditions put forward by the Director of scheduled tribes development department.

In the second phase, the researcher visited the selected schools to collect data. Firstly the researcher contacted the head of the institution for getting permission to conduct data collection. From each school, data were collected from VIIIth, IXth, and Xth standard students. Before administering each tool, the purpose of the visit and required instructions was briefed before the students. Required time was allotted to students to respond to each tool. Meanwhile, the questionnaire was distributed to teachers and collected back upon completion. Head of institution and senior superintend was interviewed at the allotted time. The dropout rate of students was collected from the school attendance register with the help of the head of the institution (2012-13 academic year to 2016-17 academic year).

To collect data from alumni, phone number and communication address of old students were collected from teachers. Investigator contacted the alumni by using the information given by the teachers, and the required data was collected

from them using the questionnaire. This data were collected directly and over the phone.

The valid response sheets were scored as per the scoring procedure of each tool. The scores and data obtained were consolidated to conduct further analysis.

Statistical Techniques Used

Different statistical techniques are used for testing hypotheses. Calculations are done by using statistical package for windows, namely SPSS 21.00 and MS-Excel. Following are the different statistical techniques used for the data analysis.

1. Basic descriptive statistics
2. Percentage analysis
3. Two-tailed test of significance of the difference between mean scores of large independent samples
4. One way ANOVA

Analysis of the data and interpretation of results are explained in the following chapter.

Chapter IV

ANALYSIS AND INTERPRETATION

- **Analysis of Functioning of Tribal Residential School**
- **Analysis of Status of Tribal Residential Schools Students in Selected Aspects**

This chapter presents the analysis and interpretation of the study. The major objectives of the present study are to analyse the Functioning of tribal residential schools in Kerala and status of tribal students in selected aspects. The data for this study were collected from 2315 stakeholders of tribal residential school. The investigator also collected some secondary data available in schools for analyzing the facilities and dropout. The data collected was analyzed using suitable statistical techniques which are given in this chapter. The details of analysis of the data and the derived results are presented in two sections under the following headings.

Section A - Analysis of Functioning of Tribal Residential School

- Perception of teachers on the functioning of tribal residential school
- Perception of students on the functioning of tribal residential school
- Perception of head master/mistress on the functioning of tribal residential school
- Perception of senior superintendent on the functioning of tribal residential schools
- Perception of alumni on the functioning of tribal residential school
- Assessment of facilities available in tribal residential schools

Section B – Analysis of Status of Tribal Residential Schools Students in Selected Aspects

- Analysis fundamental knowledge in language, social science, basic science and mathematics of tribal residential school students
- Comparison of academic performance of residential and non residential school tribal students

- Analysis of adjustment among tribal residential school students
- Analysis of career aspiration among tribal residential school students
- Analysis of dropout rate in tribal residential schools

Section A

Analysis of Functioning of Tribal Residential School

One of the major objectives of the study was to analyse the functioning of tribal residential school. To analyse the functioning investigator analyzed the perception of teachers, students, head master/mistress, senior superintendents and alumni on the functioning of tribal residential school. The details of the data analysis and interpretation are presented accordingly.

Tribal Residential Schools in Kerala

The details of the tribal residential schools working under scheduled tribe development department of Kerala are listed in the table 50.

Table 50

Details of Tribal residential Schools in Kerala

Si. No.	Name of School	Type of School	Boys/ Girls	Year of starting	Classes
1	MRHSS, Kattela	MRS	G	1991	V to XII
2	AMMRHSS, Nalloorad	MRS	B	1991	V to XII
3	MRS Munnar	MRS	B	1997	V to XII
4.	MRS Mukkali	MRS	G	1997	V to XII
5.	MRS Kalpetta	MRS	G	1997	V to XII
6.	MRS Vadasserikkara	MRS	B	1998	V to XII
7.	MRS Chalakkudy	MRS	G	1998	V to XII
8.	MRS Pattuvam	MRS	B	1998	V to XII
9.	MRS Paravanadukka	MRS	G	1998	V to XII

Si. No.	Name of School	Type of School	Boys/ Girls	Year of starting	Classes
10.	MRS Kulathupuzha	MRS	B	2000	V to X
11.	MRS Ettumanoor	MRS	G	2000	V to X
12.	IGMMRS Nilambur	Ashram school	M	1993	I to XII
13.	MR Ashram School, Thirunelli	Ashram school	M	2000	I to X
14.	Ashram school Malampuzha	Ashram school	M	2000	I to XII
15.	RGM Ashram school Noolpuzha	Ashram school	M	2001	I to XII
16.	MRS Koraga	Ashram school	M	2017	I to III
17.	EMRS Pookode	EMRS	M	2000	VI to X
18.	EMRS Pinavu	EMRS	M	2001	VI to X
19.	Ambedkar Vidyanikethan CBSE school, Njaraneeli	MRS-CBSE	M	2003	I to XII
20.	G.Karthigeyan memorial MRS, Kuttichal	MRS-CBSE	M	2015	I to V

B - Boys only, G - Girls only, M - Mixed

There are 20 tribal residential schools are run under the scheduled tribe development department of Kerala. This includes 13 Model Residential Schools (MRS), 5 Ashram schools and 2 Eklavya Model Residential Schools (EMRS). Of the 13 Model Residential Schools, 11 schools follow the State Syllabus and two schools follow the CBSE Syllabus. All the MRS schools except CBSE schools, the admission are limited to either boys or girls. There are 6 girls only and 5 boys only MRS schools are currently functioning. In all other schools admission is opened for boys and girls. Higher secondary facilities are available in 13 of the 20 schools. Admission in MRS starts from 5th standard, in EMRS admission starts from 6th standard and in Ashram schools it starts from 1st standard itself.

Perception of Teachers on the Functioning of Tribal Residential School

This section of the analysis deals with perception of teachers on the functioning of tribal residential schools.

Perception on Educational Situation of Tribes

This section examines the extent to which teachers have knowledge of the various programmes for the educational development of ST students and their educational backwardness.

1. Knowledge on tribal educational development schemes

The tribal residential school teachers were asked to mark the tribal educational development schemes they knew. Their responses in this regards is presented in table 51.

Table 51

Data and Results of Teachers Knowledge on TRIBAL Educational Development Schemes

Si. No.	Programmes/Schemes	Yes		No	
		N	%	N	%
1	Pre-metric and post-metric hostels	62	63.9	35	36.1
2	Different Scholarships	50	51.5	47	48.5
3	Multi grade learning centers (MGLCs)	44	45.4	53	54.6
4	Gothravelicham `Programme	30	30.9	67	69.1
5	Bharatha darshan and Kerala darshan	31	32	66	68
6	Special incentive to brilliant students	63	64.9	34	35.1
7	Gothra Sarathi	39	40.2	58	59.8
8	Don't know about the Schemes	22	22.7	75	77.3

From table 51 it is clear that 64.9 percent of the tribal residential school teachers have knowledge about the scheme special incentives to brilliant students, 63.9 percent know about pre-metric and post-metric hostels and 51.5 percent teachers knew about different scholarships. 69.1 percent teachers do not have a clear knowledge about the Gothravelicham programme, 68 percent do not have a clear knowledge about Bharatha darshan and Kerala darshan and 54.6 percent do not have a clear knowledge about multi grade learning centers. 22.7 percent of teachers were unaware of the scheduled tribe development schemes/programmes mentioned in the questionnaire. In addition, only 22.7 percent of teachers are aware of the all the tribal development programmes. 60 percent of them have low level of awareness on tribal development programmes. The graphical representation of the result is presented in figure 7.

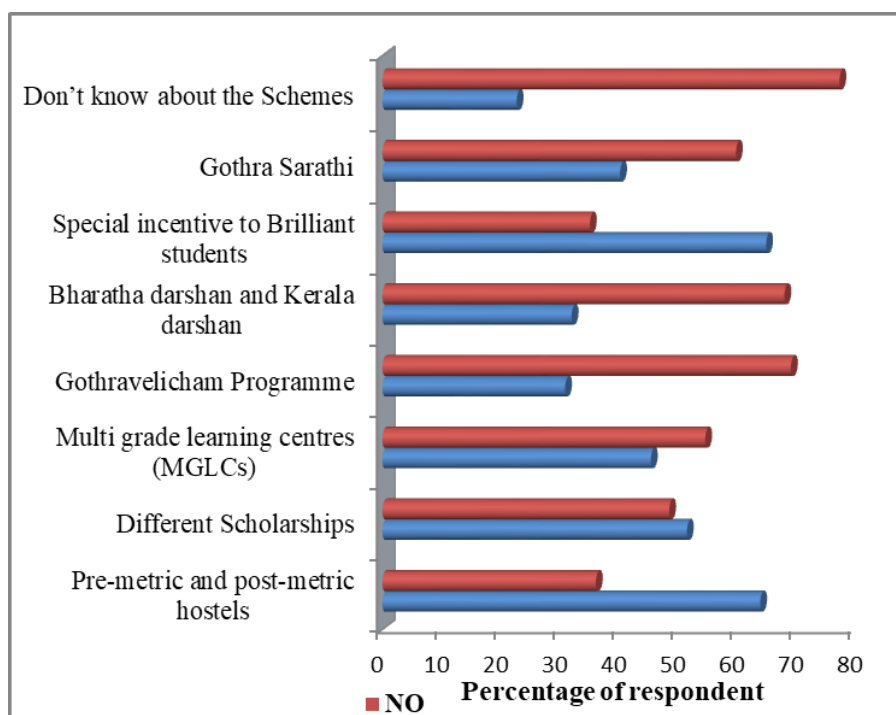


Figure 7. Graphical representation of knowledge on tribal educational development schemes

2. Reasons for educational backwardness

The tribal residential school teachers were asked to mark the reasons that contribute to the educational backwardness of scheduled tribe students. Their responses in this regards is presented in table 52.

Table 52

Data and Results of Teachers Perception on Reasons for Educational Backwardness

Si. No.	Reasons	N	%
1	Financial hardship	73	75.3
2	Child labour	16	16.5
3	The issue between parents	76	78.4
4	Child marriage	24	24.7
5	Attitude of some teachers towards ST students	0	0
6	Lack of parental interest in education	61	62.9
7	Lack of awareness in students	50	51.5
8	Improper implementation of developmental schemes/projects	27	27.8
9	Unsuitable curriculum for ST students	40	41.2
10	Inferiority complex among students	48	49.5
11	Lack of proper guidance	44	45.4
12	Overuse of intoxicating substances	40	41.2

Table 52 shows that according to 78.4 percent teachers, the main reason of the educational backwardness of the scheduled tribe students is the issues between the parents and 75.3 percent opined that financial hardship is the reason for this. 62.9 percent of the teachers feel that lack of parental interest in education and 51.5 percent feel that lack of awareness in students are the reason for educational backwardness. 49.5 percent teachers opined that inferiority complex among students, 45.4 percent opined that lack of proper guidance, 41.2 percent opined that

unsuitable curriculum for ST students and 41.2 percent opined that overuse of intoxicating substances are the reason for educational backwardness. 24.7 percent teacher feel that child marriage and 27.8 percent feel that improper implementation of developmental schemes/projects are the reasons for educational backwardness. 16.5 percent of teachers said child labor was a cause for educational backwardness. No teacher felt that attitude of some teachers towards ST students is the reason for educational backwardness of scheduled tribe students. The graphical representation of the result is presented in figure 8.

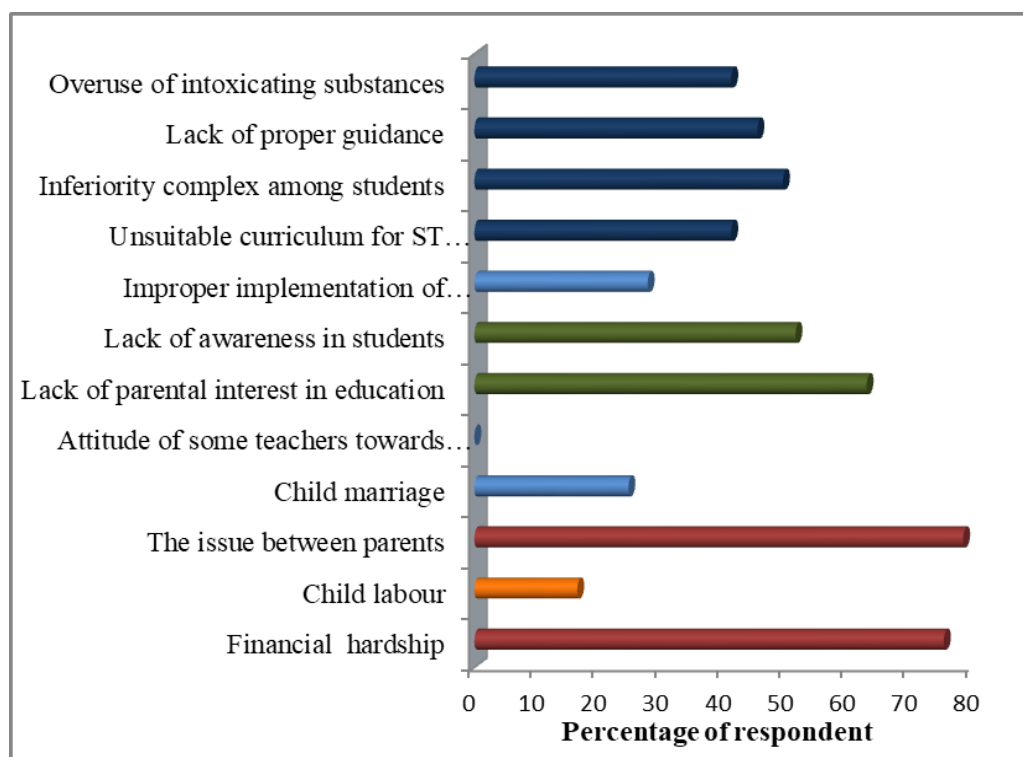


Figure 8: Graphical representation of reasons for educational backwardness

Problems and Challenges Faced by the Teachers

This section of the analysis deals with the problems and challenges faced by tribal residential school teachers. The analysis is presented in four headings- general problem, educational problem, students behaviour and language problem.

1. General problems

The tribal residential school teachers were asked to mark how much they faced given problems. Their responses in this regards is presented in table 53.

Table 53

Data and Results of General Problems Faced by the Teachers

Si. No.	Problems	Always		Sometimes		Never	
		N	%	N	%	N	%
1	Language Problem	3	3.1	56	57.7	38	39.2
2	Educational backwardness of Students	7	7.2	83	85.6	7	7.2
3	Lack of discipline of students	0	0	46	47.4	51	52.6
4	Lack of physical condition in school	5	5.2	27	27.8	65	67
5	Cultural and social background of students	0	0	82	84.5	14	15.5
6	Dropout of students	8	8.2	70	72.2	19	19.6

From table 53 it is clear that the 92.8 percent tribal residential school teachers are faced the problem of educational backwardness of the students. It is evident from the table that 84.5 percent of teachers experienced problems related to cultural and social background of students and 80.4 percent faced dropout problems. 60.8 percent of teachers faced language problems always or sometimes. 52.6 percent of the teachers have not experienced the problems associated with lack of discipline and 67 percent have not faced problem of lack of physical conditions. 39.2 percent of teachers never had problems related to language. Other general problems experienced by the teacher are

- Introvert behaviour of students
- Lack of response from students
- Homesickness
- Lack of basic knowledge
- Lack of knowledge in alphabets

Table 54 listed the details of number of teachers who are thinking about leaving tribal residential school and its reasons.

Table 54

Data and Results of Number of Teachers Thinking about Leaving Residential School

Item	Yes		No	
	N	%	N	%
Number of teachers thinking about leaving residential school	13	13.4	84	86.6

From table 54 it is clear that 13.4 percent of the tribal residential school teachers thinking about leaving school. Table 55 outlines the reasons teachers wish to leave school.

Table 55

Data and Results of Reasons for Leaving School

Si. No.	Reason	N	%
1	Educational backwardness of students	2	15.4
2	Bad behavior of students	3	23
3	Workload	4	30.7
4	No pay for extra work	6	46.1
5	Lack of proper lodging facilities	5	38.4
6	Being away from home	5	38.4
7	Lack of support from tribal development department	4	30.7

Table 55 shows that, 46 percent of teachers want to leave residential school because they do not get paid for additional work. 38.4 percent of teachers think to leave school because of inadequate lodging facility and school is situated away from home. 30.7 percent of teachers think to leave school because lack of support from tribal development department and workload. Less than 20 percent of teachers think to leave school because of the educational backwardness of students and bad behavior of students. Graphical representation of details of reasons for leaving tribal residential school is presented in figure 9.

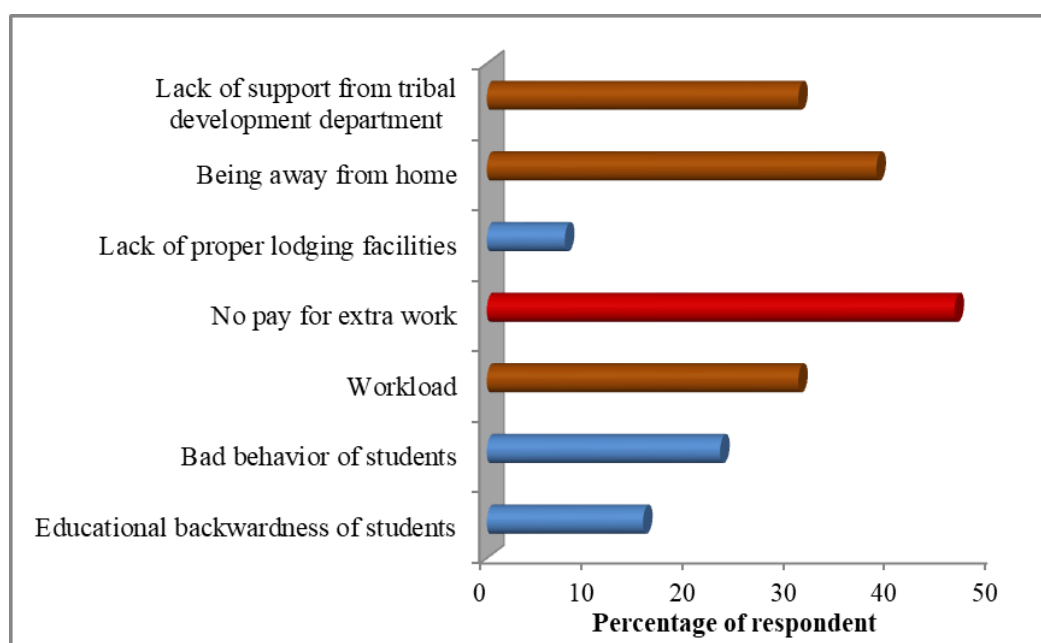


Figure 9: Graphical representation of details of reasons for leaving tribal residential school

2. Problems and challenges related to education of tribes

The tribal residential school teachers were asked to mark how much they faced problems related to learning and class room activities. Their responses in this regards is presented in table 56.

Table 56

Data and Results of Problems and Challenges Related to Education of Tribes

Si. No.	Problems	Always		Sometimes		Never	
		N	%	N	%	N	%
1	Tribal residential school students lag far behind other students in their studies	6	6.2	60	61.8	31	32
2	Not expecting good result from tribal residential school students	5	5.2	30	30.9	62	63.9
3	Disappointed in not getting a good result	3	3.1	57	58.8	37	38.1
4	Positive involvement in class room activities	34	35.1	62	63.9	1	1
5	Special joy to be found in the teaching of tribal residential school students	73	75.3	20	20.6	4	4.1
6	More time to understand the lesson	34	35.1	59	60.8	4	4.1
7	Learning activities appropriate to tribal residential school students	42	43.3	51	52.6	4	4.1
8	Students unfamiliarity with textbook contexts	12	12.4	72	74.2	13	13.4
9	Difficulty in presenting lessons in relations to students life situation	3	3.1	58	59.8	36	37.1
10	The present curriculum is not suits for tribal residential school students	6	6.2	38	39.2	53	54.6
11	Tribal residential school students can reach mainstream level through proper training	73	75.3	24	24.7	0	0
12	Tribal residential school students performs just like other students in extracurricular activities	62	63.9	35	36.1	0	0
13	Students are afraid to ask questions to their teachers	5	5.2	39	40.2	53	54.6

Si. No.	Problems	Always		Sometimes		Never	
		N	%	N	%	N	%
14	Class room activities are affected by the lack of facilities	13	13.4	19	19.6	65	67
15	Satisfied with the school schedule	50	51.5	33	34	14	14.5
16	Residential school creates a favorable learning situation for students	70	72.2	24	24.7	3	3.1
17	Lack of knowledge about students cultural background	0	0	65	67	32	33
18	Lack of facilities to ensure students further study	41	42.3	40	41.2	16	16.5
19	Difficulties to adapt to new technologies	9	9.3	29	29.9	59	60.8

Table 56 shows that nearly 100 percent of teachers faced lack of active participation of students in classroom activities. 96 percent of teachers take more time to teach the lessons to students. 86.6 percent of respondents felt that students are unfamiliar with the situations given in the textbooks. 84 percent of teachers felt that the lack of facilities to ensure the higher education of students is making it difficult to achieve objectives of tribal residential schools. 68 percent of teachers think that residential school students are lagging behind the other students in their studies. 63 percent of the teachers find difficulty in presenting lessons in relation to the students life situation. 62 percent of teachers disappointed in not getting a good result from students. 67 percent of teachers felt that lack of knowledge on the cultural background of students sometimes makes problems to them. All the respondents agreed that tribal residential school students can reach the mainstream level through proper training and performs just like other students in extracurricular activities. In the classroom, 96 percent of the teachers use appropriate learning activities for tribal residential school students and find a special joy in teaching

them. 97 percent of teachers said that residential school creates a favorable learning situation for students. 45.4 percent of the respondents opined that the present curriculum is not suitable for tribal residential school students. 45.4 percent of the respondents felt that students are afraid to ask questions to their teachers. 40 percent of respondents commented that students find difficulties to adapt to new technologies. 36.1 percent of teachers are not expecting good results from tribal residential school students. 33 percent of teachers said that lack of facilities affects classroom activities. 84.5 percent of the teachers satisfied with the school schedule

3. Problems related to students behaviour

Statements related to the behavior of tribal residential school students and the responses of teachers in this regard are given in the table 57

Table 57

Data and Results of Problems Related to Students Behaviour

Si. No	Problems	Always		Sometimes		Never	
		N	%	N	%	N	%
1	Bad behavior from students	0	0	16	16.5	81	83.5
2	Lack of discipline that disrupts class	0	0	16	16.5	81	83.5
3	Tribal residential school students have greater moral values	16	16.5	59	60.8	22	22.7
4	Lack of discipline adversely affects the school functioning	0	0	14	14.4	83	85.6
5	Students have negative attitude towards learning	16	16.5	68	70.1	13	13.4
6	There are children who cannot cope with school	1	1	57	58.8	39	40.2
7	Keeping distance with teachers	1	1	6	6.2	90	92.8

Si. No	Problems	Always		Sometimes		Never	
		N	%	N	%	N	%
8	Lack of knowledge on how to behave in society	8	8.2	47	48.5	42	43.3
9	Fear of stepping into mainstream society	16	16.5	65	67	16	16.5
10	Feeling of dependency increase in students	15	15.5	58	59.8	24	24.7

Table 57 showed that 83.5 percent of the teachers said that they have not faced any bad behavior on the part of the students. 85.6 percent teachers said that class room activities are not affected by the student indiscipline and 83.5 percent said that lack of discipline is not adversely affects the school functioning. 93.8 percent of the teachers responded that students have a good relationship with teachers. 77.3 percent of teachers felt that scheduled tribe students are more moral than others. 83.5 percent of respondents said that residential school student is scared of stepping into mainstream society. 76.6 percent of the teachers felt that the students had a negative attitude towards learning. 75.3 percent of the teachers felt that the free programs offered by the government were building a dependency on students. 9.8 percent of teachers have identified that tribal residential school has students who are unable to cope with school. 56.7 percent of teachers said that ST students lack knowledge of how to behave in society.

4. Language related problems in class room

The following are the data and results of language problems teachers faced in the class room. The number of teachers facing language problems in class room is presented in table 58

Table 58

Data and Results of Number of Teachers Facing Language Problem

Si. No	Group	Teachers facing language problems in class room	
		N	Percentage
1	MRS	7	12.5
2	Ashram school	8	30.8
3	EMRS	2	13.3
4	Total	17	17.5

It is clear from the table 58 that 17.5 percent of tribal residential school teachers faced language difficulties in the class room. 12.5 percent of MRS teachers, 30.8 percent of Ashram school teachers and 13.3 of percent EMRS teachers face language difficulties in the classroom. Graphical representation of the result is presented in figure 10.

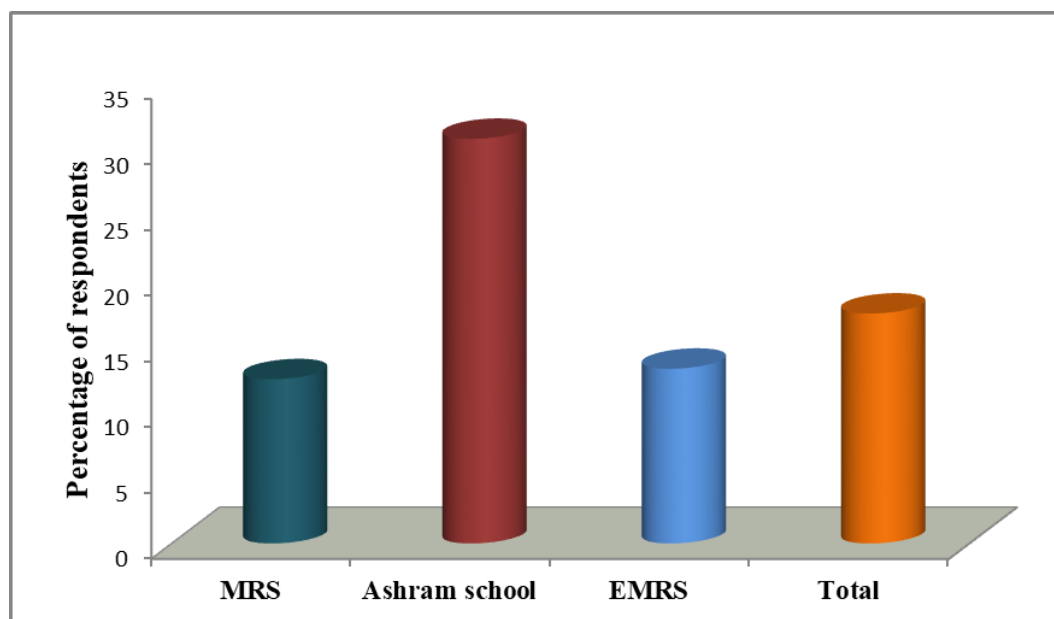


Figure 10: Graphical representation of number of teachers facing language problem

Extend of language problem in three levels of classes

The table 59 illustrates how teachers with language problems experience problems in different levels.

Table 59

Data and Results of Extent of Language Problem in Three Levels of Classes

Level	Number of teachers faced as small problem	Number of teachers faced as big problem
LP	4	4
UP	9	5
HS	13	0

It is clear from table 59 that 4 teachers at lower primary level faced language as a small problem and 4 teachers faced as a large problem. For the 9 teachers in the upper primary, language was seen as a small problem and for the 5 teachers it was perceived as a big problem. The 13 teachers who responded that they had a language problem in high school responded it was a small problem. Graphical representation of the result is presented in figure 11.

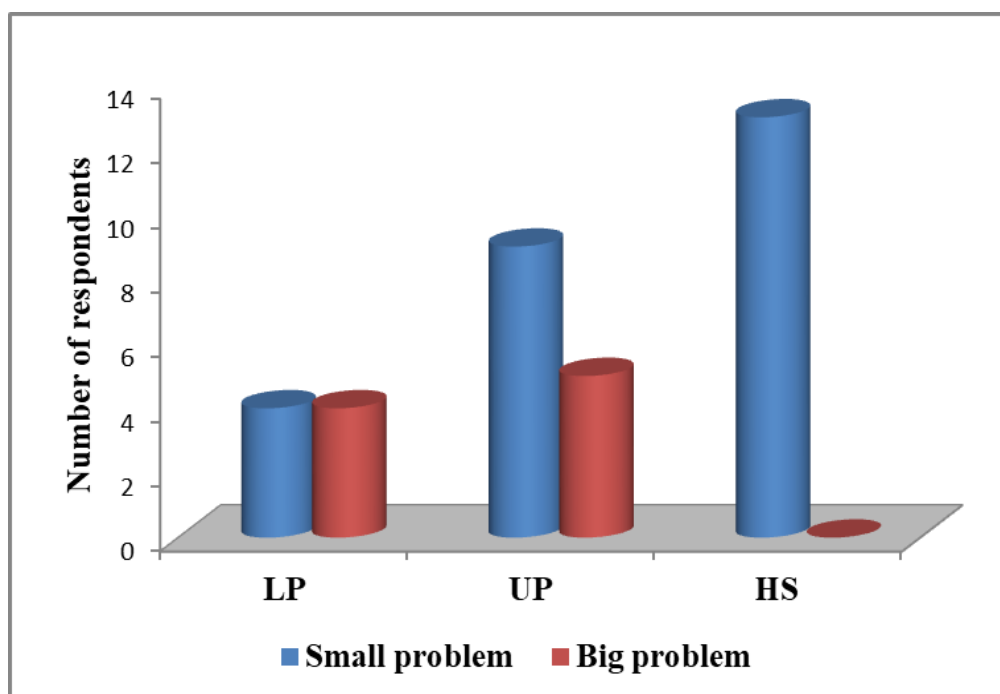


Figure 11: Graphical representation of extent of language problem

Areas of teaching process - experiencing language problems

The table 60 below outlines which areas of teaching process are experiencing language problems in the classroom.

Table 60

Data and Results of Areas of Teaching Process are Experiencing Language Problems

Grade	Areas of teaching process		
	To convey textbook ideas to students.	For communication with students	To establish proper relationship with students
LP	7	4	4
UP	11	5	3
HS	12	3	4

The number of teachers facing language difficulty to convey textbook ideas to students at LP, UP and HS levels are 7, 11 and 12 respectively. Teachers facing language difficulty to communicating with students at LP, UP and HS levels are four, five and three respectively. Teachers facing language difficulty to establish proper relationship with students at LP, UP and HS levels are four, three and four respectively. Graphical representation of the result is presented in figure 12.

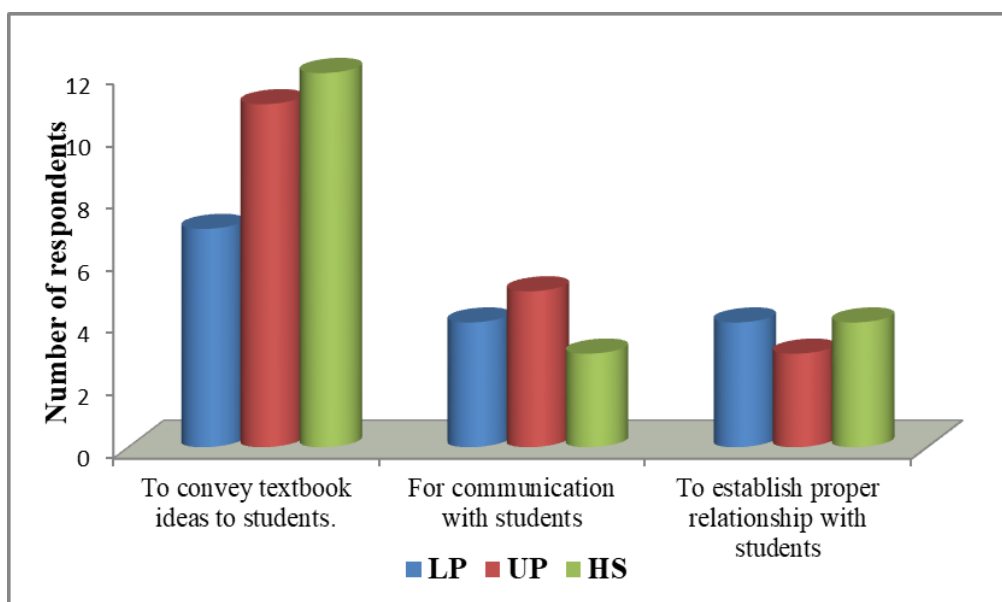


Figure 12: Graphical representation of areas of teaching process is experiencing language problems

Extension Work by Teachers

1. Method of teaching

The tribal residential school teachers were asked to mark whether they follow same teaching method used in general school or not. Their responses in this regards is presented in table 61.

Table 61

Data and Results of Method of Teaching used in Classroom

Teaching method	Number of teachers	
	N	%
Following same method	45	46.4
Following different method	52	53.6

From table 61 it is clear that 53.6 percent of tribal residential school teachers are using different method of teaching in classroom. Graphical representation of the result is presented in figure 13.

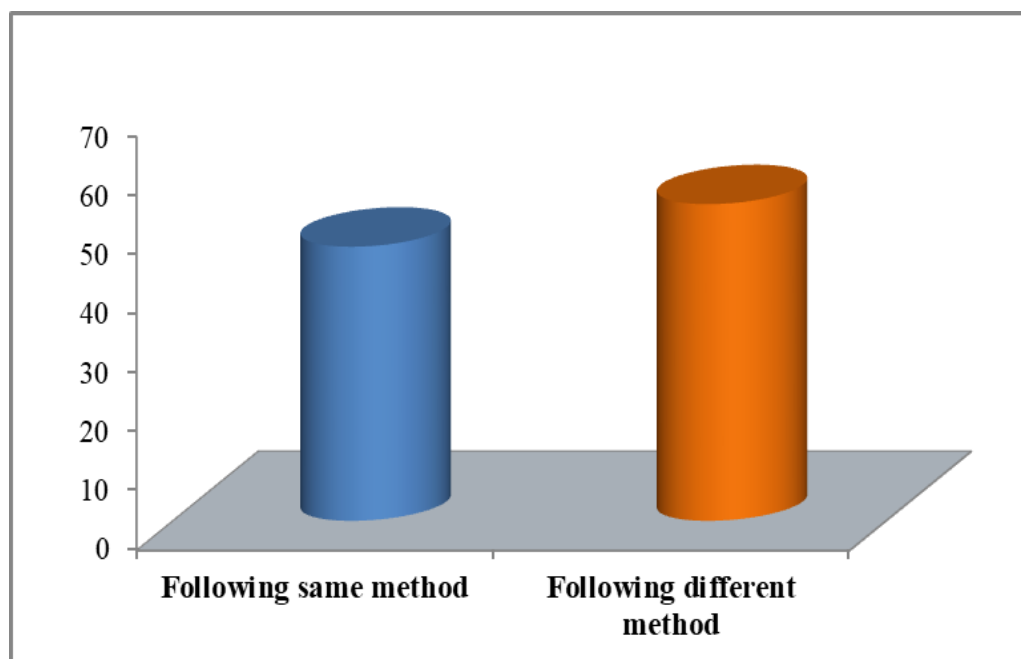


Figure 13: Graphical representation of method of teaching used in classroom

Below are the teachers response on different instructional methods used and additional assistance provided in the class room.

Instructional methods

- Teaching with more contexts and descriptions.
- The lessons are repeatedly presented to establish basic ideas.
- The lessons are handled in a simple way.
- The lessons are presented in relation to tribal situations.
- Lessons are introduced through play.
- Teaching by giving emphasis on individualized attention.
- Simple to complex method.
- Each new lessons starts from the basics.
- Simplifies the use of language so that students can understand.
- Conducts activities related to students environment.
- Teaching style with emphasis on student participation.
- The lessons are divided into smaller parts and given to learn.
- Activity based classes.
- More time is used to teach the lesson.
- Teaching with emphasis on reading and writing.
- The class begins with folk songs and folk tales.
- Maximum use of audio visual aids and ICT.

Additional assistance for learning

- Helping in learning activities of students after school hours and at night.
- Remedial teaching.
- Night classes.
- Special coaching.
- Guest lecturing,
- Particular attention is given to those who are left behind in their studies.
- Finding and encouraging talented students in specific area.
- Motivation classes.

- Additional classes are provided to teach letters.
- Special care is given to students.
- Conducting examinations frequently.
- Teachers adopt fixed number of disadvantaged students and bring them to learning excellence.

2. Additional support by teachers

The tribal residential school teachers were asked to mark how well they give additional support to students. Their responses in this regards is presented in table 62.

Table 62

Data and Results of Additional Support by Teachers

Si. No	Items	V.good		good		Not bad		bad		V.bad	
		N	%	N	%	N	%	N	%	N	%
1	Spending time with students in night study class	33	34	37	38.2	25	25.8	1	1	1	1
2	Special attention for backward students	41	42.3	44	45.4	12	12.3	0	0	0	0
3	Friendly relationship with students	64	66	25	25.8	8	8.2	0	0	0	0
4	Teaching style with emphasis on student participation	38	39.2	50	51.5	9	9.3	0	0	0	0
5	Ensuring the learning materials of students	45	46.4	50	51.5	2	2.1	0	0	0	0
6	Promotion of extracurricular skills in students	59	60.8	20	20.6	18	18.6	0	0	0	0
7	Promotion of knowledge outside the text book	49	50.5	27	27.8	21	21.7	0	0	0	0
8	Personality development	33	34	46	47.4	18	18.6	0	0	0	0
9	Use of new technologies	50	51.5	41	42.3	6	6.2	0	0	0	0
10	Providing facilities such a laboratory, library	54	55.7	40	41.2	3	3.1	0	0	0	0

Table 62 showed that 91.8 percent of tribal residential school teachers are maintaining a friendly relationship with students, 90.7 percent teachers using student-centered teaching methods, 97.9 percent teachers ensuring the availability of learning materials for students, 93.8 percent teachers using new technologies in the classroom and 96.9 percent providing facilities such as laboratory, library etc. 87.7 percent of tribal residential school teachers are giving special attention for backward students, 81.4 percent teachers promoting extracurricular skills in students and 81.4 percent teachers conducting programs aimed at personality development. 72.2 percent of tribal residential school teachers are spending time with students in night study class and 78.3 percent teachers promoting knowledge outside the text book.

3. Involvement of teachers in tribal related activities

The tribal residential school teachers were asked to mark activities they are involving. Their responses in this regards is presented in table 63.

Table 63

Data and Results of Involvement of Teachers in Tribal Related Activities

Si. No.	Activities	Yes		No	
		N	%	N	%
1	Reading books related to scheduled tribes	74	76.3	23	23.7
2	Visiting tribal hamlets	54	55.7	43	44.3
3	Studying the social backwardness of scheduled tribes	59	60.8	38	39.2
4	Try to learn tribal language	34	35.1	63	64.9
5	Participation of seminars and workshops related to scheduled tribes	41	42.3	56	57.7

Table 63 shows that 76.3 percent of respondents read books related to the scheduled tribes. 60.8 percent of the respondents tried to study the cause of the social backwardness of the scheduled tribes. About 55.7 percent of respondents visit the tribal hamlets. Only 42.3 percent of teachers participated seminars and workshops related to scheduled tribes. Only 35.1 percent of teachers attempted to learn tribal languages

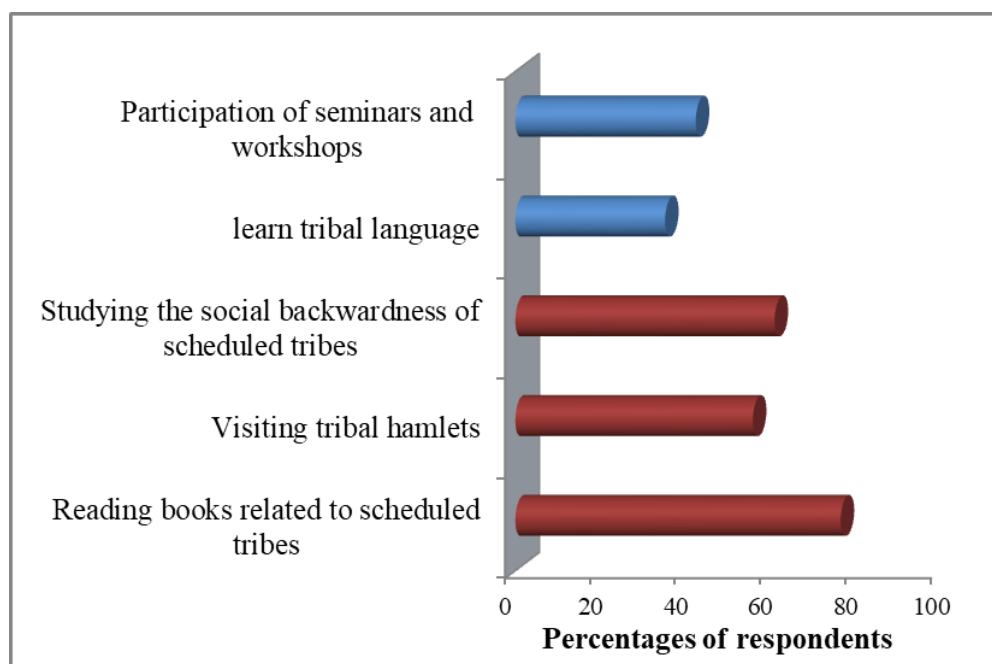


Figure 14: Graphical representation of percentages of teachers involved in tribal related activities

Effectiveness of Tribal Residential Schools

In this section perception of teachers on effectiveness of tribal residential schools were analyzed.

1. The success of the tribal residential school

Teachers were asked to mark whether or not tribal residential schools have achieved its full goal. Their responses in this regards is presented in table 64.

Table 64

Data and Results of Success of Tribal Residential School

Goal	Number of teachers	
	N	%
Achieved	50	51.5
Not achieved	47	48.5

It is clear from the table 64 that according to the perception of 48.5 percent of teachers tribal residential schools has not achieved its full goal. Graphical representation of the result is presented in figure 15.

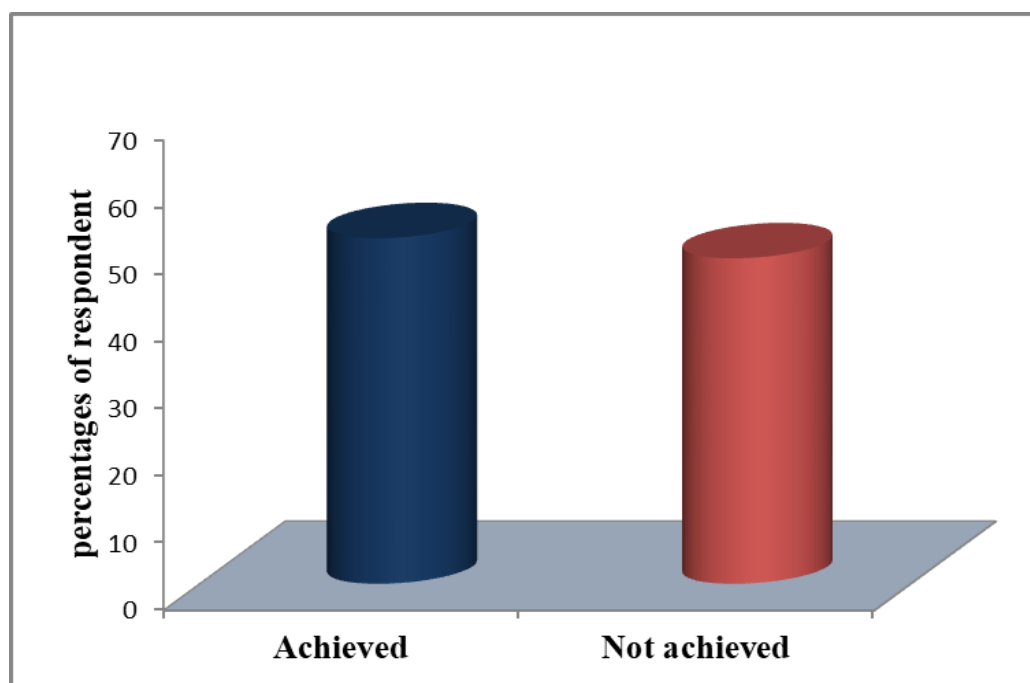


Figure 15: Graphical representation of achievement of goals of tribal residential school

According to the perception of teachers, the following are the reason why the tribal residential school has not achieved its full goal.

Table 65

Data and Results of Reasons for not Achieving full Goal of Tribal Residential Schools

Si. No	Reasons	Number of teachers	
		N	%
1	Activities aimed at only 100% success in SSLC exam	20	20.6
2	Lack of proper career guidance	36	37.1
3	The indifferent attitude on the part of some teachers	2	2.1
4	Lack of coordination of tribal department and education department	15	15.5
5	Lack of proper funds	2	2.1
6	Lack of necessary physical facilities	6	6.2
7	Excessive pressure on teachers	15	15.5
8	Lack of proper training in lower classes	33	34

From table 65 it is clear that 37.1 percent of teachers responded that lack of proper career guidance is the reason for not achieving full goal of tribal residential school. According to 34 percent of teachers, the main reason is the lack of proper training in lower classes. About 20.6 percent teachers said that activities aimed at only 100 percent success in SSLC exam is reason for this. According to the 15.5 percent of the teachers, lack of coordination of tribal department and education department and excessive pressure on teachers are the main reasons for this. Only 6.2 percent of teachers see lack of necessary physical condition as a reason. Only 2.1 percent of teachers perceived indifferent attitude on the part of some teachers and lack of proper funds as a reason. Graphical representation of the result is presented in figure 16.

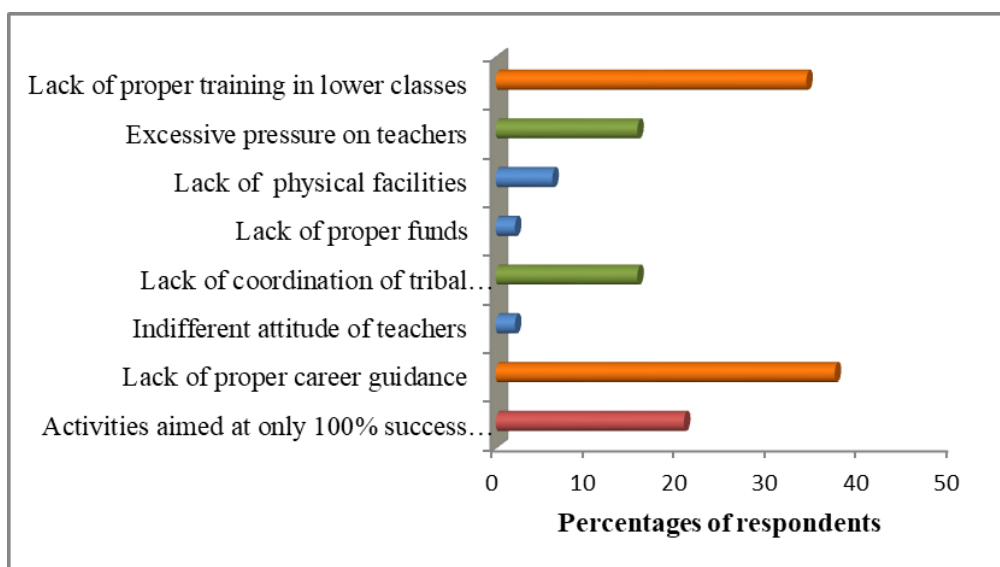


Figure 16: Graphical representation of reasons for not achieving full goal of tribal residential schools

2. Influence of tribal residential school

Teachers were asked to mark how successful the tribal residential schools have been in achieving success in various issues of tribal students. Their responses in this regards is presented in table 66

Table 66

Data and Results of Reasons for Influence of Tribal Residential Schools

Si. No.	Area	Completely		Partially		Failure	
		N	%	N	%	N	%
1	Educational development	38	39.2	59	60.8	0	0
2	Dropout prevention	28	28.9	69	71.1	0	0
3	Achieve higher education	29	29.9	62	63.9	6	6.2
4	To get employment	22	22.7	68	70.1	7	7.2
5	Personality development	36	37.1	58	59.8	3	3.1

Si. No.	Area	Completely		Partially		Failure	
		N	%	N	%	N	%
6	Cultural uplift	32	33	62	63.9	3	3.1
7	Develop a positive attitude towards education	44	45.4	50	51.5	3	3.1
8	Capacity building in students	34	35.1	63	64.9	0	0
9	To achieve achievement in the arts and sports	51	52.6	46	47.4	0	0

Table 66 shows that 71.1 percent of teachers responded that tribal residential school was partially successful in preventing dropouts and 70.1 percent responded that tribal residential school was partially successful in ensuring employment for students. 64.9 percent responded that school was partially successful in capacity building among students. 63.9 percent teacher responded that in cultural upliftment of students, 63.9 percent responded that in ensuring students representation at higher education, 60.8 percent responded that in the educational development and 59.8 percent responded that in personality development of students residential schools were not completely successful. 54.6 percent responded that school was not completely successful in developing positive attitude towards education among students . 52.6 percent responded that school was completely successful in achieving achievement in arts and sports.

Facilities

This section deals with the analysis of perception of teachers on school activities, infra structural facilities and suggestions for the development of tribal residential schools.

1. School activities

The tribal residential school teachers were asked to mark how well the various activities related to teachers was performing in school. Their responses in this regards is presented in table 67.

Table 67

Data and Results on Functioning of School Activities

Si. No	Activities	V.good		good		Not bad		bad		V.bad	
		N	%	N	%	N	%	N	%	N	%
1	Distribution of learning materials	86	88.7	10	10.3	1	1	0	0	0	0
2	Night classes/study	55	56.7	38	39.2	4	4.1	0	0	0	0
3	Appointment of Teachers	55	56.7	38	39.2	4	4.1	0	0	0	0
4	Teacher service in night classes	51	52.6	41	42.2	2	2.1	3	3.1	0	0
5	Teachers' participation in extracurricular activities	60	61.8	34	35.1	3	3.1	0	0	0	0
6	Participation of students in extracurricular activities	40	41.2	46	47.5	11	11.3	0	0	0	0
7	Cooperation of Tribal Development Department	57	58.8	34	35.1	6	6.1	0	0	0	0
8	Service of MCRT	45	46.4	41	42.3	11	11.3	0	0	0	0
9	Service of counselor	39	40.2	45	46.4	13	13.4	0	0	0	0
10	Adequate fund distribution	41	42.3	43	44.3	13	13.4	0	0	0	0
11	Special training for students who are lagging behind in their studies	48	49.5	40	41.2	9	9.3	0	0	0	0

From table 67 it is clear that 99 percent of the teachers responded that activities like distribution of learning materials are going good at school. 95.9 percent responded that night classes/study and appointment of teachers, 97.9 percent responded that teacher service in night classes, 96.9 percent responded that teachers' participation in extracurricular activities, 93.9 percent responded that cooperation of tribal development department and 90.7 percent responded that special training for students who are lagging behind in their studies are going good at tribal residential schools. 88.7 percent of the teachers responded that participation of students in extracurricular activities and service of MCRT and 86.6 percent responded that service of counselor and distribution of adequate fund are going good at tribal residential schools.

2. Infrastructural facilities

The tribal residential school teachers were asked to mark how they satisfied with the infrastructural facilities available at the school. Their responses in this regards is presented in table 68.

Table 68

Data and Results of Satisfaction of Teachers on Infrastructural Facilities

Si. No.	Facilities	Satisfied		Partially satisfied		Not satisfied	
		N	%	N	%	N	%
1	School building	80	82.5	6	6.2	11	11.3
2	Lighting in the classroom	92	94.8	3	3.1	2	2.1
3	Classroom ventilation	92	94.8	5	5.2	0	0
4	Classroom furniture	80	82.5	5	5.2	12	12.3
5	Staff room	79	81.5	8	8.2	10	10.3
6	Staff room furniture	79	81.5	8	8.2	10	10.3
7	Library	88	90.7	2	2.1	7	7.2

Si. No.	Facilities	Satisfied		Partially satisfied		Not satisfied	
		N	%	N	%	N	%
8	Science lab	78	80.5	11	11.3	8	8.2
9	Computer lab	83	85.6	6	6.2	8	8.2
10	Reading room	67	69.1	11	11.3	19	19.6
11	Drinking water facilities	71	73.2	12	12.4	14	14.4
12	Teachers toilet	68	70.1	11	11.3	18	18.6
13	Students toilet	53	54.7	20	20.6	24	24.7
14	Hostel facility	55	56.7	14	14.4	28	28.9
15	Play ground	63	64.9	10	10.3	24	24.8

From the table 68 it is clear that 94.8 percent of the teachers are responded that they satisfied with the lighting in the classroom and classroom ventilation and 90.7 percent teaches satisfied with library facilities. 82.5 percent of the respondents are satisfied with the school building and classroom furniture. 81.5 percent respondents are responded that they satisfied with staff room and staff room furniture, 80.5 percent satisfied with science lab and 85.6 percent satisfied with computer lab. 70.1 percent of the teachers are satisfied with toilet facilities for teachers and 73.2 percent teachers satisfied with drinking water facilities. 69.1 percent responded that they are satisfied with the reading room facility. 24.7 percent of the teachers are not satisfied with the toilet facilities for students, 28.9 percent teachers are not satisfied with hostel facility and 24.8 percent respondents are not satisfied with play ground

3. Suggestions

The tribal residential school teachers were asked to mark how important different suggestion and give more suggestions for the development of tribal residential schools. Their responses in this regards is presented in table 69.

Table 69

Data and Results of Suggestions for the Development of Tribal Residential Schools

Si. No.	Suggestions	Very Important		Important		Not important	
		N	%	N	%	N	%
1	Special curriculum suitable for ST students	34	35	32	33	31	32
2	Special Training Programs for Teaching Tribal Students	42	43.3	37	38.1	18	18.6
3	Appointment of teachers interested in ST students	25	25.8	50	51.5	22	22.7
4	Better pay for teachers for extra work	37	38.1	29	29.9	31	32
5	Vocational training along with learning	65	67	30	30.9	2	2.1
6	Facilities to provide necessary direction for children who complete residential school education	88	90.7	9	9.3	0	0
7	Good accommodation for teachers	61	62.9	33	34	3	3.1
8	Improved physical facilities	64	66	29	29.9	4	4.1
9	Learning environment while maintaining the cultural dimension of the Scheduled Tribes	56	57.8	30	30.9	11	11.3
10	Appointment of teachers who specialize in tribal language in small classes	35	36.1	30	30.9	32	33
11	Appointment of teachers belonging to Scheduled Tribes	13	13.4	28	28.9	56	57.7
12	Appointment of specially trained tutors from Scheduled Tribes	28	28.9	49	50.5	20	20.6

From table 69 it is clear that 90.7 percent of teachers responded that facilities to provide the necessary direction for children who completed residential school education are very important for the goal attainment of the tribal residential schools and the remaining 9.3 percent responded that it is important. 67 percent of teachers said that incorporating vocational training with learning is very important to school success and 30.9 percent said it is important. 96.9 percent of the teachers responded that good accommodation for teachers is very important or important for the development of the school. 95.9 percent said that improved physical facilities are important for the development of the school. 57.8 percent of respondents said that it was very important to create a learning environment that maintained the cultural dimension of the scheduled tribes and 30.9 percent said it was important. 81.4 percent of teachers said they needed special training programs to teach ST students. 77.3 percent of teachers said that the appointment of teachers with an interest in ST students was important. 79.4 percent of teachers suggested the appointment of specially trained teachers from the scheduled tribe category was important. 68 percent of teachers said that the special curriculum that is appropriate for ST students is important for the development of the school. 79.4 percent of teachers suggested the appointment of specially trained teachers from the scheduled tribe category was important. 68 percent of respondents suggested better pay for teachers for extra work and 67 percent suggested the appointment of tribal language specialist teachers in small classes are important. 57.7 percent of teachers suggested that the appointment of tribal teachers was not important.

Other suggestions given by the teachers for the development of tribal residential schools are as follows

- Instead of formulating centralized plans for school development, make appropriate plans for each school.
- Create opportunities to understand tribal communities.

- Opportunity for tribal hamlet visit
- Training for motivation classes.
- Training and opportunity to organize family residential camps in schools.

Perception of Students on the Functioning of Tribal Residential School

This section of analysis is aimed to find the perception of tribal residential school students about the functioning of tribal residential schools. The obtained data were analysed by dividing into different areas and presented under relevant headings.

Reason for Choice

This section deals with the source that led to the selection of the tribal residential school and the reason for its selection.

1. Source

The tribal residential school students were asked to about the source that led to the selection of the tribal residential school. Their responses in this regards is presented in table 70.

Table 70

Source that led to the Selection of the Tribal Residential School

Si No.	Source	N	Percentage
1	From alumni	22	5.3
2	From friends	18	4.3
3	From teachers	41	9.9
4	From parents	169	40.7
5	News paper	12	2.9
6	Siblings were residential school student	83	20.0
7	Tribal promoters	70	16.9
Total		415	100

From table 70 it is clear that, 40.7 percent of tribal residential school students have known about residential schools from their parents. 20 percent of students have known about residential schools since their siblings were residential school students. 16.9 percent of tribal residential school students have known about residential schools from tribal promoters. 9.9 percent, 5.3 percent, 4.3 percent and 2.9 percent of tribal residential school students have known about residential schools from teachers, alumni, friends and news paper respectively. The graphical representation of the result is presented in figure 17.

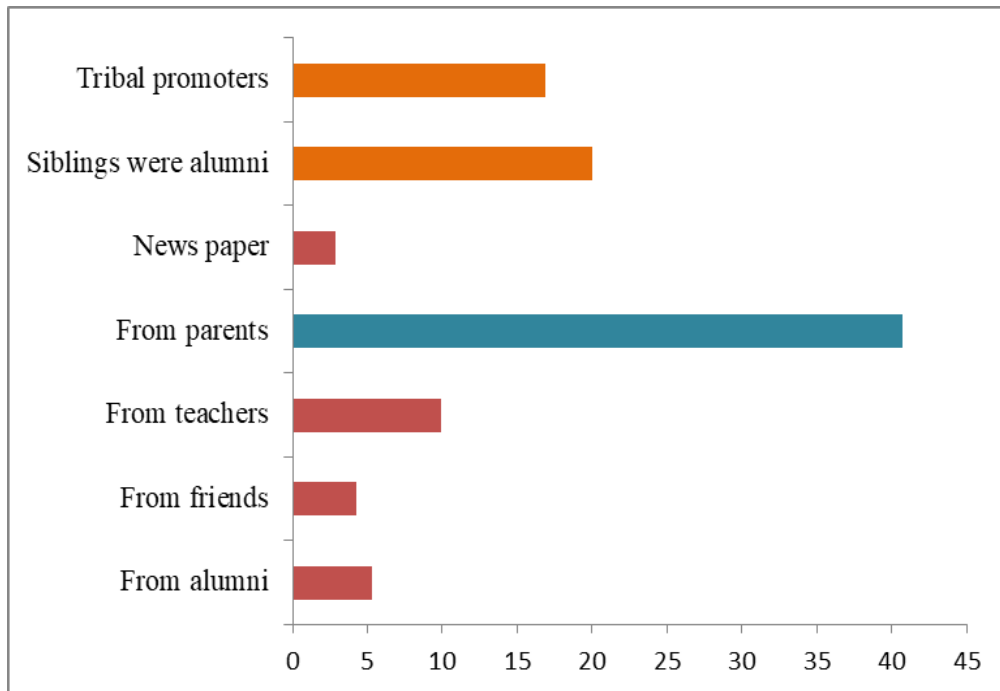


Figure 17: Graphical representation of source that led to the selection of the tribal residential school

2. Reason for choice

The tribal residential school students were asked to about the reasons that led to the selection of the tribal residential school. Their responses in this regards is presented in table 71.

Table 71

Reasons that led to the Selection of the Tribal Residential School

Si No	Reasons	N	Percentage
1	No school near home	51	12.3
2	Lack of study facilities at home	154	37.1
3	Education expenses are free of charge	214	51.6
4	Availability of good education	347	83.6
5	Availability of residential facility	182	43.9
6	Parents' insistence	42	10.1

Table 71 shows that 83.6 percent of tribal residential schools students responded that they selected tribal residential school because of the availability of good education. 51.6 percent of students responded that they chose tribal residential school because it was free of cost. 43.9 percent of respondents said that they chose residential school because it was residential, while 37.1 percent of responded that they chose school because they did not have study facility at home. 12.3 percent of respondents said that they chose residential school because there was no school near their home where as 10.1 percent of tribal residential school students chose this school because of the parents' insistence. The graphical representation of the result is presented in figure 18.

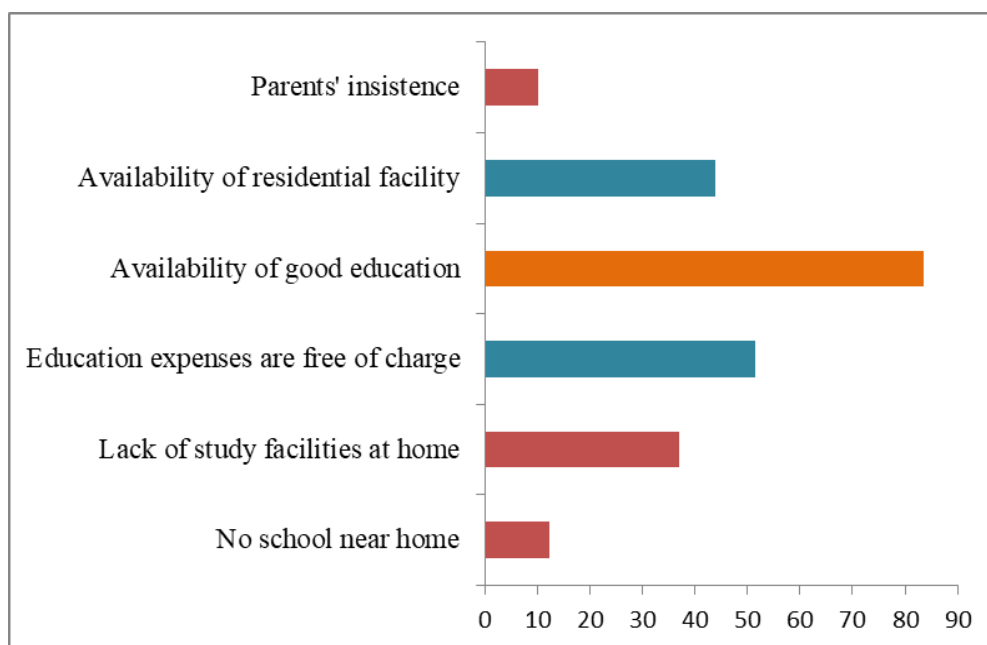


Figure 18: Graphical representation of reasons that led to the selection of the tribal residential school

Facilities

This section deals with the availability of facilities, utilization of facilities, involvement in co-curricular activities, school infra structural facilities, hostel infrastructural facilities and students needs.

1. Availability of facilities

The tribal residential school students were asked to how well they get different facilities at tribal residential school. Their responses in this regards is presented in table 72.

Table 72

Availability of Facilities in the Tribal Residential School

Si. No	Facility	Good		Bad		Not available	
		N	%	N	%	N	%
1	Distribution of learning materials (Pen, Notebook, pencil etc)	415	100	0	0	0	0
2	Night class	413	99.5	2	.5	0	0
3	Service of MCRT	411	99	4	1	0	0
4	Service of school counselor	396	95.4	19	4.6	0	0
5	Service of care taker	398	95.9	17	4.1	0	0
6	Study tour	371	89.4	13	3.1	31	7.5
7	Computer lab	409	98.6	6	1.4	0	0
8	Play ground	347	83.6	29	7.0	39	9.4
9	Play equipment	388	93.4	11	2.7	16	3.9
10	Science lab	397	95.7	10	2.4	8	1.9
11	Library	410	98.8	5	1.2	0	0

From table 72 it is clear that, 100 percent of tribal residential school students responded that the facility distribution of learning material is make available in a good way. 99.5 percent of students responded that night class facility was good. The percentage of students who responded that the facility service of MCRT is good was 99 percent. The percentage of students who responded that the library facility is good was 98.8 percent, the percentage of students who responded that the computer lab facility is good was 98.6 percent, the percentage of students who responded that the facility service of care taker is good was 95.9 percent, the percentage of students who responded that the science lab facility is good was 95.7 percent, the percentage of students who responded that the facility service of school counselor is good was 95.4 percent, the percentage of students who responded that the facility availability of play equipments is good was 93.4 percent. The percentage of students who

responded that the facility availability of study tour is good was 89.4 percent. The percentage of students who responded that the facility play ground is good was 83.6 percent. The graphical representation of the result is presented in figure 19.

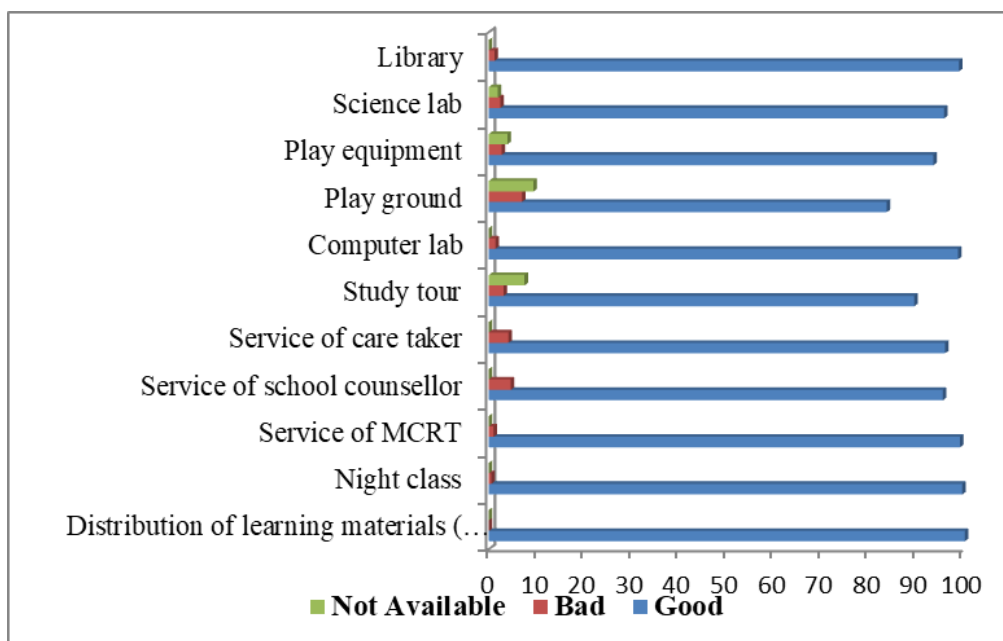


Figure 19: Graphical representation of availability of facilities in tribal residential schools

2. Utilization of facilities

The tribal residential school students were asked to how well they use different facilities available in tribal residential school. Their responses in this regards is presented in table 73.

Table 73

Utilization of Facilities in the Tribal Residential School

Si. No	Facilities	Very good		Good		Poor	
		N	%	N	%	N	%
1	Newspaper reading	182	43.9	213	51.3	20	4.8
2	Library books	268	64.6	137	33	10	2.4
3	Night learning facility	278	67	134	32.3	3	0.7
4	Learning materials from school	326	78.6	83	20	6	1.4
5	Computer lab	332	80	75	18.1	8	1.9
6	Play ground	306	73.7	92	22.2	17	4.1
7	Play equipment's	297	71.5	97	23.4	21	5.1
8	Science lab	272	65.6	123	29.6	20	4.8

The table 73 revealed that 80 percent of tribal residential school students were using the computer lab very well, 18.1 percent of students responded that they use computer lab well and 1.9 percent of students responded that they are not using computer lab. 78.6 percent of tribal residential school students were using the learning material provided from the school very well, 20 percent of students responded that they use learning material provided from the school well and 1.4 percent of students responded that they are not using learning material provided from the school properly. 73.7 percent of tribal residential school students were using the play ground very well, 22.2 percent of students responded that they use play ground well and 4.1 percent of students responded that they are not using play ground. 71.5 percent of tribal residential school students were using the play equipments very well, 23.4 percent of students responded that they use play equipments well and 5.1 percent of students responded that they are not using play equipment.

67 percent of tribal residential school students were using the night learning facility provided by the school very well, 32.3 percent of students responded that they use night learning facility well and 0.7 percent of students responded that they are not using night learning facility effectively. 65.6 percent of tribal residential school students were using the science lab very well, 29.6 percent of students responded that they use science lab well and 4.8 percent of students responded that they are not using science lab effectively. 64.6 percent of tribal residential school students were using the library books very well, 33 percent of students responded that they use library books well and 2.4 percent of students responded that they are not using library books. 43.9 percent of tribal residential school students were using the news paper very well, 51.3 percent of students responded that they use news paper well and 4.8 percent of students responded that they are not using news paper. The graphical representation of the result is presented in figure 20.

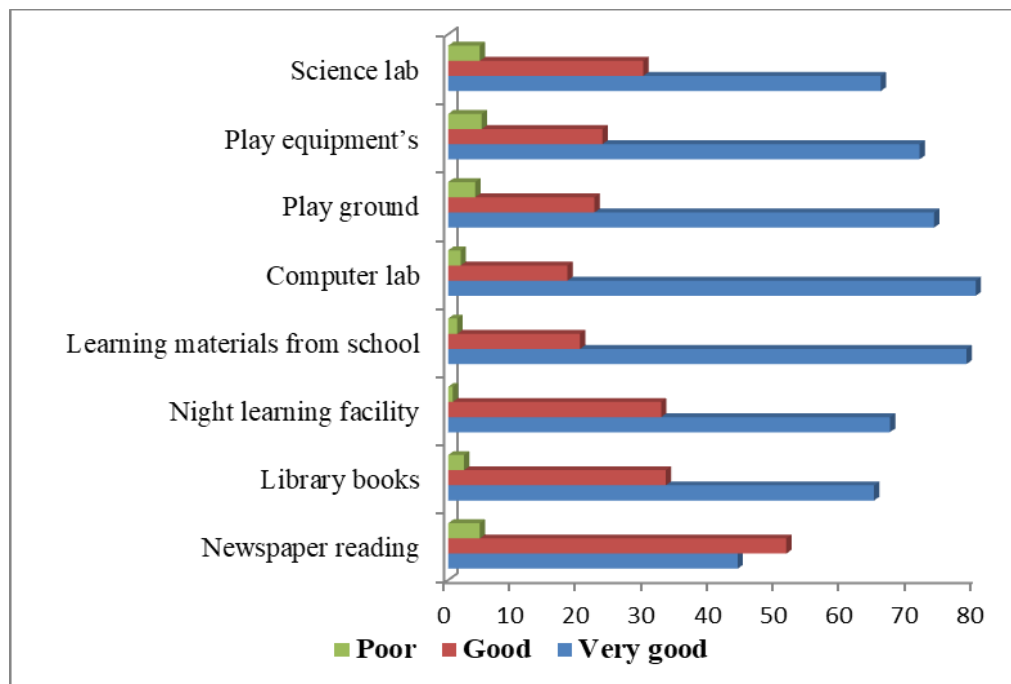


Figure 20: Graphical representation of utilization of facilities in tribal residential schools

3. Involvement in co-curricular activities

The tribal residential school students were asked to how actively they participate in the various co-curricular activities available at the school. Their responses in this regards is presented in table 74.

Table 74

Data and Results of Involvement in Co-curricular Activities

Si. No	Co-curricular activities	Very good		Good		Not participated		Facility not available	
		N	%	N	%	N	%	N	%
1	Club activities (science club, mathematics club, nature club etc.)	211	50.8	152	36.7	52	12.5	0	0
2	Students police cadet (SPC)	375	90.4	31	7.5	9	2.1	0	0
3	NCC	0	0	0	0	0	0	415	100
4	Red cross (JRC)	18	4.3	3	0.7	9	2.2	385	92.8
5	National green corps(NGC)	9	2.4	2	0.2	6	1.5	398	95.9
6	Vidhyarangam kala sahithyavedhi	236	56.9	70	16.9	109	26.2	0	0
7	Scout and guides	24	5.8	23	5.5	17	4.1	351	84.6
8	School fine arts	307	74.0	56	13.5	52	12.5	0	0
9	School sports meet	312	75.2	51	12.3	52	12.5	0	0
10	Sargolsavam	261	62.8	77	18.6	77	18.6	0	0
11	Day celebrations	304	73.3	54	13	57	13.7	0	0

It is evident from table 74 that 50.8 percent of tribal residential school students are very actively involved in the various club activities available at the school. 36.7 percent of tribal residential school students are actively involved in the various club activities available at the school. 12.5 percent of tribal residential school students responded that they did not participate in the various club activities. 90.4 percent of tribal residential school students are very actively involved in the students police cadet. 7.5 percent of tribal residential school students are actively involved in the students police cadet. 2.1 percent of tribal residential school students responded that they did not participate in students police cadet. 56.9 percent of tribal residential school students are very actively participating in the vidhyarangam kala sahithyavedhi. 16.9 percent of tribal residential school students are actively participating in the vidhyarangam kala sahithyavedhi. 26.2 percent of tribal residential school students responded that they did not participate in vidhyarangam kala sahithyavedhi. 74 percent of tribal residential school students are very actively participated in the school fine arts. 13.5 percent of tribal residential school students are actively participated in the school fine arts. 12.5 percent of tribal residential school students responded that they did not participate in the school fine arts. 75.2 percent of tribal residential school students are very actively participated in the school sports meet. 12.3 percent of tribal residential school students are actively participated in the school sports meet. 12.5 percent of tribal residential school students responded that they did not participate in the school sports meets. 62.8 percent of tribal residential school students are very actively participated in the sargolsavam. 18.6 percent of tribal residential school students are actively participated in the sargolsavam. 18.6 percent of tribal residential school students responded that they did not participate in the sargolsavam. 73.3 percent of tribal residential school students are very actively participated in the day celebrations. 13 percent of tribal residential school students are actively participated in the day celebrations. 13.7 percent of tribal residential school students responded that they

did not participate in the day celebrations. The majority of students responded that facilities such as NCC, Red Cross (JRC), national green corps (NGC) and scout & guides were not available at their school. The graphical representation of the result is presented in figure 21.

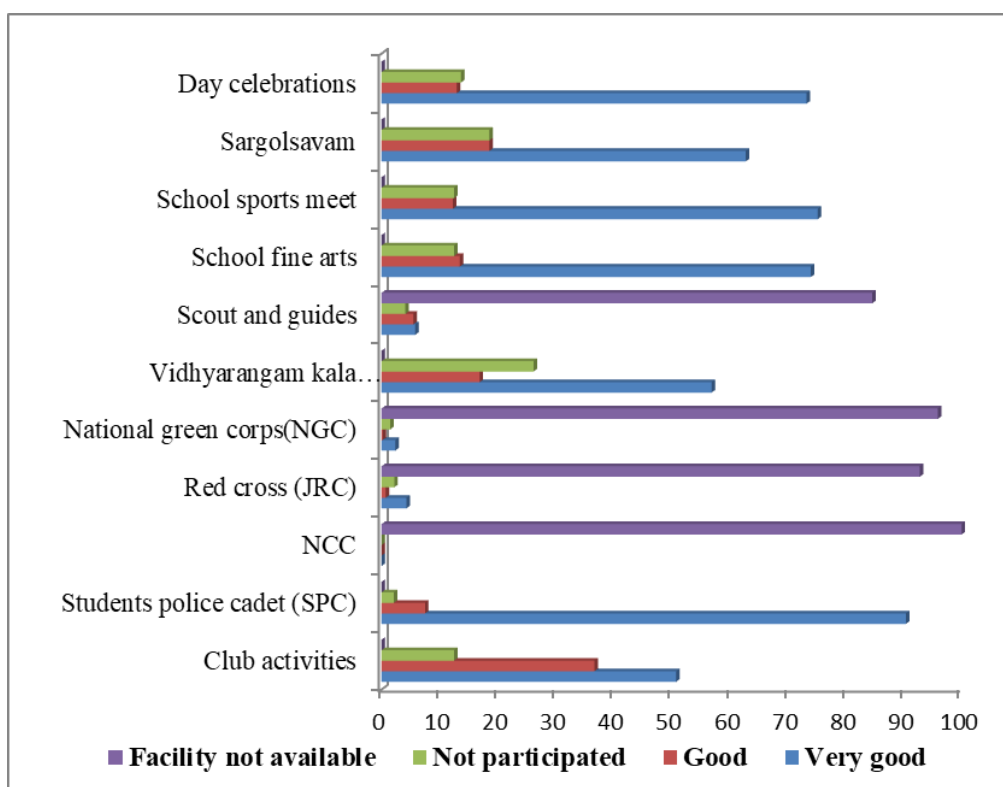


Figure 21: Graphical Representation of Involvement in co Curricular Activities

4. School infrastructure facilities

The tribal residential school students were asked to how satisfied with the facilities available at the school. Their responses in this regards is presented in table 75.

Table 75

Data and Results of School Infrastructural Facilities

Si. No	Facilities	Completely satisfied		satisfied		Not satisfied	
		N	%	N	%	N	%
1	Class room	363	87.5	51	12.3	1	.2
2	Bench and desk	355	85.5	53	12.8	7	1.7
3	Library	389	93.7	23	5.5	3	.7
4	Reading room	332	80.0	59	14.2	24	5.8
5	Toilets	285	68.7	102	24.6	28	6.7
6	Drinking water facility	334	80.5	66	15.9	15	3.6
7	Science lab	350	84.3	49	11.8	16	3.9
8	Computer lab	359	86.5	50	12.0	6	1.4
9	Play ground	330	79.5	71	17.1	14	3.4
10	Distribution of play equipments	285	68.7	111	26.7	19	4.6

Table 75 shows that majority of the tribal residential school students are completely satisfied with the class room, bench and desk, library, reading room, drinking water facility, science lab, computer lab facilities available at the tribal residential school. 68.7 percent of tribal residential school students are completely satisfied with the toilet facility available at school. 24.6 percent of students are satisfied with the toilet facility available at school. 6.7 percent of students are not satisfied with the toilet facility available at school. 79.5 percent of tribal residential school students are completely satisfied with the play ground facility available at school whereas 68.7 percent of students are completely satisfied with the distribution of play equipments facility available at school. 17.1 percent of tribal

residential school students are satisfied with the play ground facility available at school whereas 26.7 percent of students are satisfied with the distribution of play equipments facility available at school. 3.4 percent of tribal residential school students are not satisfied with the play ground facility available at school whereas 4.6 percent of students are not satisfied with the distribution of play equipments facility available at school. 6.7 percent of students are not satisfied with the toilet facility available at school and 5.8 percent of students are not satisfied with the reading room facility. The graphical representation of the result is presented in figure 22.

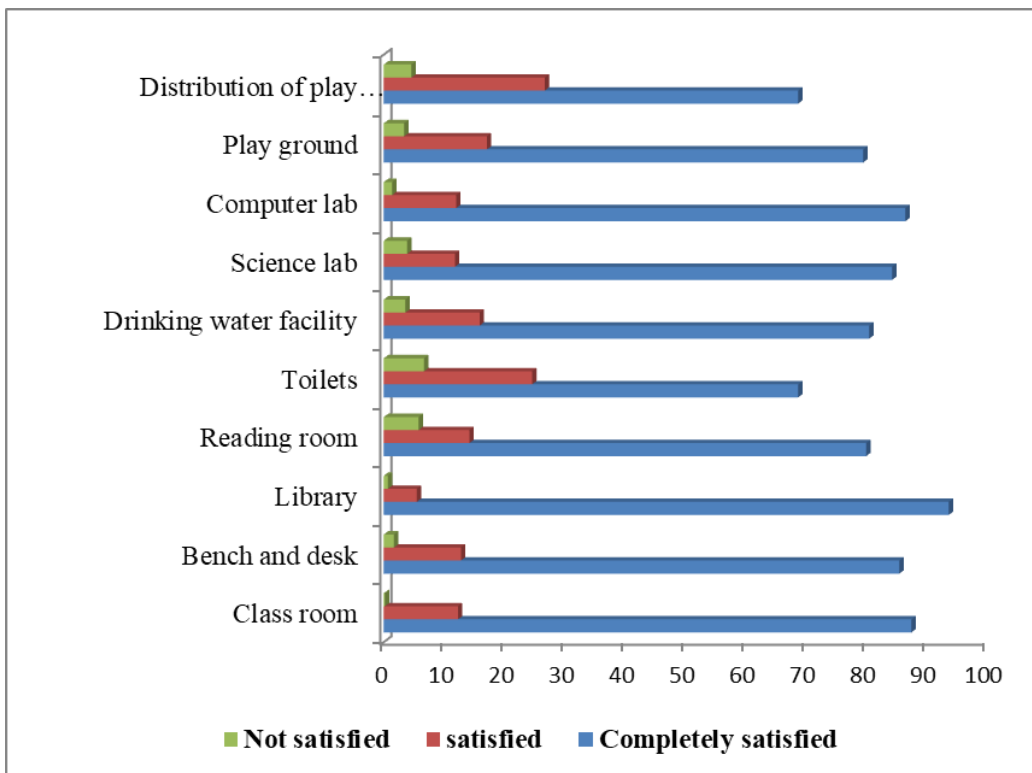


Figure 22: Graphical representation of school infrastructure facility

5. Hostel Infrastructure facilities

The tribal residential school students were asked to how satisfied with the facilities available at the hostel. Their responses in this regards is presented in table 76.

Table 76

Data and Results of Hostel Infrastructural Facilities

Si. No.	Facilities	Completely satisfied		Satisfied		Not satisfied	
		N	%	N	%	N	%
1	Bed room	346	83.4	63	15.2	6	1.4
2	Bed and pillow	301	72.5	104	25.1	10	2.4
3	Food	300	72.3	105	25.3	10	2.4
4	Water	312	75.2	93	22.4	10	2.4
5	Toilet facilities	267	64.3	127	30.6	21	5.1
6	Electricity	315	75.9	85	20.5	15	3.6
7	Cleanliness around the hostel	212	51.1	169	40.7	34	8.2
8	Patient care	265	63.8	131	31.6	19	4.6
9	Laundry facility	295	71.1	106	25.5	14	3.4
10	Freedom in the hostel	245	59	144	34.7	26	6.3
11	Behavior of hostel staffs	225	54.3	145	34.9	45	10.8

It is evident from table 76 that 83.4 percent and 72.5 percent of tribal residential school students are completely satisfied with the bedroom facility and bed and pillow facility available in the school hostel. Only 1.4 percent and 2.4 percent of students are not satisfied with the bedroom, bed and pillow facility arranged in the hostel. 72.3 percent responded that they are satisfied with the food and 75.2 percent responded that they are satisfied with water facilities available at the hostel. Data shows that around 35 percent of students are not completely

satisfied with the toilet facility now available at the hostel. 75.9 percent of students are completely satisfied with the electricity facility provided in the hostel. 48.9 percent of the students are not completely satisfied with the cleanness maintaining around the hostel. Around 35 percent of students are not completely satisfied with the patient care offered in the hostel. 71.1 percent of tribal residential school students are completely satisfied with the laundry facility available in the hostel. Around 40 percent of students are not completely satisfied with the freedom. 45.7 percent of the students are not satisfied with the behaviour of hostel staffs. 10.8 percent of students are not satisfied with the behaviour of hostel staffs. The graphical representation of the result is presented in figure 23.

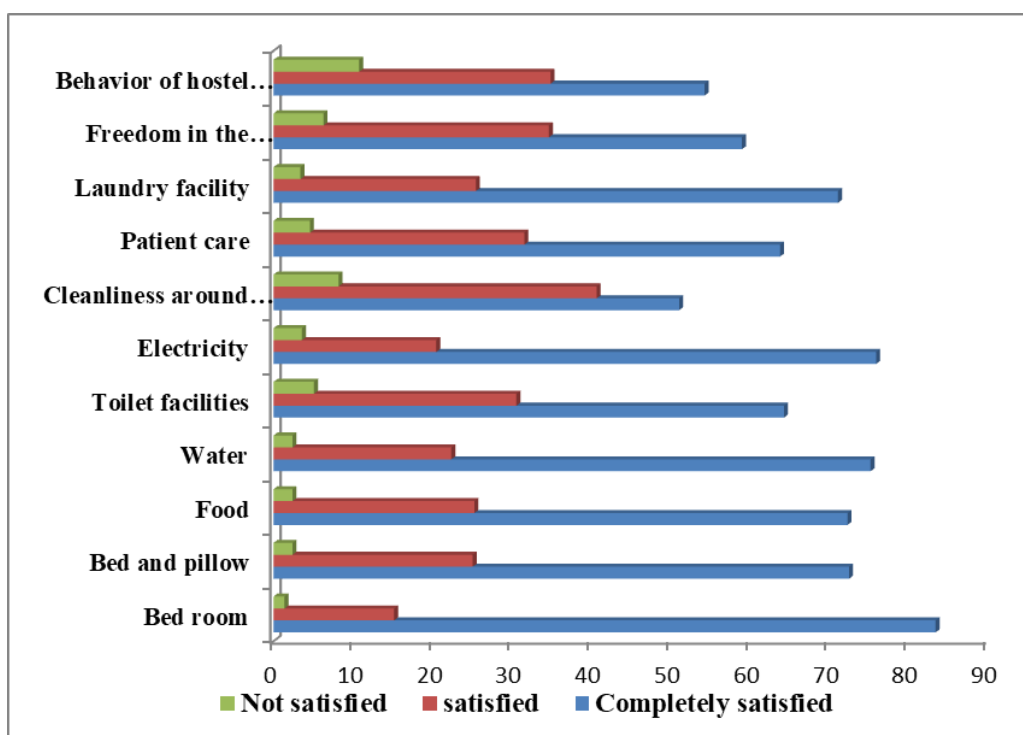


Figure 23: Graphical representation of hostel infrastructure facility

6. Students needs

The tribal residential school students were asked to their needs in residential school. Their responses in this regards is presented in table 77.

Table 77

Data and Results of Needs of Students

Si. No	Amenities	Required		Not required		Already available	
		N	%	N	%	N	%
1	Teachers who know tribal language	217	52.3	94	22.6	104	25.1
2	Opportunity to participate in festivals in the hamlets	347	83.7	20	4.8	48	11.5
3	facility to use the Internet in computer lab	285	68.7	56	13.5	74	17.8
4	Drinking water facility at school	242	58.3	13	3.1	160	38.6
5	Opportunity to attend the arts festival	235	56.6	14	3.4	166	40.0
6	More freedom in school	241	58.0	30	7.2	144	34.8
7	Opportunity to participate in sports	224	54.0	25	6.0	166	40.0

From table 77 it is clear that 52.3 percent of students responded that they need teachers who know their language. 22.6 percent of students responded that they did not need teachers who knew their language. One fourth of the students responded that they were already available teachers who know their language. 83.7 percent of the students responded that they need opportunity to participate in festivals in the hamlets. 11.5 percent students responded that the facility was already available. Only 4.8 percent students responded that they did not need the facility. Only 17.8 percent students responded that they already got the facility to use internet in computer lab. 68.7 percent of the students responded that they require facility to use internet in computer lab and 13.5 percent not required. 58.3 percent of the students responded that they need drinking water facility and 38.6 percent responded that they already got the facility. 58 percent of the students wish to get more

freedom in school and 34.8 percent students responded that they already getting adequate freedom in school. 7.2 percent of the students responded that they not required more freedom in school. 56.6 percent of the students responded that they wish to get opportunity to participate in arts festival and 54 percent of them wish to get opportunity to participate in sports. 40 percent of students responded that they already had the opportunity to participate in arts and sports.

Below are some other needs and suggestions that students have expressed

- Allow more time to make phone calls
- The opportunity to go home in times of need.
- Study tours should be made available
- Facilities such as seating arrangements should be provided for visiting parents.
- Students should be allowed to eat food that parents brought from home.
- Arrange study facilities in hostel.
- There should be a chance to attend the festivals in the home and village.
- Should be given the freedom to see bothers.
- Physical conditions such as play ground, bath room, sick room, study room should be improved.
- Must ensure the freedom to speak to all.
- Allow to go home when the illness is getting worse.
- Training for fairs should be done early.

Problems and Challenges

This section of the analysis deals with issues related to residential school students. Language problem, educational problem, general problem, difficult subjects and other problems related to school and hostel were discussed here.

1. Language problem

The tribal residential school students were asked if they had ever experienced language difficulties in residential school life. Their responses in this regards based on type of school is presented in table 78.

Table 78

Data and Results of Language Difficulties in Residential School Life

Si. No	Type of school	Number of students faced language problems in class room	
		N	Percentage
1	MRS	18	8.8
2	Ashram school	52	37.7
3	EMRS	11	15.3
4	Total	81	19.5

(N, MRS- 205, Ashram-138, EMRS -72, Total - 415)

From table 78 it is clear that 8.8 percent of MRS students faced language problems in residential school life. 37.7 percent of Ashram school students faced language problems in residential school life. 15.3 percent of EMRS students faced language problems in residential school life. 19.5 percent of tribal residential school students faced language problems in residential school life. The graphical representation of the result is presented in figure 24.

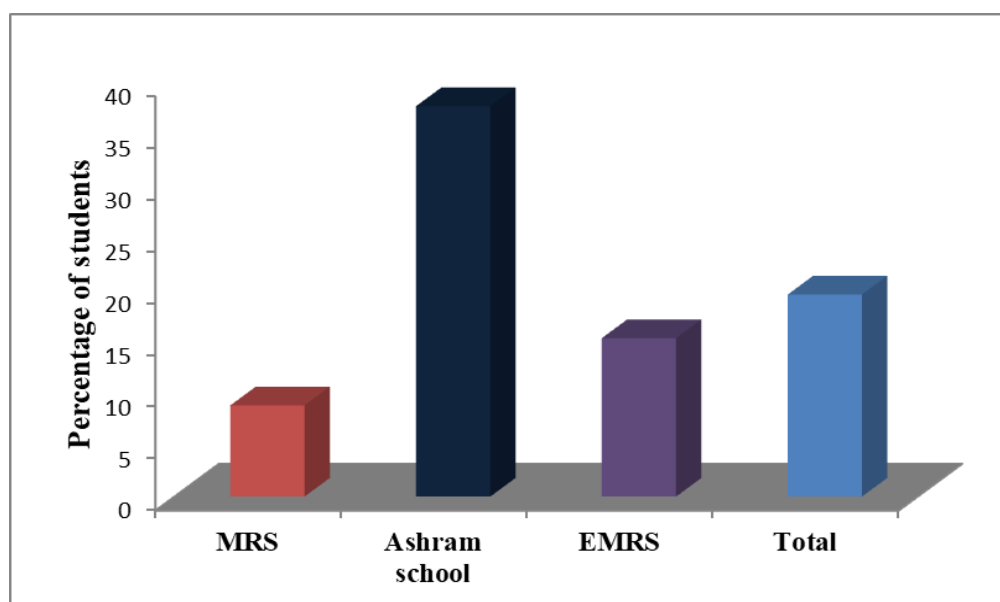


Figure 24 : Graphical representation of language difficulties in residential school life

The tribal residential school students were asked in which level they experienced language difficulties in residential school life. Their responses in this regards based on type of school is presented in table 79.

Table 79

Data and Results of Language Difficulties in Residential School life- Level wise

Si. No	level	N	%
1	LP	46	56.8
2	UP	50	61.7
3	HS	12	14.8

Table 79 revealed that 56.8 percent of residential school students have experienced language problem at lower primary level. 61.7 percent of students have

experienced language problem at upper primary level and 14.8 percent of students have experienced language problem at high school level. The graphical representation of the result is presented in figure 25.

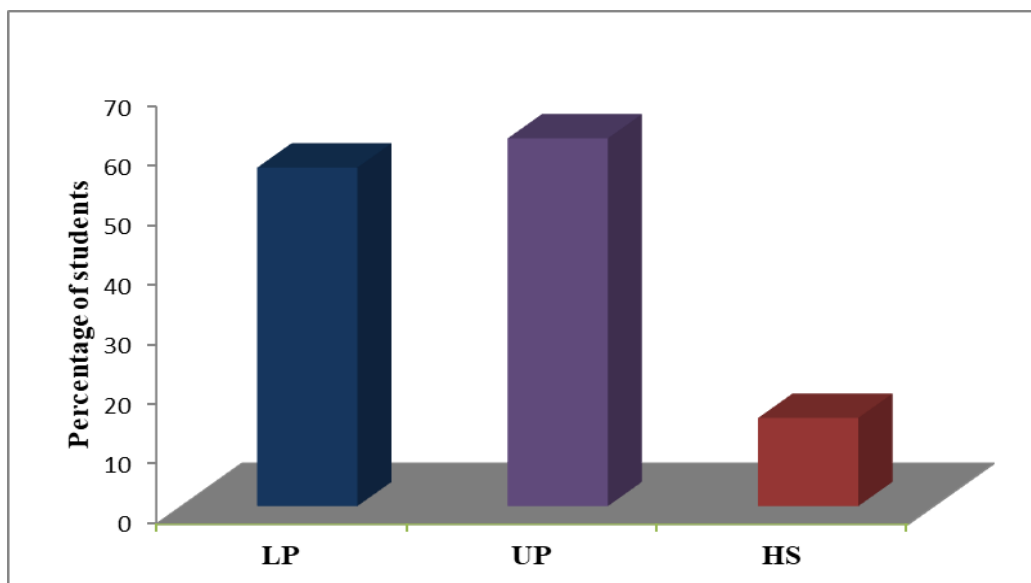


Figure 25: Graphical representation of language difficulties in residential school life- level wise

The following section summarizes the various situations that students with language difficulties encountered. Lists of the various contexts in which language problems are encountered among tribal residential school students and percentages of students experiencing that particular situations are presented in table 80.

Table 80

Data and Result of Various Situations that Students with Language Difficulties Encountered

Si. No.	Situation	N	%
1	To understand the class	30	37.03
2	To talk to teachers	49	60.49
3	To talk to friends	15	18.51
4	To read the text book	37	45.68
5	To participate in group activities	19	23.46
6	To express your own opinions boldly	25	30.86
7	To take over the leadership of the class and club activities	18	22.22
8	To participate in arts programmes.	22	27.16
9	To speak to outsiders without fear	31	38.27

From table 80 it is clear that, 60.49 percent of the responded students faced difficulty to speak to teachers .45.68 percent of students responded that they experienced problem to reading textbooks. 38.27 percent of students responded that they experienced difficult to speak to outsiders without fear. 37.03 percent of responded students faces difficult to understand the class. About 30.86 percent of students responded that they were not able to express their views boldly. 27.16 percent of students responded that they face to difficulty to participate in arts programmes. 23.46 percent of students to responded that they face difficult to participate in group activities. 22.22 percent of students responded that they face difficulty to take over the leadership of the class and club activities. 18.51 percent of students responded that they facing difficulty to speak with friends. The graphical representation of the result is presented in figure 26.

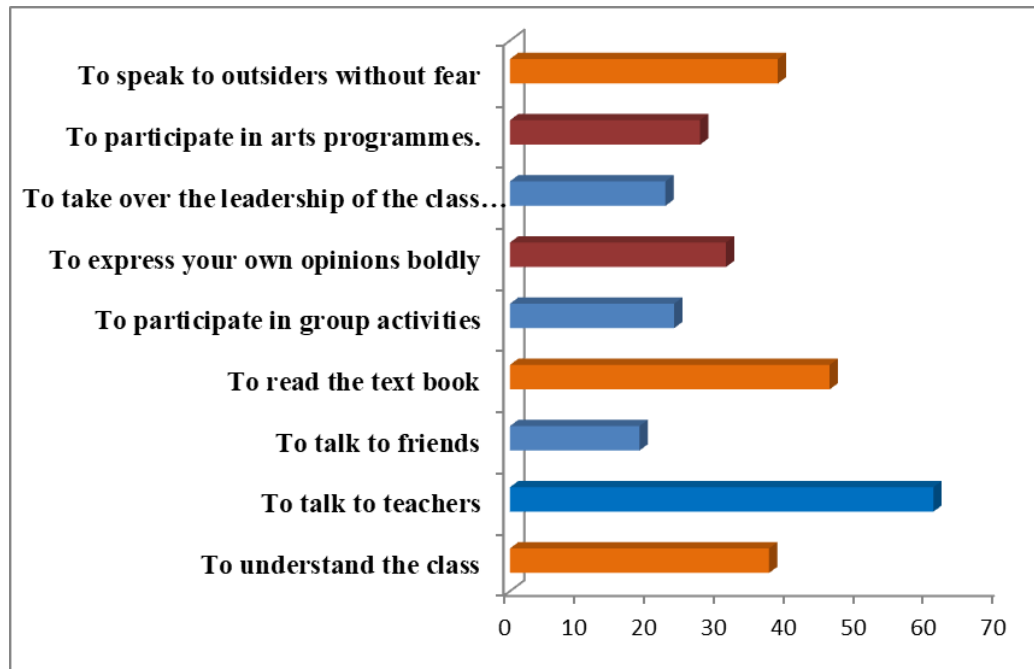


Figure 26: Graphical representation of various situations that students with language difficulties encountered

2. Educational problem

The tribal residential school students were asked to their difficulties related to class room activities, learning, relation with teacher etc. Their responses in this regards is presented in table 81

Table 81

Data and Results of Educational Problems of Tribal Residential School Students

Si. No	Problems	Completely true		Partially true		Not true	
		N	%	N	%	N	%
1	Difficult to understand what teachers are saying in class	50	12.0	256	61.7	109	26.3
2	More time to understand the lessons	78	18.8	264	63.6	73	17.6
3	Difficult to do the activities given in the textbooks	42	10.1	288	69.4	85	20.5
4	Difficult to participate in group activities	87	21.0	155	37.3	173	41.7
5	Difficult to relate the context of the lessons to everyday life	87	21.0	221	53.3	107	25.7
6	Afraid to ask doubts to teachers	114	27.5	172	41.4	129	31.1
7	Difficult to adapt to new systems	73	17.6	147	35.4	195	47.0
8	Sit in class with fear	57	13.7	97	23.4	261	62.9
9	Exam fear	72	17.4	203	48.9	140	33.7
10	Feel that learning is a difficult task	47	11.3	169	40.7	199	48.0
11	Able to complete the tasks given by the teachers on time	120	28.9	229	55.2	66	15.9
12	Rude behavior from teachers	41	9.9	115	27.7	259	62.4

Table 81 revealed that 73.7 percent of the respondents are agreed that they found it difficult to understand what teachers are saying in class. 82.4 percent of respondents are need more time to understand the lessons.79.5 percent of respondents said it was difficult for them to do the activities provided in the textbook. 58.3 percent of respondents said they find it difficult to participate in group activities in the class room. 74.3 percent of respondents said that they were unable to relate the context of the lesson to everyday life. 68.9 percent respondents

said that they were afraid to ask question to teachers. 53 percent of respondents said they would find it difficult to adapt to the advanced systems like computer, multimedia, projector used in class. 62.9 percent of students responded that they sit in class without fear. 66.3 percent of students responded that they were scared of exams. It is clear from the table that 52 percent of respondents have felt that learning is a difficult task. 84.1 percent of the students said that they were able to complete the tasks given by the teachers on time. 62.4 percent of students responded that they had never experienced rude behaviour on the part of teachers.

3. General problems

The tribal residential school students were asked to common problems associated with scheduled tribe and tribal residential school. Their responses in this regards is presented in table 82

Table 82

Data and Results of General Problems of Tribal Residential School Students

Si. No	Problem	Always		Some times		Never	
		N	%	N	%	N	%
1	Missed chance to participate in the arts and Sports	6	1.4	84	20.2	325	78.3
2	Teachers are unwilling to listen and solve problems	13	3.1	87	21.0	315	75.9
3	Painful behavior from teachers	19	4.5	121	29.2	275	66.3
4	Deserved facilities are not available in residential school	12	2.9	107	25.8	296	71.3
5	Not getting enough freedom	16	3.9	96	23.1	303	73.0
6	Disappointed that you were born a tribe	4	1.0	25	6.0	386	93.0
7	Unsafe in hostel	9	2.2	42	10.1	364	87.7
8	Difficult to adapt to the surroundings of residential school	8	1.9	113	27.2	294	70.8
9	Teachers think you are disobedient, when you talk about your problems and grievances	21	5.1	142	34.2	252	60.7

From table 82 it is clear that 93 percent of respondents were never disappointed with the fact that they were born as a tribe. 87.7 percent of students never felt that the hostel is unsafe. 78.3 percent of students said they have never missed an opportunity to participate in the arts and sports because of being a tribal student. About 75.9 percent of students responded that tribal residential school teachers were interested in hearing and solving their problems. 73 percent of students feel that school gives them the freedom they need. 71.3 percent of students responded that government approved facilities for tribal residential schools are now fully available. 70.8 percent of students were able to cope with the school environment. About 33.7 percent of students have experienced painful behaviour from teachers. 39.3 percent students feel that teachers think you are disobedient, when you talk about your problems and grievances

4. Difficult subjects

The tribal residential school students were asked to mark difficult subjects. Their responses in this regards is presented in table 83

Table 83

Data and Results of Difficult Subjects

Si. No	Subject	N	%
1	Malayalam	2	0.5
2	English	235	56.6
3	Hindi	251	60.5
4	Social Science	53	12.8
5	Physics	182	43.9
6	Chemistry	144	34.7
7	Biology	40	9.6
8	Mathematics	324	78.1
9	IT	73	17.6

It is clear from the table 83 that the subject of Mathematics is the most difficult for 78.1 percent students. 60.5 percent students feel Hindi and 56.6 percent students feel English are the most difficult subjects after mathematics. 43.9 percent and 34.7 percent of students responded that Physics and Chemistry were difficult. 9.6 percent, 12.8 percent and 17.6 percent students responded that they feel Biology, Social Science and IT respectively were difficult subject. Only two students commented that Malayalam is a difficult subject.

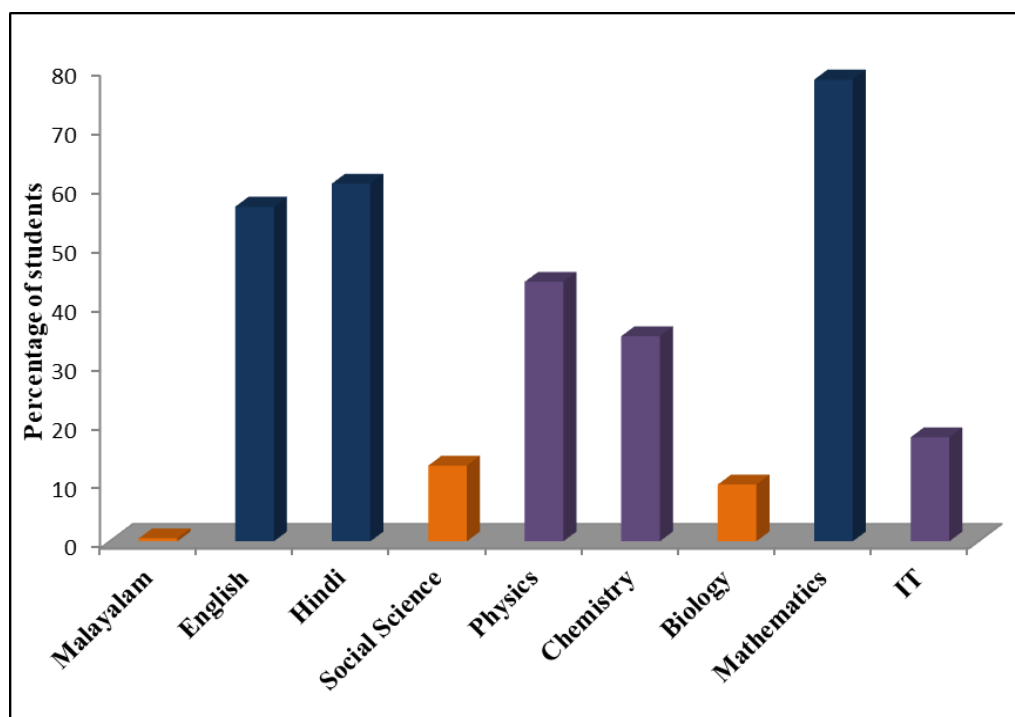


Figure 27: Graphical representation of percentages of students facing difficulty in various school subjects

5. Problems related to school and hostel

Other problems experienced by the students of tribal residential school are given below.

Academic problems

- Difficulty in learning English
- The problem of forgetting what was learned.
- Partiality from teachers.
- Indifferent attitude from teachers.

Personal problem

- Homesickness and loneliness.
- Unable to attend in village festivals and family functions.
- Hostel employees are unnecessarily reprimanded.
- Not allowed to talk with senior students.
- Not allowed to go to home when getting sick.
- Foods brought from home are not allowed.
- Hostel employees see friendship in a different sense.
- Restrictions on dress code make it difficult.
- When students tell their parents that they are sick, the hostel staff will scold them.
- Insults from peers.
- Ragging from senior students.
- Unnecessary doubts of teachers and hostel staffs.

Problem related to services

- Not allowed to meet brothers.
- Lack of freedom.
- The behaviour of hostel employees towards the parents of students.
- There is little support for sports and other programmes.
- Students complaints are not considered.

Problem related to facilities

- Visiting time for parents is too short.
- Time to make phone call is too short.
- Poor infrastructural facilities like fan, drinking water facility, play ground etc.
- Hospital facilities are not available properly.
- The facilities requested are not fulfilled.
- There is no proper facility for watching TV.
- There is no facility to study in hostel room.
- Some foods are substandard.

Perception of Head Master/Mistress on Functioning of Tribal Residential Schools

In order to examine perception of the head master/mistress regarding the functioning of tribal residential schools, the investigator administered an interview among head master/mistress of tribal residential school. The responses of the sample regarding the functioning of tribal residential schools were collected through specific questions in this connection. The responses of the head master/mistress were analysed, consolidated and are summarized in table 84.

Table 84

Data and Results of Perception of Head Masters/Mistress on Functioning of Tribal Residential School

Si. No	Statements/Questions	Yes		No	
		N	%	N	%
1	Are there adequate teaching posts for the smooth functioning of residential schools?	12	85.7	2	14.3
2	Teachers shared that residential schools have more workload	2	14.3	12	85.7
3	Do you think there is a more workload for residential school teachers?	1	7.1	13	92.9
4	Is the accommodation currently available to teachers satisfactory?	4	28.6	10	71.4
5	Do you think teachers need extra pay?	2	14.3	12	85.7
6	Have the teachers shared with you the need for extra pay?	3	21.4	11	78.6
7	Does the lack of permanent teachers affect school activities?	3	21.4	11	78.6
8	Is the residential school curriculum suitable for tribal Students?	7	50	7	50
9	Whether the presence of two departments affects the smooth functioning of the school	7	50	7	50
10	Are children's leisure time efficiently used?	14	100	0	0
11	Whether the facilities provided at the school hinder students from achieving self-sufficiency	7	50	7	50
12	Do the assistance from the government seem to foster a sense of dependency in the schedule tribe student	12	85.7	2	14.3
13	Do the school organises programs to maintain the unique heritage of the scheduled tribe students	6	42.9	8	57.1
14	Is there a facility for ensuring the continued study of students who are after residential school	1	7.1	13	92.9
15	Do you think there should be more residential schools	11	78.6	3	21.4

It is clear from the table 84 that 85.7 percent of headmasters/mistresses responded that schools had adequate teaching posts for the smooth functioning of residential schools. 85.7 percent responded that teachers shared that residential schools have more workload and 92.9 percent don't think that there is a more workload for residential school teachers. 71.4 percent pointed out that the accommodation currently available to teachers is not satisfactory. 85.7 percent of the headmaster /mistress do not feel that teachers need extra pay. About 78.6 percent of respondents said that lack of permanent teachers did not affect school activities. 50 percent opined that present curriculum is not suitable for tribal students. About 50 percent responded that the influence of two departments affects the smooth running of the school. All respondents said that they were using students' leisure time efficiently. Half of the respondents said that facilities provided at the school hinder students from achieving self-sufficiency. 85.7 percent respondents commented that the assistance from the government seem to foster a sense of dependency in the schedule tribe student. Less than half of the headmasters/mistresses commented that they organises programs in schools to maintain the unique heritage of the scheduled tribe students. 92.9 percent respondents agreed that there is no facility for ensuring the continued study of students who are after residential school. 78.6 percent of headmaster /mistress said that they wanted more residential schools.

Headmasters/mistress suggested that the following changes be made to the residential school curriculum

- Curriculum with emphasis on language development
- The curriculum for maintaining the culture of ST students.
- There is a need for a syllabus that can be linked to the daily life of the ST students.
- Job oriented training should be incorporates.

The following are different programmes that are done in tribal residential schools, unlike other schools.

- Sargolsavam – arts competition for tribal students.
- Kalikkalam- sports competition for tribal students.
- Awareness classes for students and parents.
- Science and mathematics corner to develop interest and positive attitude towards science and mathematics.
- Special module for teaching writing and reading.
- Cohabitation camp.
- Study tour.
- Talent hub for promoting the arts and sports.
- Bharath darshan for brilliant students.

The headmasters/mistresses said the following activities are organized to ensure the future of the children.

- Career guidance classes.
- Motivation class.
- Special tuition for English and spoken English class.
- Peer group study
- Special morning and evening study classes.

The following are the problems that teachers share with headmasters/mistresses in relation to learning of students.

- Lack of interest in students.
- Lack of basic concepts in children.
- Disobedience and indiscipline from students.
- Difficulty in learning and using Malayalam language.
- More time needed for teaching.

At tribal residential school, the following issues have been encountered by headmasters/mistresses.

- The delay in returning students to school after the holidays.
- Destructive behavior in students.
- Slow learning.
- The tendency to use substances among students in higher grades.

According to headmasters/mistresses, the following are the benefits of tribal residential schools.

- Teachers can focus more on students.
- Students get more time to study.
- More involvement of teachers instead of parental involvement.
- Free education and accommodation.
- The kind of atmosphere that is conducive to learning.
- It is an ideal environment to stay away from social evils such as alcoholism, smoking etc. that are common among many tribal groups.
- Situations for finding and promoting skills in students.

According to senior headmasters/mistresses, the following are the shortcomings of the tribal residential school.

- Lack of adequate number of Manager cum residential tutors (MCRT).
- Lack of interested teachers.
- There is little communication between parents and teachers.
- The delay in returning students to school after the holidays.
- Lack of follow up programmes.
- Lack of circumstances to engage with mainstream society.

Following are the suggestions of headmasters/mistresses for the improvement of tribal residential school activities.

- Various programmes to engage with mainstream society.
- Facility for ensuring the continued study of students who are after Residential School.
- Appointment of interested teachers.
- Opportunity for vocational training in the curriculum.
- Facility for follow up activities.
- Opportunity to cultural exchange.
- Posting of more number of MCRT

Perception of senior Superintendent on Functioning of Tribal Residential Schools

In this section investigator analyze the perception of the senior superintendents regarding the functioning and problems of tribal residential schools. The responses of the senior superintendents were analyzed, consolidated and are summarized in table 85.

Table 85

Data and Results of Perception of Senior Superintendent on Functioning of Tribal Residential School

Si. No.	Statements/Questions	Yes		No	
		N	%	N	%
1	School functioning in its own building	10	100	0	0
2	Hostel functioning in its own building	10	100	0	0
3	Teacher post appointments are complete	3	30	7	70
4	Are there adequate teaching posts for the smooth functioning of residential schools?	10	100	0	0

Si. No.	Statements/Questions	Yes		No	
		N	%	N	%
5	Non-teacher post appointments are complete	5	50	5	50
6	Are there adequate non-teaching posts for the smooth functioning of residential schools?	9	90	1	10
7	Whether the funds for the smooth running of the school are properly received	9	90	1	10
8	Does the strictness of the governmental laws prevent the use of funds in properly and timely manner	2	20	8	80
9	Whether students receive study materials properly	10	100	0	0
10	Whether the presence of two departments affects the smooth functioning of the school	1	10	9	90
11	Do you think residential schools are hindering the transfer of the tribes traditional heritage	4	40	6	60
12	Whether the facilities provided at the school hinder students from achieving self-sufficiency	5	50	5	50
13	Do the assistance from the government seem to foster a sense of dependency in the schedule tribe student	9	90	1	10
14	Do the school organises programs to maintain the unique heritage of the scheduled tribe students	3	30	7	70
15	Is there a facility for ensuring the continued study of students who are after residential school	2	20	8	80
16	Do you have the opinion that residential school needs a specific curriculum	8	80	2	20
17	Whether the existing hostel facilities are satisfactory	7	70	3	30
18	Weather satisfactory accommodation is currently available for teachers	5	50	5	50
19	Do you think there should be more residential schools	10	100	0	0

From the table 85 it is clear that all the respondents were said that school functioning in its own building, hostel functioning in its own building, there are adequate teaching posts for the smooth functioning of residential schools, students have received study materials properly and more residential schools are needed. 90 percent of respondents commented that there are adequate non-teaching posts for the smooth functioning of residential schools, the funds for the smooth running of the school are properly received and the assistance from the government seem to foster a sense of dependency in the schedule tribe students. 80 percent of the respondents said that the strictness of the governmental laws does not make any problems for using the funds in a properly and timely manner. 80 percent respondents agreed that there is no facility for ensuring the continued study of students who are after residential school. 70 percent of senior superintend said that teaching posts were not filled and 50 percent said that non-teaching posts were not filled. 90 percent of respondents said the influence of the two departments did not affect the smooth running of the school. 70 percent respondents said that hostel facilities are satisfactory. Half of the respondents said that facilities provided at the school hinder students from achieving self-sufficiency. 40 percent of respondents think that residential schools are hindering the transfer of the tribes traditional heritage. Less than half of the senior superintendents commented that they organises programs in schools to maintain the unique heritage of the scheduled tribe students. 80 percent of respondents opined that there is a need for a special curriculum for tribal residential schools.

Senior superintendents said that the career guidance classes, spoken English classes, motivation classes, leadership programmes, and personality development programmes are being done to ensure the student's future success.

The senior superintendents commented that in order to maintain the unique heritage of scheduled tribe students, the school organizes folk dance, folk song,

tribal meals, and other cultural activities. The following are different programmes that are done in tribal residential schools, unlike other schools.

- Night study
- Special tuition
- Participation in shashtra bodhini projects
- Sargolsavam
- Kalikkalam
- Gothravani- School radio
- Special training for sports items like hockey, archery, badminton, swimming etc.
- Special teachers for music and music instruments
- Some schools provide vocational training
- Service of MCRT

According to senior superintendents, the following are the benefits of tribal residential schools.

- The schools are helpful to students in remote area
- Students get a good physical environment to study
- Good infra structural facilities
- Special attention from teachers
- Free from exploitation
- More time to study

According to senior superintendents, the following are the shortcomings of the tribal residential school.

- Lack of proper master plan

- Programmes are planned for all schools, regardless of the specificity of each school.
- Problems related to the infrastructural facilities like water, play ground, sufficient hostel rooms etc.
- The chances of cultural exchange are minimal
- Mode of teacher appointment- facilities are required to recruit only teachers who are interested in ST students.

Following are the suggestions of senior superintendents for the improvement of tribal residential school activities.

- More students from other communities should be added to the school, it will also facilitate cultural exchange.
- Staff should be appointed in proportion to the students.
- The level of infrastructural facilities must be enhanced.
- The tribal kalotsavam should be held in conjunction with the school kalotsavam, just like the Arabic kalotsavam.
- Facility for ensuring the continued study of students who are after Residential School

Perception of Alumni on the Functioning of Tribal Residential School

In this section made an attempt to analyze the perception of old students on functioning of Model residential schools. Data were collected from 122 old students was analyzed and results are presented under relevant headings.

Personal Information of Respondents

Basic information regarding the respondents is presented in this section.

Educational qualification

Respondents were asked to mark highest educational qualification. Their responses in this regards is presented in table 86.

Table 86

Data and Results of Educational Qualification of Old Students

Si. No	Course	Passed	Failed	Doing	Drop out
1	SSLC	2	0	0	0
2	Higher secondary	27	9	2	2
3	Diploma	5	2	8	1
4	Degree	9	4	22	9
5	Professional degree	4	1	7	1
6	PG	2	0	4	1
7	Professional PG	0	0	0	0
8	Ph.D	0	0	0	0

Table 86 showed that 18.03 percent of respondents doing degree, 7.3 percent of respondents doing diploma courses, 5.7 percent of respondents doing professional degree and 3.3 percent of respondents doing post graduation. Out of 122 respondents 9 students from degree course, 2 respondents from higher secondary level and one student each from diploma, professional degree and post graduation were dropped out.

Present status of respondent

The respondents were asked to mark their present status. Their responses in this regards is presented in table 87.

Table 87

Data and Results of Present Status of the Respondents

Si. No.	Present status	N	%
1	Government Job	9	7.38
2	Private Job	12	9.84
3	Business	0	0.00
4	Farmer	0	0.00
5	Daily wage worker	12	9.84
6	Student	59	48.36
7	Unemployed	30	24.59
Total		122	100.00

Table 87 revealed that status of 48.36 percent of respondents are students, 24.59 percent are unemployed, 9.84 percent respondents working at private sector and 9.84 percent worked as daily wage worker. 7.38 percent of the respondents are working at government sector and no respondents engaging in business and farming.

Type of school studied

The respondents were asked to mark from which type tribal residential school they studied. Their responses in this regards is presented in table 88.

Table 88

Data and Results of Type of School Studied

Type of school	N	%
MRS	79	64.8
Ashram school	26	21.3
EMRS	17	13.9
Total	122	100.0

From table 88 it is clear that out of 122 respondents 79 respondents studied at MRS, 26 studied at Ashram school and 17 studied at EMRS

Details of higher secondary education

The old students were asked to mark whether they did higher secondary education from tribal residential school or not. Their responses in this regards is presented in table 89.

Table 89

Data and Results on Details of Higher Secondary Education

Response	N	%
Yes	94	78.3
No	26	21.7
Total	120	100.0

From table 89 it is clear that 78.3 percent respondents completed their higher secondary education from tribal residential school and 21.7 percent completed higher secondary education from general school.

Perception on Tribal Residential School Life

Respondents were asked to mark various situations faced by them. Their responses in this regards is presented in table 90.

Table 90

Data and Results on Perception on Tribal Residential School Life

Si. No	Statement/ questions	Yes		No	
1	Did you think residential schools made positive changes in your life?	78	63.9	44	36.1
2	Do you think you could have been achieve the education you have now without the residential schools	50	41	72	59
3	Do you think you received a better education from residential school than getting it from other schools?	91	74.6	31	25.4
4	Do you think the residential school children missed the opportunity to learn tribal arts and culture?	79	64.8	43	35.2
5	Are you satisfied with residential school life	87	71.3	35	28.7
6	Did you receive instruction and guidance from the school about the courses to be taken after residential schooling	94	77	28	23
7	Do you wish there should be more such schools for the promotion of ST students?	89	72.9	33	27.1
8	Do you think that residential schools are helping to make definite idea about future?	97	79.5	25	20.5
9	Do you agree that residential schools function in a way that is appropriate for ST students?	99	81.1	23	18.9
10	Does the residential school have the flexibility to know exactly the various programs that the government is preparing for the Scheduled Tribes?	59	48.4	63	51.6
11	Have you got the facilities you need at the Residential School Hostel?	78	63.9	44	36.1
12	Have you received adequate encouragement in the arts and sports?	111	91	11	9

Si. No	Statement/ questions	Yes		No	
13	Do you feel neglected in the society because you belong to the Scheduled Tribes?	58	47.5	64	52.5
14	Do you think the facilities you were granted were fully available at the residential school?	75	61.5	47	38.5
15	Do you find it difficult to adapt to surroundings during higher education?	65	53.3	57	46.7
16	Are you confused about what to do when you leave school?	68	55.7	54	44.3
17	Whether you stay in touch with school after studying	94	77	28	23
18	Do you think there is a need for residential institutions for further study	103	84.4	19	15.6
19	During your residential school years, did you have any idea of the facilities of the school	65	53.3	57	46.7
20	Have you experienced language difficulties at some point during the residential school year	50	41	72	59
21	Can you suggest a student of your acquaintance to join at residential school	106	86.9	16	13.1

From table 90 it is clear that 91 percent of the respondents agreed that they got adequate encouragement in the arts and sports, 81.1 percent of respondents agreed that functioning of the school is appropriate to tribal students, 79.5 percent responded that school helped them to made definite idea about future and 77 percent of respondents agreed that they got instruction and guidance from the school about the courses to be taken after residential schooling. 86.9 percent respondent agreed that they suggest a student of their acquaintance to join at residential school. 84.4 percent of the respondents felt that there was a need for residential institutions for further study. 77 percent of respondents stayed in touch with school after studying.

74.6 percent respondents think that they received a better education from residential school than getting it from other schools. 72.9 percent want more tribal residential schools for ST students. 71.3 percent satisfied with residential school life. 64.8 percent felt that the residential school students missed the opportunity to learn tribal arts and culture. 63.9 percent agreed that the residential schools made positive changes in their life. 52.5 percent felt that they are neglected in the society because they belong to the Scheduled Tribes. 63.9 percent respondents got the facilities they need at the residential school hostel. 61.5 percent think that the facilities they were granted were fully available at the residential school. 53.3 percent of them found difficult to adapt to surroundings during higher education. 55.7 percent confused about what to do when you leave school. Does the residential school have the flexibility to know exactly the various programs that the government is preparing for the scheduled tribe. 51.6 percent said that there is no opportunity to know exactly the various programs that the government is preparing for the scheduled tribes. 41 percent think that they could not achieve the education they have now without the residential schools. 59 percent of respondents said that they didn't experienced language difficulties at any point during the residential school year.

The responses of the descriptive questions are summarized in below paragraphs.

According to alumni, the reasons to recommend a student of acquaintance to join at residential school are:

- Tribal residential schools provide good learning environment.
- Good infrastructural facilities
- There is an opportunity to get a good and quality education.
- Best opportunity for sports and arts.
- Get opportunity to learn how to behave in mainstream society.

- Promotes skills and reduce shortcomings.
- Plays a crucial role in character formation.
- There is also the opportunity to study without the financial burden.
- Students get a better facility than home for study.
- Good hostel facilities.
- This is a great opportunity for students who are struggling to study.
- Tribal students in tribal residential schools receive more consideration and opportunity than those from general schools.
- Residential schools provide a better environment not only for study but also for the physical, social, intellectual development.

According to alumni, the advantages of tribal residential schools are the following:

- Quality education. School provides all type of curricular and co curricular activities.
- Helps to develop self adjustment, courage, confident, team spirit, active mind etc.
- Support from teachers.
- Support from hostel staffs.
- Good hostel facilities.
- Food and accommodation.
- Free education.
- Systematic life.
- Good infra structural facilities.
- Good friendships.
- More time to study.
- A situation where you can identify talent and make it better.

- Good support for extracurricular activities.
- Opportunity to take advantages of teachers after school hours.
- Special tuition and night class.
- Good relationship between teachers and students.

Following are the difficulties faced by the alumni during tribal residential school life

- Lack of facilities like water facility, hostel room facility, sick room, good food,
- Bad behaviour on the part of the hostel staff.
- Unnecessary conflicts between students.
- Lack of freedom.
- Lack of contact with the outside world.
- Lack of linguistic uplift.
- Some teachers discriminate against students.
- Home sickness
- Less time to talk with family through phone.
- Inadequate playground and play equipments.
- Not allowed to go home when needed.
- Forced to study all the time
- Difficulty in coping with school environment.

Following are the suggestions of alumni for the development of tribal residential schools.

- More opportunity to engage with public.
- Career guidance classes should be conducted effectively and not just on name.

- Programmes should be organised for development in the English language.
- Increase the number of seats.
- Study facilities should be provided in the hostel room.
- Higher education facilities should be arranged along with the school.
- Permanent teachers are needed.
- Develop plans and activities that will improve the quality of all students, instead of focusing on 3 or 4 students.
- Increase the communication between the teachers and parents.
- Provide medical check up once in a month.
- Arrange community visits.
- Arrange social awareness classes.
- Special consideration for English and Malayalam education.
- Vocational training should be combined with formal education.
- Interested teachers should be appointed for the promotion of ST students.
- Conduct awareness classes for children to understand their rights and duties.
- Involve students in school development activities.

Assessment of Condition of Facilities and Services Available in Tribal Residential Schools

This section deals with the analysis of data collected with the help of rating scale for studying condition of facilities and services available at tribal residential school and cross validating the responses obtained from teachers, students, head of institution, senior superintendent and alumni. Analysis includes evaluation of condition of infrastructural facilities and other services. Data and results of the evaluation of condition infrastructural facilities are presented in table 91.

Table 91

Data and Results of Evaluation of Infrastructural Facilities of Tribal Residential Schools

Si No.	Item	Good		Average		Poor	
		N	%	N	%	N	%
1.	School building	10	58.8	6	35.3	1	5.9
2.	Class room	9	52.9	6	35.3	2	11.8
3.	Staff room	11	64.7	4	23.5	2	11.8
4.	Office room	10	58.8	6	35.3	1	5.9
5.	Library	12	70.6	4	23.5	1	5.9
6.	Smart class room	9	52.9	6	41.2	2	11.8
7.	Laboratory	8	47.1	7	41.2	2	11.8
8.	Auditorium	4	23.5	10	58.8	3	17.6
9.	Toilets	7	41.2	8	47.1	2	11.8
10.	Drinking water	12	70.6	5	29.4	0	0
11.	Play ground	6	35.3	8	47.1	3	17.6
12.	Play equipments	8	47.1	9	52.9	0	0
13.	Boundary wall(school)	7	41.2	5	29.4	5	29.4
14.	Hostel building	5	29.4	10	58.8	2	11.8
15.	Hostel facilities	6	35.3	10	58.8	1	5.9
16.	Study hall	10	58.8	4	23.5	3	17.6
17.	Sick room	9	52.9	7	41.2	1	5.9
18.	Staff quarters	4	23.5	10	58.8	3	17.6
19.	Boundary wall(hostel)	11	64.7	2	11.8	4	23.5
20.	Hostel hygiene	8	47.1	9	52.9	0	0

Table 91 showed that, in concern with infrastructural facilities 29.4 percent of schools have poor school boundary wall and 23.5 percent of schools have poor hostel boundary wall. 64.7 percent and 41.2 percent of schools have good hostel

boundary wall and school boundary wall respectively. 70.6 percent of schools have good library facilities and drinking water facilities. 58.8 percent of schools have average quality auditorium and 17.6 percent of schools have poor quality auditorium. Majority of the schools (N= 10) have average quality hostel buildings and hostel facilities. Percentages of tribal residential schools having good quality staff room, school building, office room and class room is 64.7 percent, 58.8 percent, 58.8 percent and 52.9 percent respectively. Percentages of schools with good study hall and sick room are 58.8 percent and 52.9 percent respectively. In the case of smart class room and laboratory, 52.9 percent of schools have good smart class room and 47.1 percent of schools have good laboratory. 41.2 percent of schools have average quality laboratory and 35.3 percent of schools have average quality smart class room. 47.1 percent of schools have average quality toilets and play grounds and 17.6 percent of schools have poor play grounds. The Staff quarters of 58.8 percent of schools are on average quality, 23.5 percent of schools have good and 17.6 percent of schools have poor staff quarters. 52.9 percent of schools maintain average hostel hygiene and 47.1 percent of schools maintain good hostel hygiene.

The data and results of service facilities available at tribal residential schools are presented in table 92.

Table 92

Data and Results of Evaluation of Service Facilities of Tribal Residential Schools

Si. No.	Item	Good		Average		Poor	
		N	%	N	%	N	%
1	Service of MCRT	15	88.2	2	11.8	0	0
2	Service of Counselor	9	52.9	8	47.1	0	0
3	Food	16	94.1	1	5.9	0	0
4	Distribution of learning aids	14	82.4	3	17.6	0	0
5	Study tour	17	100	0	0	0	0
6	Club activities	14	82.4	3	17.6	0	0
7	Sargolssavam & School youth festival	17	100	0	0	0	0
8	Sports meets	17	100	0	0	0	0
9	Phone facility	14	82.4	3	17.6	0	0
10	Vehicle facilities	6	35.3	7	41.2	4	23.5

Study tour, sargolssavam, school youth festival and Sports meets organized by the all the 17 schools are good. 88.2 percent of schools are availing good service from MCRT. 94.1 percent of schools are providing good food and 82.4 percent of schools are providing good phone facility at hostel. 82.4 percent of schools are ensuring good distribution of learning aids and 82.4 percent of schools are organising good club activities. Only 52.9 percent of schools are getting good service from the school counselor. 23.4 percent of schools have poor vehicle facility and 41.2 percent of schools have average vehicle facility.

Section B

Analysis of Status of Tribal Students in Selected Aspects

The second major objective of the study was to analyse the status of tribal residential school students in selected aspects. It was done by analysing fundamental knowledge, academic performance, career aspiration, adjustment and dropout rate.

Analysis of Fundamental Knowledge in Language, Social Science, Basic Science and Mathematics of Tribal Residential School Students

As a part of the analysis of the status of tribal residential school students in selected aspects of tribal residential schools, the investigator tested the fundamental knowledge among tribal residential school students. One of the specific objectives of the present study was to find out the level of fundamental knowledge in various subjects viz., Language, social science, basic science and mathematics among tribal residential schools. Detailed analysis of fundamental knowledge in various subjects was included in this section. Percentage analysis was used to find out the level of fundamental knowledge and one way ANOVA and independent sample t-test for the large sample was used to mean difference analysis. Percentage analysis was conducted with the help of the grading procedure described in the section of the development of the fundamental knowledge test.

Analysis of fundamental knowledge includes preliminary analysis, analysis of the level of fundamental knowledge for the total sample, MRS students, Ashram school students, EMRS students and means comparison based on the type of school and gender. A detailed description of the analysis of fundamental knowledge in various subjects among tribal residential school students was given below.

Fundamental Knowledge in Language

Fundamental knowledge in Language among tribal residential school students was tested by using fundamental knowledge in Language test developed by the investigator. Collected data were subjected to preliminary analysis, analysis of level and mean difference analysis. Details of analysis and interpretation are presented under relevant headings.

Preliminary Analysis

As a first stage of the analysis, preliminary analysis was conducted to find the distribution of scores of fundamental knowledge in Language. Important descriptive statistics like mean, median, mode, SD, kurtosis and skewness of the total sample, MRS students, Ashram school students and EMRS students were calculated. Obtained data and results are presented in table 93.

Table 93

Descriptive Statistics of the Fundamental Knowledge in Language

Statistics	MRS	Ashram School	EMRS	Total
N	231	107	85	423
Mean	15.84	11.67	13.58	14.33
Median	15.00	12.00	13.00	14.00
Mode	19.00	12.00	13.00	12.0
Std. Deviation	5.64	3.38	3.74	5.11
Skewness	.528	.028	.565	.778
Kurtosis	.067	.948	.958	.858

From table 93 it is clear that mean, median and mode of fundamental knowledge in Language of MRS students are 15.84, 15 and 19 respectively. Mean and median values are almost equal. Mode is slightly higher than mean and median.

Standard deviation of fundamental knowledge in Language for MRS students is 5.64. Obtained values of skewness (.528) and the kurtosis (0.067) indicate the distribution of fundamental knowledge in Language score of MRS students is positively skewed and nearly mesokurtic.

The mean (11.67), median (12) and mode (12) score of fundamental knowledge in Language among Ashram school students are nearly equal. Standard deviation of fundamental knowledge in Language for Ashram school students is 3.38. The indices of skewness (.028) and kurtosis (.948) indicate slightly positively skewed and platykurtic distribution of fundamental knowledge in Language.

The mean (13.58), median (13) and mode (13) score of fundamental knowledge in Language among EMRS students are nearly equal. Standard deviation of fundamental knowledge in Language for EMRS students is 3.74. The indices of skewness (.565) and kurtosis (.958) indicate positively skewed and platykurtic distribution of fundamental knowledge in Language.

Table 93 reveals that the mean, median and mode of fundamental knowledge in Language are 14.33, 14 and 12 respectively. Obtained mean, median and mode values are almost equal. Standard deviation of fundamental knowledge in Language for the total sample is 5.11. The indices of skewness (.778) and the kurtosis (0.858) indicate the distribution of fundamental knowledge in Language score is positively skewed and platykurtic.

From the obtained values of mean, median, mode, skewness and kurtosis of fundamental knowledge in Language it can be concluded that distribution of scores of fundamental knowledge in Language is approximately normal. In addition to the indices provided in table, Figure 28 shows histogram of the distribution with normal curve of fundamental knowledge in Language for the total sample.

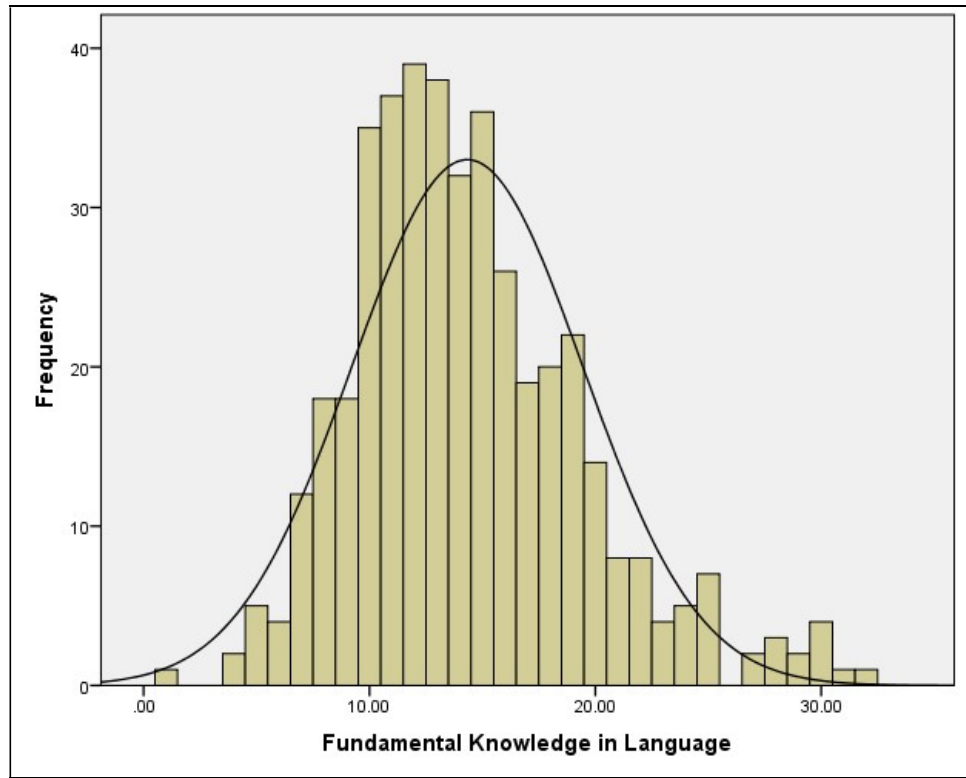


Figure 28: Histogram with the normal curve of the total scores on fundamental knowledge in Language

Level of Fundamental Knowledge in Language

Percentage analysis was used to find the level of fundamental knowledge in Language among tribal residential school students for the total sample, MRS students, Ashram school students and EMRS students. Percentage analysis was conducted with the help of the grading procedure described in the section of the development of the fundamental knowledge test. Investigator found the frequency of students corresponding to each grade and tabulated.

Data and results of analysis of level of fundamental knowledge in Language among tribal residential school students for the total sample is presented in table 94

Table 94

Data and Results of Analysis of Level of Fundamental Knowledge in Language for the Total Sample

Grade	Frequency	Percentage
A	1	.2
B	24	5.7
C	121	28.6
D	253	59.8
E	24	5.7
Total	423	100.0

Table 94 shows that 59.8 percent of the tribal residential school students possess poor and 28.6 percent possess average level of fundamental knowledge in Language. Only 0.2 percent of the students were in the excellent group, and 5.7 percent of the students were in the good group. 5.7 percent of tribal residential school students performed very poor in fundamental knowledge test in Language.

Level of fundamental knowledge in Language among MRS students, Ashram school students and EMRS students are presented in table 95

Table 95

Data and Results of Level of Fundamental Knowledge in Language among MRS Students, Ashram School Students and EMRS Students

Grade	MRS		ASHRAM		EMRS	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A	1	.4	0	0	0	0
B	21	9.1	0	0	3	3.5
C	91	39.4	10	9.3	20	23.5
D	108	46.8	87	81.4	58	68.2
E	10	4.3	10	9.3	4	4.7
Total	231	100.0	107	100.0	85	100.0

Table 95 reveals that 46.8 percent of Model residential school (MRS) students possess poor level in fundamental knowledge in Language. 39.4 percent of MRS students achieved an average grade and 9.1 percent achieved a good grade in fundamental knowledge in language. 0.4 percent of students performed excellently and 4.3 percent performed very poorly in fundamental knowledge test in Language.

Table 95 shows that 81.4 percent of the Ashram school students possess poor and 9.3 percent possess average level of fundamental knowledge in Language. No Ashram school students were included in the excellent and good grades. 9.3 percent of Ashram school students performed very poorly in fundamental knowledge test in Language.

Table 95 reveals that 68.2 percent of Eklavya model residential school (EMRS) students possess poor level in fundamental knowledge in Language. 23.5 percent of EMRS students achieved an average grade and 3.5 percent achieved a good grade in fundamental knowledge in language. No EMRS students performed excellently and 4.7 percent performed very poorly in fundamental knowledge test in Language.

From table 95 it can be concluded that the percentage of students scored lower grade is high for Ashram school as compared to MRS and EMRS. Majority of the tribal residential school students from MRS, Ashram school and EMRS are poor in fundamental knowledge in Language.

Percentage of students included in the each grade in fundamental knowledge in Language test for the total sample, MRS students, Ashram school students and EMRS students are presented graphically in Figure 29.

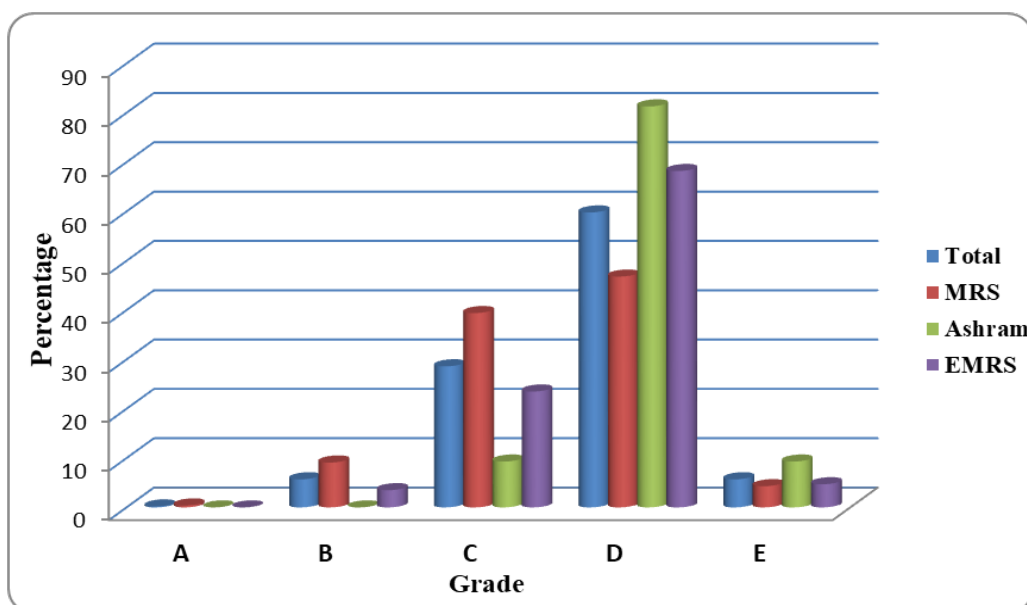


Figure 29: Graphical representation of level of fundamental knowledge in Language for the total sample, MRS students, Ashram school students and EMRS students

Comparison of fundamental knowledge in Language of tribal residential school students based on type of school

The tribal residential school constitutes three types of schools viz, MRS, Ashram school and EMRS. To find whether the type of school (MRS, Ashram school and EMRS) can significantly effect the fundamental knowledge in Language of tribal residential school students, one-way ANOVA was employed. The mean scores of fundamental knowledge in Language were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 96.

Table 96

ANOVA of Fundamental Knowledge in Language by Type of School Among Tribal Residential School Students

Source of Variance	Sum of Squares	df	Mean Square	F
Between Groups	1330.286	2	665.143	
Within Groups	9699.378	420	23.094	28.80**
Total	11029.664	422		

** Indicate $p < .01$

Table 96 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on fundamental knowledge in Language of tribal residential school students ($F(2,420) = 28.80, p < .01$). Mean scores of fundamental knowledge in Language differ significantly among MRS ($M=15.84, SD=5.64$), Ashram school ($M=11.67, SD=3.38$) and EMRS ($M= 13.58, SD=3.74$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 97

Table 97

Summary of Post Hoc Test for Fundamental Knowledge in Language by Type of School among Tribal Residential School Students

Variable	Type of School		Mean Difference	Std. Error	P
Fundamental Knowledge in Language	MRS	Ashram school	4.17	.562	.001
	MRS	EMRS	2.26	.610	.001
	Ashram school	EMRS	-1.90	.698	.025

Table 97 shows that there is a significant difference in fundamental knowledge in language for students studying in MRS and Ashram school and MRS and EMRS at .01 level of significance and Ashram school and EMRS at 0.05 level of significance. It indicates that the mean scores on fundamental knowledge in language for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on fundamental knowledge in language for students studying in EMRS and Ashram schools differ significantly from each other and mean score on fundamental knowledge in language for students studying in MRS and EMRS differ significantly from each other. The mean score on fundamental knowledge in language of students studying in Ashram schools ($M = 11.67$) is lower than mean score on fundamental knowledge in language of students studying in MRS ($M = 15.84$). Also, the mean score on fundamental knowledge in language of students studying in Ashram schools is lower than mean score on fundamental knowledge in language of students studying in EMRS ($M = 13.58$). The mean score on fundamental knowledge in language of students studying in EMRS is lower than mean score on fundamental knowledge in language of students studying in MRS. It can be concluded that fundamental knowledge in language of Ashram school students is significantly lower than the MRS and EMRS students.

The mean plot of fundamental knowledge in language based on type of school is presented in the figure 30.

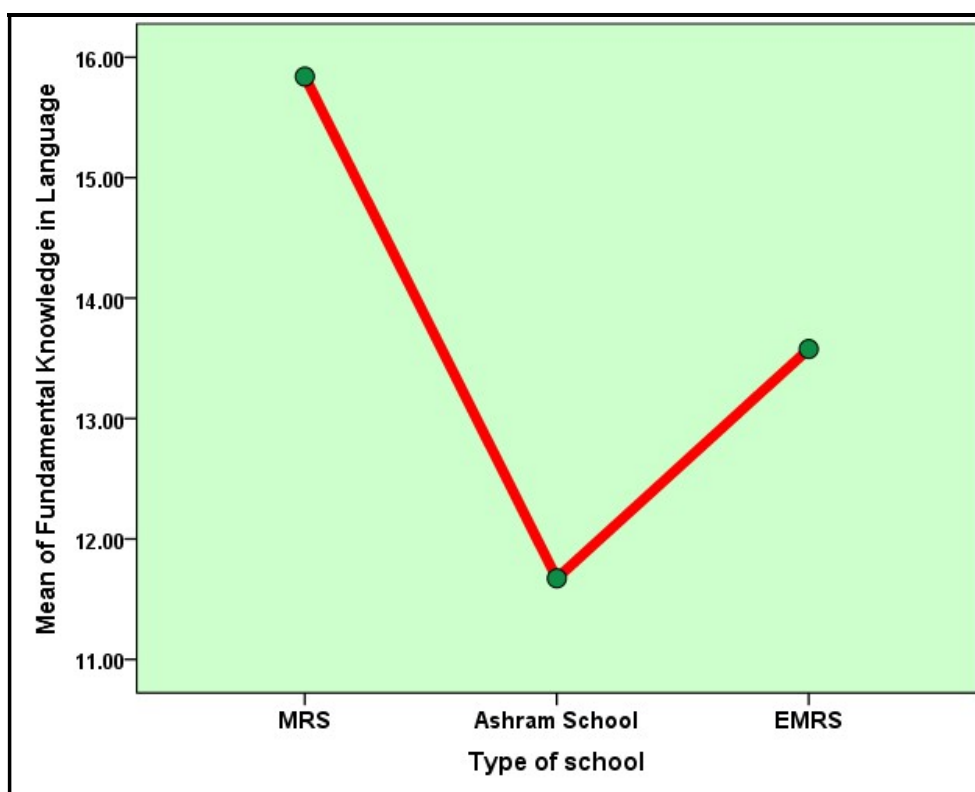


Figure 30: Mean plot of fundamental knowledge in language based on type of school

Comparison of fundamental knowledge in Language of tribal residential school students based on Gender

To find out the gender differences in the fundamental knowledge in Language of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their fundamental knowledge in Language. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 98.

Table 98

Data and Results of Comparison of Fundamental Knowledge in Language of Tribal Residential School Students based on Gender

Fundamental Knowledge in Language	Gender	N	Mean	Std. Deviation	t- value
Total	Boys	190	13.00	4.55	5.04**
	Girls	233	15.41	5.29	
MRS	Boys	112	13.64	4.91	6.19**
	Girls	119	17.91	5.52	
Ashram	Boys	39	11.33	3.96	0.786
	Girls	68	11.87	3.01	
EMRS	Boys	39	12.82	3.61	1.73
	Girls	46	14.22	3.76	

** Indicate $p < 0.01$

Table 98 shows that, there is a significant difference between the mean scores of fundamental knowledge in Language of the tribal residential school boys ($M = 13$, $SD = 4.55$) and girls ($M = 15.41$, $SD = 5.29$) [$t(421) = 5.04$; $p < .01$]. Mean score showed that girls have a higher mean score than boys.

Table 98 reveals that, there is a significant difference between the mean scores of fundamental knowledge in Language of the Model residential school boys ($M = 13.64$, $SD = 4.91$) and girls ($M = 17.64$, $SD = 5.52$) [$t(229) = 6.19$; $p < .01$]. Mean score showed that girls have a higher mean score than boys.

Table 98 reveals that, there is no significant difference between the mean scores of fundamental knowledge in Language of the Ashram school boys ($M = 11.33$, $SD = 3.96$) and girls ($M = 11.87$, $SD = 3.01$) [$t(105) = 0.786$; $p > .05$].

Table 98 shows that, there is no significant difference between the mean scores of fundamental knowledge in Language of the Eklavya model residential school boys ($M = 12.82$, $SD = 3.61$) and girls ($M = 14.22$, $SD = 3.76$) [$t(83) = 1.73$; $p > .05$].

Fundamental Knowledge in Social Science

Fundamental knowledge in Social Science among tribal residential school students was tested by using fundamental knowledge in Social Science test developed by the investigator. Collected data were subjected to preliminary analysis, analysis of level and mean difference analysis. Details of analysis and interpretation are presented under relevant headings.

Preliminary Analysis

As a first stage of the analysis, preliminary analysis was conducted to find the distribution of scores of fundamental knowledge in Social Science. Important descriptive statistics like mean, median, mode, SD, kurtosis and skewness of the total sample, MRS students, Ashram school students and EMRS students were calculated. Obtained data and results are presented in table 99

Table 99

Descriptive Statistics of the Fundamental Knowledge in Social Science

Statistics	MRS	Ashram School	EMRS	Total
N	265	154	85	504
Mean	16.52	12.23	16.30	15.17
Median	16.00	12.00	16.00	15.00
Mode	15.00	12.00	15.00	12.00
Std. Deviation	5.65	3.22	4.73	5.24
Skewness	.389	.144	-.037	.583
Kurtosis	-.237	.456	-.785	.108

From the table 99 mean, median and mode of fundamental knowledge in Social Science for MRS students found to be 16.52, 16 and 15 respectively. Mean, median, mode are approximately equal. Standard deviation of the scores of fundamental knowledge in Social Science for the MRS students is 5.65, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be 0.389 and -0.237. The indices of skewness and kurtosis indicate positively skewed and leptokurtic distribution of fundamental knowledge in Social science.

Mean median and mode of fundamental knowledge in Social Science for Ashram school students found to be 12.23, 12 and 12 respectively. Mean, median, mode are approximately equal. Standard deviation of the scores of fundamental knowledge in Social Science for the Ashram school students is 3.22, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be 0.144 and 0.456. The indices of skewness and kurtosis indicate slightly positively skewed and platykurtic distribution of fundamental knowledge in Social science.

Mean median and mode of fundamental knowledge in Social Science for EMRS students found to be 16.3, 16 and 15 respectively. Mean, median, mode are approximately equal. Standard deviation of the scores of fundamental knowledge in Social Science for the EMRS students is 4.73, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be -0.037 and -0.785. The indices of skewness and kurtosis indicate slightly negatively skewed and platykurtic distribution of fundamental knowledge in Social science.

Mean median and mode of fundamental knowledge in Social Science for total sample found to be 15.7, 15 and 12 respectively. Mean and median are approximately equal. Mode is slightly deviate from mean and median value. Standard deviation of the scores of fundamental knowledge in Social Science for the

total sample is 5.24, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be 0.583 and 0.108. The indices of skewness and kurtosis indicate positively skewed and slightly leptokurtic distribution of fundamental knowledge in Social science.

From the obtained values of mean, median, mode, skewness and kurtosis of fundamental knowledge in Social Science it can be concluded that distribution of scores of fundamental knowledge in Social Science is approximately normal. In addition to the indices provided in table, figure 31 shows histogram of the distribution with normal curve of fundamental knowledge in Social Science for the total sample.

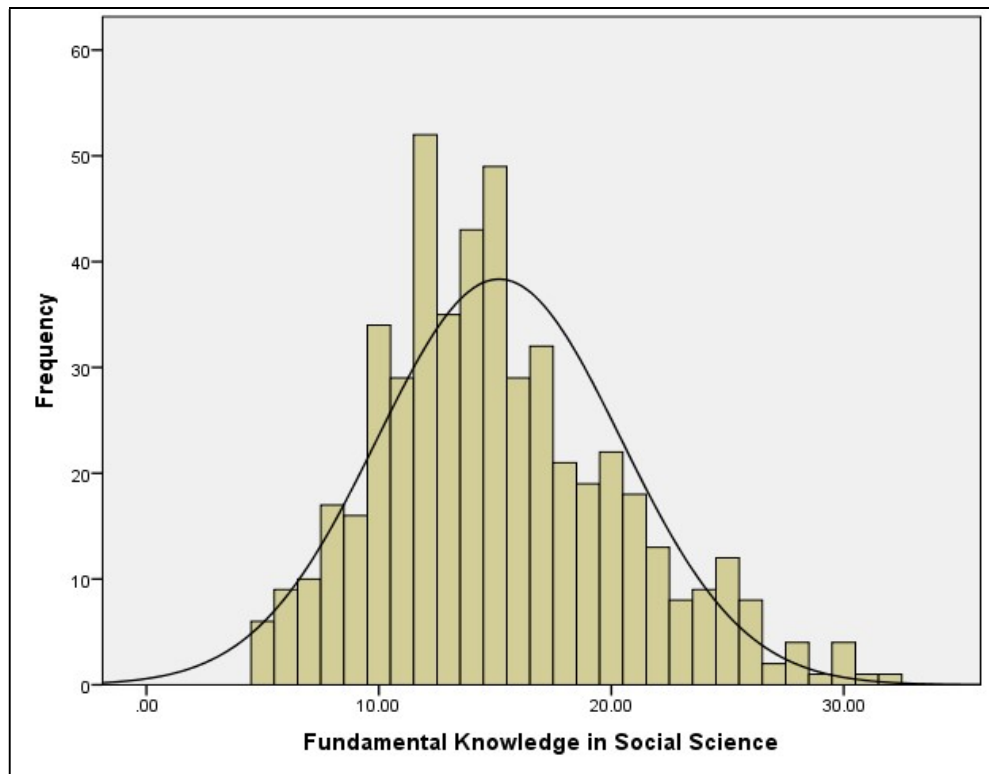


Figure 31: Histogram with the normal curve of the total scores on fundamental knowledge in Social Science

Level of Fundamental Knowledge in Social Science

Percentage analysis was used to find the level of fundamental knowledge in Social Science among tribal residential school students for the total sample, MRS students, Ashram school students and EMRS students. Percentage analysis was conducted with the help of the grading procedure described in the section of the development of the fundamental knowledge test. Investigator found the frequency of students corresponding to each grade and tabulated.

Data and results of analysis of level of fundamental knowledge in Social Science among tribal residential school students for the total sample is presented in table 100.

Table 100

Data and Results of Analysis of Level of Fundamental Knowledge in Social Science for the Total Sample

Grade	Frequency	Percentage
A	1	.2
B	41	8.1
C	162	32.1
D	275	54.6
E	25	5.0
Total	504	100.0

Table 100 reveals that 54.6 percent of tribal residential school students possess poor level in fundamental knowledge in Social Science. 32.1 percent of tribal residential school students achieved an average grade and 8.1 percent students achieved a good grade in fundamental knowledge in Social Science. 0.2 percent

tribal residential school students performed excellently and 5 percent students performed very poorly in fundamental knowledge test in Social Science.

Level of fundamental knowledge in Social Science among MRS students, Ashram school students and EMRS students are presented in table 101.

Table 101

Data and Results of level of Fundamental Knowledge in Social Science among MRS Students, Ashram School Students and EMRS Students

Grade	MRS		ASHRAM		EMRS	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A	1	.4	0	0	0	0
B	34	12.8	1	.6	6	7.1
C	104	39.2	20	13.0	38	44.7
D	116	43.8	122	79.2	37	43.5
E	10	3.8	11	7.1	4	4.7
Total	265	100.0	154	100.0	85	100.0

Table 101 shows that 43.8 percent of the MRS students possess poor and 39.2 percent possess average level of fundamental knowledge in Social Science. Only 0.4 percent of the students were in the excellent group, and 12.8 percent of the students were in the good group. 3.8 percent of MRS students performed very poor in fundamental knowledge test in Social Science.

79.2 percent of Ashram school students possess poor level in fundamental knowledge in Social Science. 13 percent of Ashram school students achieved an average grade and 0.6 percent students achieved a good grade in fundamental knowledge in Social Science. No Ashram school students performed excellently and 7.1 percent students performed very poorly in fundamental knowledge test in Social Science.

43.5 percent of EMRS students possess poor level in fundamental knowledge in Social Science. 44.7 percent of EMRS students achieved an average grade and 7.1 percent students achieved a good grade in fundamental knowledge in Social Science. No EMRS students performed excellently and 4.7 percent students performed very poorly in fundamental knowledge test in Social Science.

From table 101 it can be concluded that the percentage of students scored lower grade is high for Ashram school as compared to MRS and EMRS. Majority of the tribal residential school students from MRS and Ashram school are poor in fundamental knowledge in Social Science and majority of the EMRS students achieved good grade in fundamental knowledge in Social Science

Percentage of students included in the each grade in fundamental knowledge in Social Science test for the total sample, MRS students, Ashram school students and EMRS students are presented graphically in figure 32

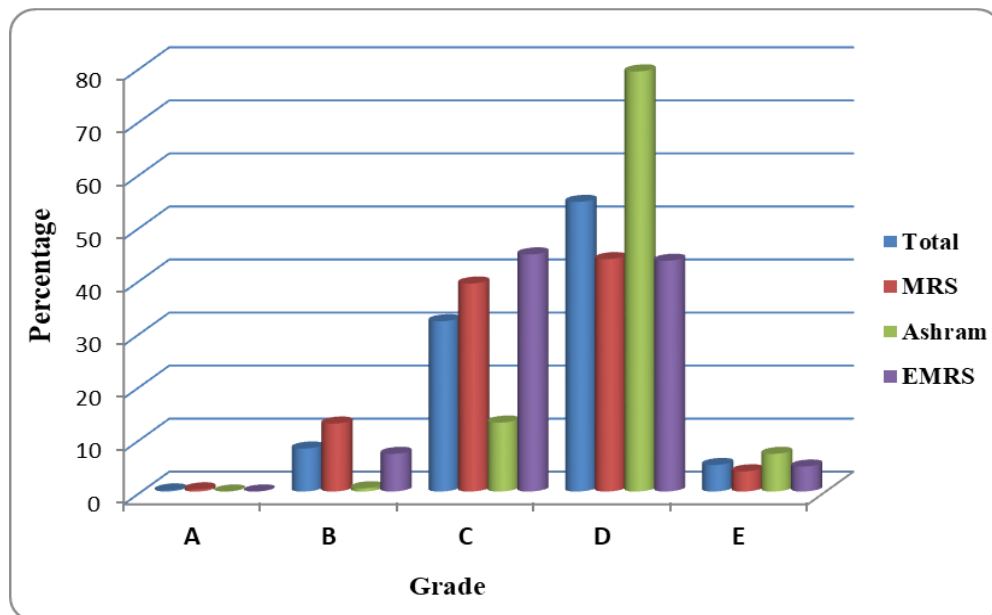


Figure 32 : Graphical representation of level of fundamental knowledge in Social Science for the total sample, MRS students, Ashram school students and EMRS students

Comparison of fundamental knowledge in Social Science of tribal residential school students based on type of school

To find whether the type of school (MRS, Ashram school and EMRS) can significantly effect the fundamental knowledge in Social Science of tribal residential school students, one-way ANOVA was employed. The mean scores of fundamental knowledge in Social Science were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 102

Table 102

ANOVA of Fundamental Knowledge in Social Science by Type of School among Tribal Residential School Students

Source of Variance	Sum of Squares	df	Mean Square	F
Between Groups	1924.059	2	962.030	
Within Groups	11903.266	501	23.759	40.49**
Total	13827.325	503		

** Indicate $p < .01$

Table 102 shows that there is a significant effect of type of school(MRS, Ashram school and EMRS) on fundamental knowledge in Social Science of tribal residential school students($F(2,501) = 40.49, p < .01$). Mean scores of fundamental knowledge in Social Science differ significantly among MRS ($M=16.52, SD=5.65$), Ashram school ($M=12.23, SD=3.22$) and EMRS ($M= 16.30, SD=4.73$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 103.

Table 103

Summary of Post Hoc test for Fundamental Knowledge in Social Science by Type of School among Tribal Residential School Students

Variable	Type of School		Mean Difference	Std. Error	P
Fundamental Knowledge in Social science	MRS	Ashram school	4.29	.494	.001
	MRS	EMRS	.2111	.608	.941
	Ashram school	EMRS	-4.08	.659	.001

Table 103 shows that there is a significant difference in fundamental knowledge in social science for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level of significance. It indicates that the mean scores on fundamental knowledge in social science for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on fundamental knowledge in social science for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on fundamental knowledge in social science of students studying in Ashram schools ($M = 12.23$) is lower than mean score on fundamental knowledge in social science of students studying in MRS ($M = 16.52$). Also, the mean score on fundamental knowledge in social science of students studying in Ashram schools is lower than mean score on fundamental knowledge in social science of students studying in EMRS ($M = 16.30$). It can be concluded that fundamental knowledge in social science of Ashram school students is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on fundamental knowledge in social science of students studying in MRS and EMRS.

The mean plot of fundamental knowledge in social science based on type of school is presented in the figure 33.

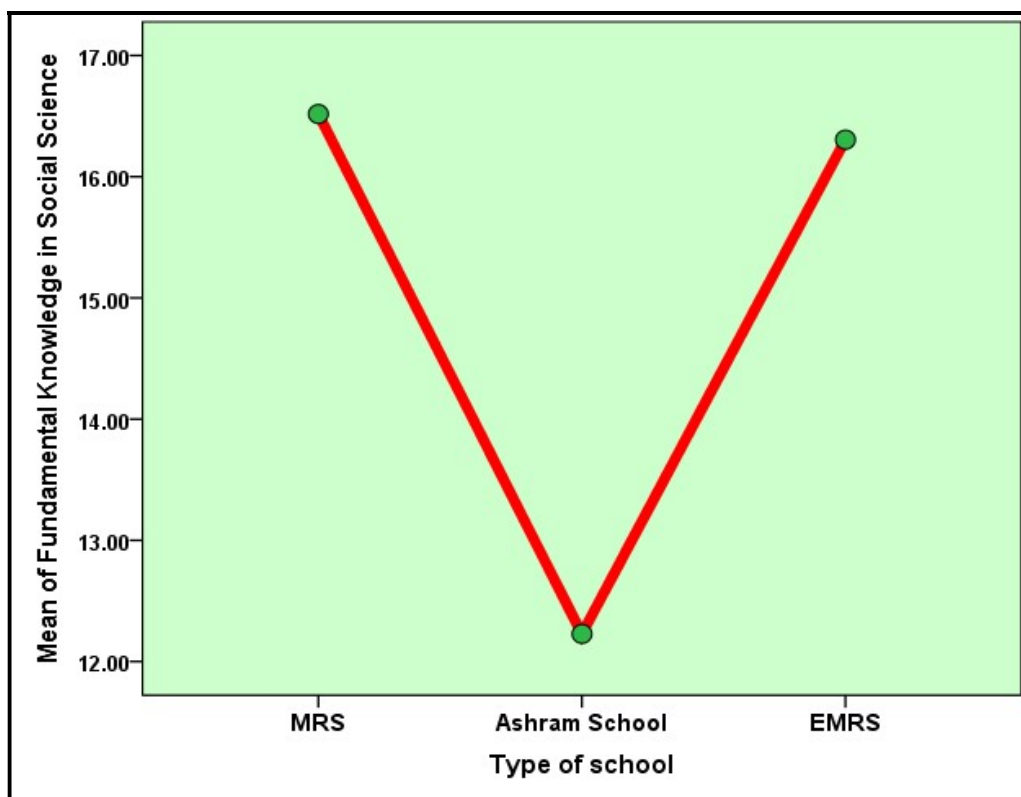


Figure 33 : Mean plot of fundamental knowledge in social science based on type of school

Comparison of fundamental knowledge in Social Science of tribal residential school students based on Gender

To find out the gender differences in the fundamental knowledge in Social Science of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their fundamental knowledge in Social Science. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 104

Table 104

Data and Results of Comparison of Fundamental Knowledge in Social Science of Tribal Residential School Students based on GENDER

Fundamental Knowledge in Social Science	Gender	N	Mean	Std. Deviation	t
Total	Boys	217	14.05	4.57	4.34**
	Girls	287	16.01	5.56	
MRS	Boys	111	14.18	4.79	6.01**
	Girls	154	18.19	5.64	
Ashram	Boys	67	12.27	3.41	0.139
	Girls	87	12.19	3.09	
EMRS	Boys	39	16.74	4.35	0.783
	Girls	46	15.93	5.05	

** Indicate $p < 0.01$

Table 104 shows that, there is a significant difference between the mean scores of fundamental knowledge in Social Science of the tribal residential school boys ($M = 14.05$, $SD = 4.57$) and girls ($M = 16.01$, $SD = 5.56$) [$t(502) = 4.34$; $p < .01$]. Mean score showed that girls have a higher mean score than boys.

Table 104 reveals that, there is a significant difference between the mean scores of fundamental knowledge in Social Science of the Model residential school boys ($M = 14.18$, $SD = 4.79$) and girls ($M = 18.19$, $SD = 5.64$) [$t(263) = 6.01$; $p < .01$]. Mean score showed that girls have a higher mean score than boys.

Table 104 reveals that, there is no significant difference between the mean scores of fundamental knowledge in Social Science of the Ashram school boys ($M = 12.27$, $SD = 3.41$) and girls ($M = 12.19$, $SD = 3.09$) [$t(152) = 0.139$; $p > .05$].

Table 104 shows that, there is no significant difference between the mean scores of fundamental knowledge in Social Science of the Eklavya model residential

school boys ($M = 16.74$, $SD = 4.35$) and girls ($M = 15.93$, $SD = 5.05$) [$t(83) = 0.783$; $p > .05$].

Fundamental Knowledge in Basic Science

Fundamental knowledge in Basic Science among tribal residential school students was tested by using fundamental knowledge in Basic Science test developed by the investigator. Collected data were subjected to preliminary analysis, analysis of level and mean difference analysis. Details of analysis and interpretation are presented under relevant headings.

Preliminary Analysis

To find the distribution of scores of fundamental knowledge in Basic Science, investigator conducted preliminary analysis. Important descriptive statistics like mean, median, mode, standard deviation, kurtosis and skewness of the total sample, MRS students, Ashram school students and EMRS students were calculated. Obtained data and results are presented in table 105

Table 105

Descriptive Statistics of the Fundamental Knowledge in Basic Science

Statistics	MRS	Ashram School	EMRS	Total
N	231	119	85	435
Mean	16.30	12.77	16.82	15.44
Median	16.00	13.00	17.00	15.00
Mode	13.00	13.00	15.00	13.00
Std. Deviation	4.88	3.43	4.28	4.70
Skewness	.726	-.188	.076	.590
Kurtosis	.401	-.305	-.623	.485

Table 105 reveals that the three measures of central tendency viz., mean (16.30), Median (16.00) and Mode (13) of the fundamental knowledge in Basic

Science of MRS students are almost equal. Standard deviation of the scores of fundamental knowledge in Basic Science for the MRS students is 4.88, which means the scores are deviated from the mean scores. The extent of skewness or index of symmetry is 0.726. This shows that the distribution is positively skewed. The measure of kurtosis is 0.401 which shows that the curve is platykurtic.

Mean median and mode of fundamental knowledge in Basic Science for Ashram school students found to be 12.77, 13 and 13 respectively. Mean, median, mode are approximately equal. Standard deviation of the scores of fundamental knowledge in Basic Science for the Ashram school students is 3.43, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be -0.188 and -0.305. The indices of skewness and kurtosis indicate slightly negatively skewed and leptokurtic distribution of fundamental knowledge in Basic science.

The three measures of central tendency viz., mean (16.82), Median (17.00) and Mode (15) of the fundamental knowledge in Basic Science of EMRS students are almost equal. Standard deviation of the scores of fundamental knowledge in Basic Science for the EMRS students is 4.28, which means the scores are deviated from the mean scores. The extent of skewness or index of symmetry is 0.076. This shows that the distribution is slightly positively skewed. The measure of kurtosis is -0.623 which shows that the curve is leptokurtic.

Mean median and mode of fundamental knowledge in Basic Science for total sample found to be 15.44, 15 and 13 respectively. Mean, median and Mode are approximately equal. Standard deviation of the scores of fundamental knowledge in Basic Science for the total sample is 4.70, which means the scores are deviated from the mean scores. The values of skewness and kurtosis found to be 0.590 and 0.485. The indices of skewness and kurtosis indicate positively skewed and platykurtic distribution of fundamental knowledge in Basic Science.

From the obtained values of mean, median, mode, skewness and kurtosis of fundamental knowledge in Basic Science it can be concluded that distribution of scores of fundamental knowledge in Basic Science is approximately normal. In addition to the indices provided in table, figure 34 shows histogram of the distribution with normal curve of fundamental knowledge in Basic Science for the total sample.

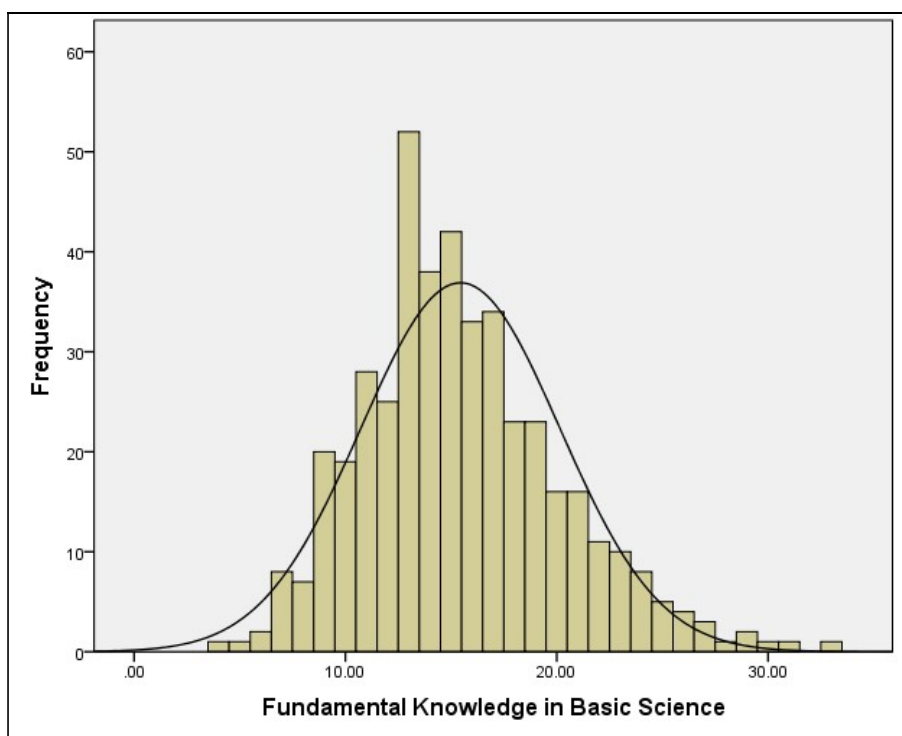


Figure 34 : Histogram with the normal curve of the total scores on fundamental knowledge in Basic Science

Level of Fundamental Knowledge in Basic Science

Percentage analysis was used to find the level of fundamental knowledge in Basic Science among tribal residential school students for the total sample, MRS students, Ashram school students and EMRS students. Percentage analysis was conducted with the help of the grading procedure described in the section of the

development of the fundamental knowledge test. Investigator found the frequency of students corresponding to each grade and tabulated.

Data and results of analysis of level of fundamental knowledge in Basic Science among tribal residential school students for the total sample is presented in table 106.

Table 106

Data and Results of Analysis of level of Fundamental Knowledge in Basic Science for the Total Sample

Grade	Frequency	Percentage
A	1	.2
B	25	5.7
C	166	38.2
D	231	53.1
E	12	2.8
Total	435	100.0

Table 106 reveals that 53.1 percent of tribal residential school students possess poor level in fundamental knowledge in Basic Science. 38.2 percent of tribal residential school students achieved an average grade and 5.7 percent students achieved a good grade in fundamental knowledge in Basic Science. 0.2 percent tribal residential school students performed excellently and 2.8 percent students performed very poorly in fundamental knowledge test in Basic Science.

Level of fundamental knowledge in Basic Science among MRS students, Ashram school students and EMRS students are presented in table 107.

Table 107

Data and Results of level of Fundamental Knowledge in Basic Science Among MRS Students, Ashram School Students and EMRS Students

Grade	MRS		ASHRAM		EMRS	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A	1	.4	0	0	0	0
B	20	8.7	0	0	5	5.9
C	96	41.6	25	21.0	45	52.9
D	112	48.5	84	70.6	35	41.2
E	2	.8	10	8.4	0	0
Total	231	100.0	119	100.0	85	100.0

Table 107 shows that 48.5 percent of the MRS students possess poor and 41.6 percent possess average level of fundamental knowledge in Basic Science. Only 0.4 percent of the students were in the excellent group, and 8.7 percent of the students were in the good group. .8 percent of MRS students performed very poorly in fundamental knowledge test in Basic Science.

70.6 percent of Ashram school students possess poor level in fundamental knowledge in Basic Science. 21 percent of Ashram school students achieved an average grade and 8.4 percent students performed very poorly in fundamental knowledge test in Basic Science. No Ashram school students achieved good and excellent grade

41.2 percent of EMRS students possess poor level in fundamental knowledge in Basic Science. 52.9 percent of EMRS students achieved an average grade and 5.9 percent students achieved a good grade in fundamental knowledge in Basic Science. No EMRS students performed excellently and very poorly in fundamental knowledge test in Basic Science.

From table 107 it can be concluded that the percentage of students scored lower grade is high for Ashram school as compared to MRS and EMRS. Majority of the tribal residential school students from MRS and Ashram school are poor in fundamental knowledge in Basic Science and majority of the EMRS students achieved good grade in fundamental knowledge in Basic Science

Percentage of students included in the each grade in fundament knowledge in Basic Science test for the total sample, MRS students, Ashram school students and EMRS students are presented graphically in figure 35.

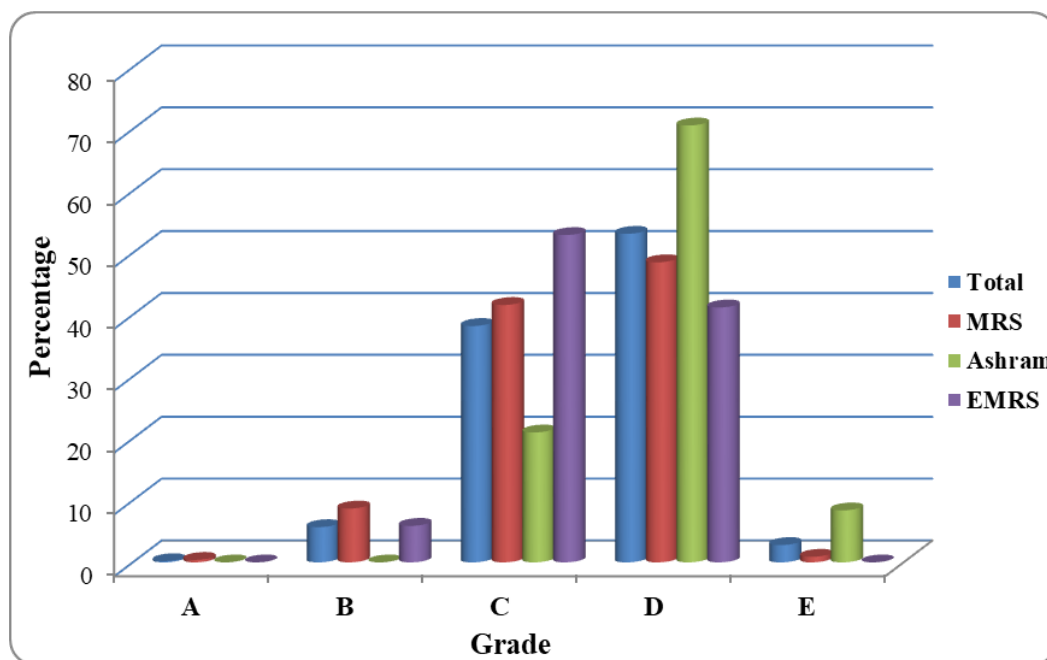


Figure 35: Graphical representation of level of fundamental knowledge in Basic Science for the total sample, MRS students, Ashram school students and EMRS students

Comparison of fundamental knowledge in Basic Science of tribal residential school students based on type of school

To find the effect of type of school (MRS, Ashram school and EMRS) on fundamental knowledge in Basic Science of tribal residential school students, one-

way ANOVA was employed. The mean scores of fundamental knowledge in Basic Science were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 108

Table 108

ANOVA of Fundamental Knowledge in Basic Science by Type of School among Tribal Residential School Students

Source of Variance	Sum of Squares	df	Mean Square	F
Between Groups	1181.121	2	590.560	
Within Groups	8416.015	432	19.482	30.31**
Total	9597.136	434		

** Indicate $p < .01$

Table 108 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on fundamental knowledge in Basic Science of tribal residential school students ($F(2,432) = 30.31, p < .01$). Mean scores of fundamental knowledge in Basic Science differ significantly among MRS ($M=16.3, SD=4.88$), Ashram school ($M=12.77, SD=3.43$) and EMRS ($M= 16.82, SD=4.28$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 109

Table 109

Summary of Post Hoc test for Fundamental Knowledge in Basic Science by Type of School among Tribal Residential School Students

Variable	Type of School		Mean Difference	Std. Error	p
Fundamental Knowledge in Basic Science	MRS	Ashram school	3.53	.498	.001
	MRS	EMRS	-.520	.560	.649
	Ashram school	EMRS	-4.05	.627	.001

Table 109 shows that there is a significant difference in fundamental knowledge in basic science for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level of significance. It indicates that the mean scores on fundamental knowledge in basic science for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on fundamental knowledge in basic science for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on fundamental knowledge in basic science of students studying in Ashram schools ($M = 12.77$) is lower than mean score on fundamental knowledge in basic science of students studying in MRS ($M = 16.30$). Also, the mean score on fundamental knowledge in basic science of students studying in Ashram schools is lower than mean score on fundamental knowledge in basic science of students studying in EMRS ($M = 16.82$). It can be concluded that fundamental knowledge in basic science of Ashram school students is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on fundamental knowledge in basic science of students studying in MRS and EMRS.

The mean plot of fundamental knowledge in basic science based on type of school is presented in the figure 36.

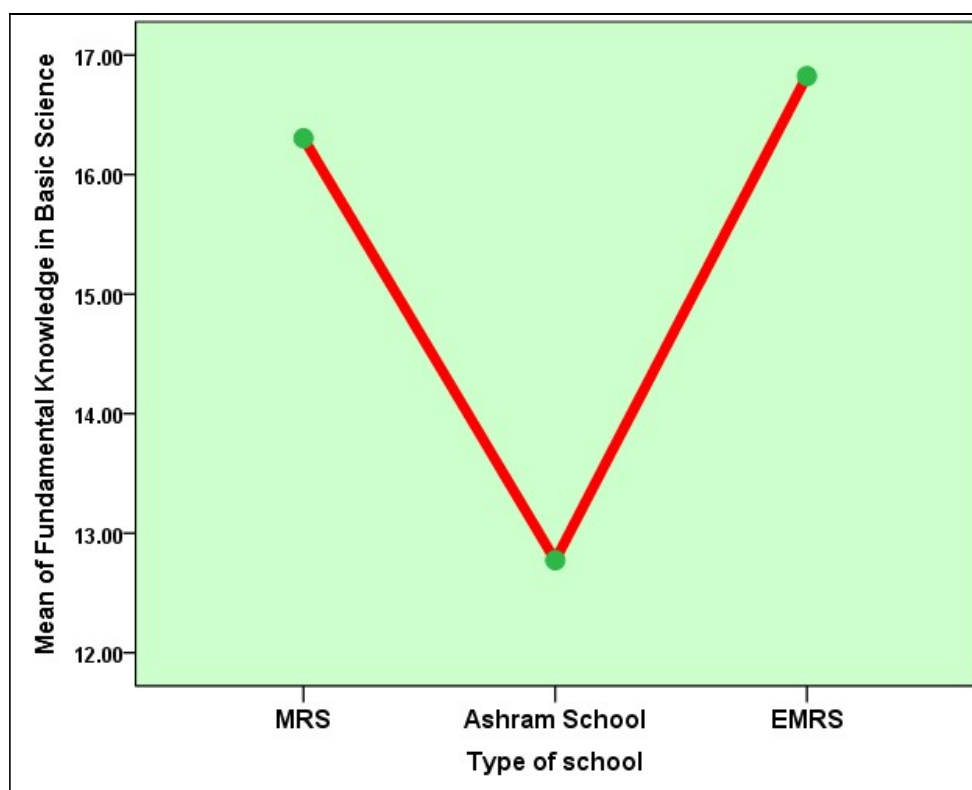


Figure 36: Mean plot of fundamental knowledge in Basic Science based on type of school

Comparison of fundamental knowledge in Basic Science of tribal residential school students based on Gender

To find out the gender differences in the fundamental knowledge in Basic Science of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their fundamental knowledge in Basic Science. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 110.

Table 110

Data and Results of Comparison of Fundamental Knowledge in Basic Science of Tribal Residential School Students based on Gender

Fundamental Knowledge in Basic Science	Gender	N	Mean	Std. Deviation	t
Total	Boys	206	15.18	4.37	1.07
	Girls	229	15.66	4.98	
MRS	Boys	112	15.12	4.40	3.65**
	Girls	119	17.41	5.06	
Ashram	Boys	55	13.42	3.31	1.92
	Girls	64	12.22	3.46	
EMRS	Boys	39	17.85	4.36	2.06*
	Girls	46	15.96	4.06	

** Indicate $p < 0.01$, * Indicate $p < 0.01$

Table 110 shows that, there is no significant difference between the mean scores of fundamental knowledge in Basic Science of the tribal residential school boys ($M = 15.18$, $SD = 4.37$) and girls ($M = 15.66$, $SD = 4.98$) [$t(433) = 1.07$; $p > .05$].

Table 110 reveals that, there is a significant difference between the mean scores of fundamental knowledge in Basic Science of the Model residential school boys ($M = 15.12$, $SD = 4.40$) and girls ($M = 17.41$, $SD = 5.06$) [$t(229) = 3.65$; $p < .01$]. Mean score showed that girls have a higher mean score than boys.

Table 110 reveals that, there is no significant difference between the mean scores of fundamental knowledge in Basic Science of the Ashram school boys ($M = 13.42$, $SD = 3.31$) and girls ($M = 12.22$, $SD = 3.46$) [$t(117) = 1.92$; $p > .05$].

Table 110 shows that, there is a significant difference between the mean scores of fundamental knowledge in Basic Science of the Eklavya model residential school boys ($M = 17.85$, $SD = 4.36$) and girls ($M = 15.96$, $SD = 4.06$) [$t(83) = 2.06$; $p < .05$]. Mean score showed that boys have a higher mean score than girls.

Fundamental Knowledge in Mathematics

Fundamental knowledge in Mathematics among tribal residential school students was tested by using fundamental knowledge in Mathematics test developed by the investigator. Collected data were subjected to preliminary analysis, analysis of level and mean difference analysis. Details of analysis and interpretation are presented under relevant headings.

Preliminary Analysis

As a first stage of the analysis, preliminary analysis was conducted to find the distribution of scores of fundamental knowledge in Mathematics. Important descriptive statistics like mean, median, mode, SD, kurtosis and skewness of the total sample, MRS students, Ashram school students and EMRS students were calculated. Obtained data and results are presented in table 111.

Table 111

Descriptive Statistics of the Fundamental Knowledge in Mathematics

Statistics	MRS	Ashram School	EMRS	Total
N	288	118	85	491
Mean	6.76	5.45	6.63	6.42
Median	6.00	5.00	7.00	6.00
Mode	6.00	5.00	8.00	6.00
Std. Deviation	2.72	2.30	2.05	2.57
Skewness	.510	.334	-.093	.455
Kurtosis	.440	-.177	-.447	.437

From table 111 it is clear that mean, median and mode of fundamental knowledge in Mathematics of MRS students are 6.76, 6 and 6 respectively. Mean, median and mode values are almost equal. Standard deviation of fundamental knowledge in Mathematics for MRS students is 2.72. Obtained values of skewness (.510) and the kurtosis (0.440) indicate the distribution of fundamental knowledge in Mathematics score of MRS students is positively skewed and platykurtic.

The mean (5.45), median (5) and mode (5) score of fundamental knowledge in Mathematics among Ashram school students are nearly equal. Standard deviation of fundamental knowledge in Mathematics for Ashram school students is 2.30. The values of skewness and kurtosis found to be 0.334 and -0.177. The indices of skewness and kurtosis indicate positively skewed and leptokurtic distribution of fundamental knowledge in Mathematics.

The mean (6.63), median (7) and mode (8) score of fundamental knowledge in Mathematics among EMRS students are nearly equal. Standard deviation of fundamental knowledge in Mathematics for EMRS students is 2.05. The indices of skewness (-0.093) and kurtosis (-0.447) indicate slightly negatively skewed and leptokurtic distribution of fundamental knowledge in Mathematics.

Table 111 reveals that the mean, median and mode of fundamental knowledge in Mathematics are 6.42, 6 and 6 respectively. Obtained mean, median and mode values are nearly equal. Standard deviation of fundamental knowledge in Mathematics for the total sample is 2.57. The indices of skewness (.455) and the kurtosis (0.437) indicate the distribution of fundamental knowledge in Mathematics score is positively skewed and platykurtic.

From the obtained values of mean, median, mode, skewness and kurtosis of fundamental knowledge in Mathematics it can be concluded that distribution of scores of fundamental knowledge in Mathematics is approximately normal. In

addition to the indices provided in table, figure 37 shows histogram of the distribution with normal curve of fundamental knowledge in Mathematics for the total sample.

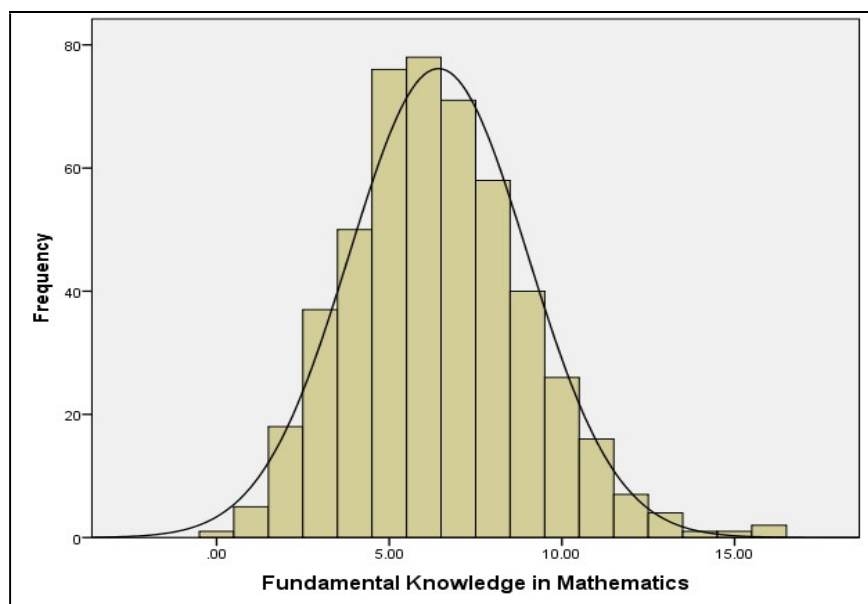


Figure 37: Histogram with the normal curve of the total scores on fundamental knowledge in Mathematics

Level of Fundamental Knowledge in Mathematics

Percentage analysis was used to find the level of fundamental knowledge in Mathematics among tribal residential school students for the total sample, MRS students, Ashram school students and EMRS students. Percentage analysis was conducted with the help of the grading procedure described in the section of the development of the fundamental knowledge test. Investigator found the frequency of students corresponding to each grade and tabulated.

Data and results of analysis of level of fundamental knowledge in Mathematics among tribal residential school students for the total sample is presented in table 112.

Table 112

Data and Results of Analysis of Level of Fundamental Knowledge in Mathematics for the Total Sample

Grade	Frequency	Percentage
A	0	0
B	3	.6
C	54	11.0
D	323	65.8
E	111	22.6
Total	491	100.0

Table 112 reveals that 65.8 percent of tribal residential school students possess poor level in fundamental knowledge in Mathematics. 11.0 percent of tribal residential school students achieved an average grade and 0.6 percent students achieved a good grade in fundamental knowledge in Mathematics. No tribal residential school students performed excellently and 22.6 percent students performed very poorly in fundamental knowledge test in Mathematics.

Level of fundamental knowledge in Mathematics among MRS students, Ashram school students and EMRS students are presented in table 113.

Table 113

Data and Results of level of Fundamental Knowledge in Mathematics among MRS Students, Ashram School Students and EMRS Students

Grade	MRS		ASHRAM		EMRS	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A	0	0	0	0	0	0
B	3	1.0	0	0	0	0
C	43	14.9	5	4.2	6	7.1
D	187	64.9	71	60.2	65	76.5
E	55	19.2	42	35.6	14	16.4
Total	288	100.0	118	100.0	85	100.0

Table 113 shows that 64.9 percent of the MRS students possess poor and 19.2 percent possess very poor level of fundamental knowledge in Mathematics. No students were included in the excellent group, and only 1 percent of the students were achieved good grade. 14.9 percent of MRS students showed average level performance in fundamental knowledge test in Mathematics.

60.2 percent of Ashram school students possess poor level in fundamental knowledge in Mathematics. 4.2 percent of Ashram school students achieved an average grade. No Ashram school students achieved good and excellent grade in fundamental knowledge in Mathematics. 35.6 percent of Ashram school students performed very poorly in fundamental knowledge test in Mathematics.

76.5 percent of the EMRS students possess poor and 16.4 percent possess very poor level of fundamental knowledge in Mathematics. No EMRS students achieved good and excellent grade in fundamental knowledge in Mathematics. 7.1 percent of MRS students showed average level performance in fundamental knowledge test in Mathematics

From table 113 it can be concluded that the percentage of students scored lower grade is high for Ashram school as compared to MRS and EMRS. Majority of the tribal residential school students from MRS, EMRS and Ashram school are poor in fundamental knowledge in Mathematics.

Percentage of students included in the each grade in fundamental knowledge in Mathematics test for the total sample, MRS students, Ashram school students and EMRS students are presented graphically in figure 38.

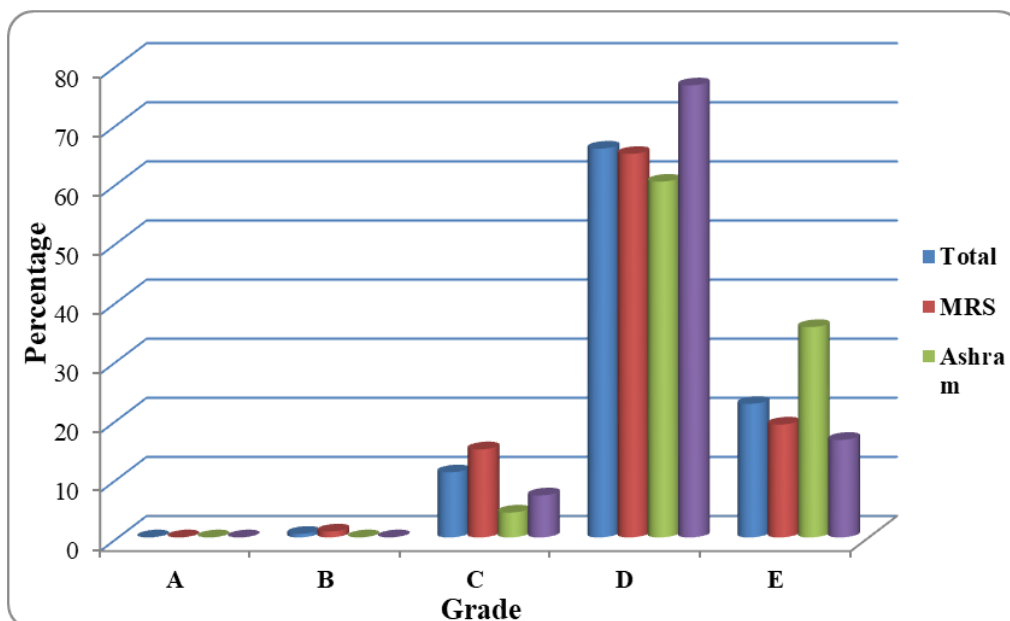


Figure 38: Graphical representation of level of fundamental knowledge in Mathematics for the total sample, MRS students, Ashram school students and EMRS students

Comparison of fundamental knowledge in Mathematics of tribal residential school students based on type of school

To find whether the type of school (MRS, Ashram school and EMRS) can significantly effect the fundamental knowledge in Mathematics of tribal residential school students, one-way ANOVA was employed. The mean scores of fundamental knowledge in Mathematics were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 114.

Table 114

ANOVA of Fundamental Knowledge in Mathematics by Type of School among Tribal Residential School Students

Source of Variance	Sum of Squares	df	Mean Square	F
Between Groups	148.528	2	74.264	
Within Groups	3093.358	488	6.339	11.72**
Total	3241.886	490		

** Indicate $p < .01$

Table 114 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on fundamental knowledge in Mathematics of tribal residential school students ($F(2,488) = 11.72, p < .01$). Mean scores of fundamental knowledge in Mathematics differ significantly among MRS ($M=6.76, SD = 2.72$), Ashram school ($M = 5.45, SD = 2.30$) and EMRS ($M = 6.63, SD = 2.05$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 115.

Table 115

Summary of Post Hoc test for Fundamental Knowledge in Mathematics by Type of School among Tribal Residential School Students

Variable	Type of School		Mean Difference	Std. Error	p
Fundamental Knowledge in Mathematics	MRS	Ashram school	1.31	.275	.001
	MRS	EMRS	.125	.311	.922
	Ashram school	EMRS	-1.19	.358	.004

Table 115 shows that there is a significant difference in fundamental knowledge in mathematics for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level of significance. It indicates that the mean scores on fundamental knowledge in mathematics for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on fundamental knowledge in mathematics for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on fundamental knowledge in mathematics of students studying in Ashram schools ($M = 5.45$) is lower than mean score on fundamental knowledge in mathematics of students studying in MRS ($M = 6.76$). Also, the mean score on fundamental knowledge in mathematics of students studying in Ashram schools is lower than mean score on fundamental knowledge in mathematics of students studying in EMRS ($M = 6.63$). It can be concluded that fundamental knowledge in mathematics of Ashram school students is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on fundamental knowledge in mathematics of students studying in MRS and EMRS.

The mean plot of fundamental knowledge in mathematics based on type of school is presented in the figure 39.

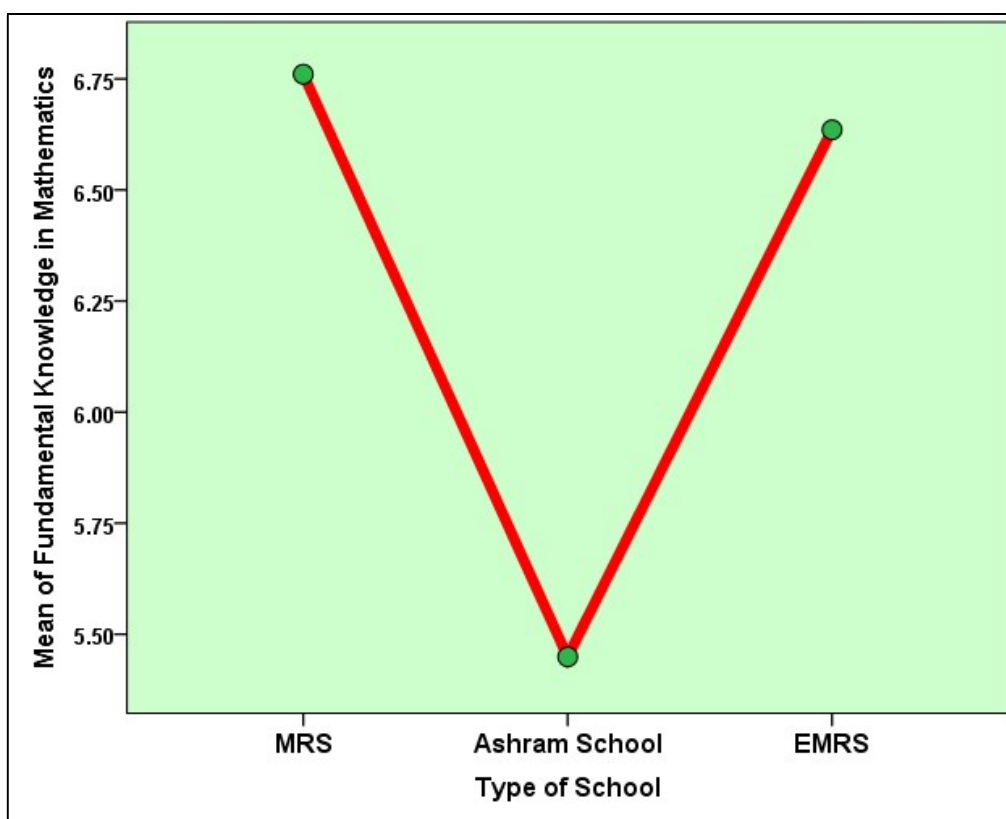


Figure 39 : Mean plot of fundamental knowledge mathematics based on type of school

Comparison of fundamental knowledge in Mathematics of tribal residential school students based on Gender

To find out the gender differences in the fundamental knowledge in Mathematics of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their fundamental knowledge in Mathematics. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 116.

Table 116

Data and Results of Comparison of Fundamental Knowledge in Mathematics of tribal Residential School Students based on Gender

Fundamental Knowledge in Mathematics	Gender	N	Mean	Std. Deviation	t
Total	Boys	233	6.27	2.38	1.22
	Girls	258	6.55	2.73	
MRS	Boys	139	6.35	2.37	2.50*
	Girls	149	7.14	2.96	
Ashram	Boys	55	5.71	2.47	1.15
	Girls	63	5.22	2.14	
EMRS	Boys	39	6.79	2.19	0.658
	Girls	46	6.50	1.94	

* Indicate $p < 0.05$

Table 116 shows that, there is no significant difference between the mean scores of fundamental knowledge in Mathematics of the tribal residential school boys ($M = 6.27$, $SD = 2.38$) and girls ($M = 6.55$, $SD = 2.73$) [$t(489) = 1.22$; $p > .05$].

Table 116 reveals that, there is a significant difference between the mean scores of fundamental knowledge in Mathematics of the Model residential school boys ($M = 6.35$, $SD = 2.37$) and girls ($M = 7.14$, $SD = 2.96$) [$t(286) = 2.50$; $p < .05$]. Mean score showed that girls have a higher mean score than boys.

Table 116 reveals that, there is no significant difference between the mean scores of fundamental knowledge in Mathematics of the Ashram school boys ($M = 5.71$, $SD = 2.47$) and girls ($M = 5.22$, $SD = 2.14$) [$t(116) = 1.15$; $p > .05$].

Table 116 shows that, there is no significant difference between the mean scores of fundamental knowledge in Mathematics of the Eklavya model residential

school boys ($M = 6.79$, $SD = 2.19$) and girls ($M = 6.5$, $SD = 1.94$) [$t(83) = 0.658$; $p > .05$].

Comparison of Academic Performance of Residential and Non Residential School Tribal Students

As a part of analysis of status of tribal residential school students in selected aspects, academic performance of residential and non residential school tribal students were compared. XIth class annual examination mark used to compare academic performance of residential and non-residential school tribal students. Students studying in the three streams of higher secondary viz., Science, Humanities and Commerce are incorporated in the study. Detailed analysis of comparison is presented below under relevant headings.

Preliminary analysis

Basic descriptive statistics like mean and standard deviation of the sample were calculated and presented in table 117.

Table 117

Mean and Standard Deviation of Academic Performance of Residential and Non-Residential School Tribal Students

Si. No	Subject	Group	N	Mean	SD
1	Science	Residential school students	105	335.65	50.89
		Non-Residential school students	97	336.24	64.22
		Total	202	335.93	57.52
2	Humanities	Residential school students	52	350.27	47.98
		Non-Residential school students	85	353.31	64.98
		Total	137	352.15	58.94
3	Commerce	Residential school students	115	357.69	71.38
		Non-Residential school students	121	354.66	70.75
		Total	236	356.14	70.92

Comparison of academic performance of residential and non-residential school tribal students studying in science stream

To compare the academic performance XIth class annual examination marks of residential and non-residential school tribal students studying in science stream were subjected to independent sample t test for large sample. Mean scores of total sample, boys and girls tribal students who are studied in tribal residential school and those who are not studied in tribal residential school were compared. Data and results are presented in table 118.

Table 118

Comparison of Academic Performance of Tribal Residential School and Non Residential School Students – Science Stream

Sample	Group	N	Mean	Std. Deviation	t- value
Total	Residential school students	105	335.65	50.89	.073
	Non-residential school students	97	336.24	64.22	
Boys	Residential school students	21	301.90	52.26	0.606
	Non-residential school students	26	290.96	71.42	
Girls	Residential school students	84	344.08	47.19	1.08
	Non-residential school students	71	352.82	52.86	

Table 118 shows that the mean academic performance score of science stream students does not significantly differ between students who are studied in tribal residential school ($M = 335.65$, $SD = 50.89$) and those who are not studied in tribal residential school ($M = 336.24$, $SD = 64.22$), [$t = 0.073$, $p > .05$] for the total sample.

Table 118 shows that the mean academic performance score of science stream students does not significantly differ between students who are studied in tribal residential school ($M = 301.9$, $SD = 52.26$) and those who are not studied in tribal residential school ($M = 290.96$, $SD = 71.42$), [$t = 0.606$, $p > .05$] for the sample Boys.

Table 118 shows that the mean academic performance score of science stream students does not significantly differ between students who are studied in

tribal residential school ($M = 344.08$, $SD = 47.19$) and those who are not studied in tribal residential school ($M = 352.82$, $SD = 52.86$), [$t = 1.08$, $p > .05$] for the sample Girls.

Comparison of academic performance of residential and non-residential school tribal students studying in humanities stream

To compare the academic performance XIth class annual examination marks of residential and non-residential school tribal students studying in humanities stream were subjected to independent sample t test for large sample. Mean scores of total sample, boys and girls tribal students who are studied in tribal residential school and those who are not studied in tribal residential school were compared. Data and results are presented in table 119.

Table 119

Comparison of Academic Performance of Tribal Residential School and non Residential School Students – Humanities stream

Sample	Group	N	Mean	Std. Deviation	t- value
Total	Residential school students	52	350.27	47.98	.313
	Non-residential school students	85	353.30	64.98	
Boys	Residential school students	36	339.64	47.29	0.864
	Non-residential school students	67	350.45	66.47	
Girls	Residential school students	16	374.19	41.57	0.574
	Non-residential school students	18	363.94	59.65	

Table 119 shows that the mean academic performance score of humanities stream students does not significantly differ between students who are studied in

tribal residential school ($M = 350.27$, $SD = 47.98$) and those who are not studied in tribal residential school ($M = 353.30$, $SD = 64.98$), [$t = 0.313$, $p > .05$] for the total sample.

Table 119 shows that the mean academic performance score of humanities stream students does not significantly differ between students who are studied in tribal residential school ($M = 339.64$, $SD = 47.29$) and those who are not studied in tribal residential school ($M = 350.45$, $SD = 66.47$), [$t = 0.864$, $p > .05$] for the sample Boys.

Table 119 shows that the mean academic performance score of humanities stream students does not significantly differ between students who are studied in tribal residential school ($M = 374.19$, $SD = 41.57$) and those who are not studied in tribal residential school ($M = 363.94$, $SD = 59.65$), [$t = 0.574$, $p > .05$] for the sample Girls.

Comparison of academic performance of residential and non-residential school tribal students studying in commerce stream

To compare the academic performance XIth class annual examination marks of residential and non-residential school tribal students studying in commerce stream were subjected to independent sample t test for large sample. Mean scores of total sample, boys and girls tribal students who are studied in tribal residential school and those who are not studied in tribal residential school were compared. Data and results are presented in table 120.

Table 120

Comparison of Academic Performance of Tribal Residential School and non Residential School Students – Commerce stream

Sample	Group	N	Mean	Std. Deviation	t- value
Total	Residential school students	115	357.69	71.38	.328
	Non-residential school students	121	354.66	70.75	
Boys	Residential school students	56	345.14	68.33	1.69
	Non-residential school students	68	326.48	54.17	
Girls	Residential school students	59	369.61	72.75	1.53
	Non-residential school students	53	390.81	73.47	

Table 120 shows that the mean academic performance score of commerce stream students does not significantly differ between students who are studied in tribal residential school ($M = 357.69$, $SD = 71.38$) and those who are not studied in tribal residential school ($M = 354.66$, $SD = 70.75$), [$t = 0.328$, $p >.05$] for the total sample.

Table 120 shows that the mean academic performance score of commerce stream students does not significantly differ between students who are studied in tribal residential school ($M = 345.14$, $SD = 68.33$) and those who are not studied in tribal residential school ($M = 326.48$, $SD = 54.17$), [$t = 1.69$, $p >.05$] for the sample Boys.

Table 120 shows that the mean academic performance score of commerce stream students does not significantly differ between students who are studied in

tribal residential school ($M = 369.61$, $SD = 72.75$) and those who are not studied in tribal residential school ($M = 390.81$, $SD = 73.47$), [$t = 1.53$, $p > .05$] for the sample Girls.

Analysis of Career Aspiration among Tribal Residential School Students

This section of analysis deals with the career aspiration of tribal residential school students. Analysis of career aspiration includes the level of career aspiration among tribal residential school students and mean comparison based on type of school (MRS, Ashram school and EMRS) and gender. Detailed analysis of career aspiration among tribal residential school students is presented below under relevant headings.

Preliminary Analysis

The values of mean, median, mode, standard deviation, skewness and kurtosis of the data regarding career aspiration of all the 520 students of tribal residential schools were calculated and these values are presented in table 121.

Table 121

Descriptive Statistics of the Scores of Career Aspiration of Tribal Residential School Students

Statistics	Values
Mean	107.51
Median	108.00
Mode	114.00
Std. Deviation	9.47
Skewness	-.490
Kurtosis	-.118

From table 121 it is clear that mean and median values of the variable career aspiration among tribal residential school students are 107.51 and 108 respectively which are approximately equal to each other. The value of mode is (114) is slightly deviated from mean and median. Standard deviation of the scores is 9.47. The values of skewness and kurtosis for the same are -0.490 and -0.118 showing the distribution as negatively skewed and leptokurtic.

From the obtained values of mean, median, mode, skewness and kurtosis of career aspiration it can be concluded that distribution of scores of career aspiration are approximately normal. In addition to the indices provided in table, figure 40 shows histogram of the distribution with normal curve of career aspiration for the total sample.

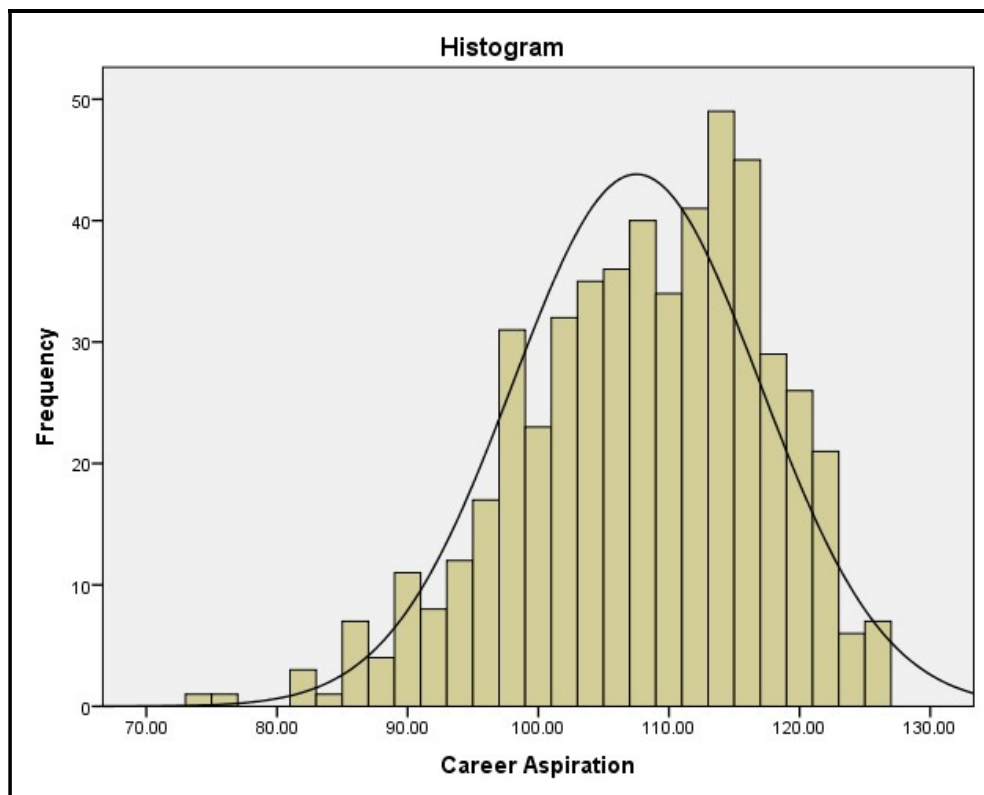


Figure 40 : Histogram with the normal curve of the total scores on career aspiration

Level of Career Aspiration among Tribal Residential School Students

Percentage analysis was used to find the level of career aspiration among tribal residential school students for the total sample, MRS students, Ashram school students and EMRS students. Students who scored above 112 in career aspiration scale belong to high career aspiration group, those scored between 80 to 111 belongs to average career aspiration group and those who scored below 80 belongs to low career aspiration group. Data and results of analysis of level of career aspiration among tribal residential school students for the total sample, MRS, Ashram school and EMRS students are presented in table 122.

Table 122

Data and Results of Analysis of Level of Career Aspiration among Tribal Residential School Students

Level of career aspiration	MRS		Ashram School		EMRS		Total	
	N	%	N	%	N	%	N	%
High	136	44.9	25	18.7	42	50.0	203	39.0
Average	166	54.8	107	80.5	42	50.0	315	60.6
Low	1	.3	1	.8	0	0	2	.4
Total	303	100	133	100	84	100	520	100

It is clear from the table 122 that 54.8 percent of the MRS students have an average level of career aspiration and 44.9 percent of students have a high level of career aspiration. The number of students have low career aspiration is negligible. It is evident from the table that 80.5 percent of the Ashram school students have average level of career aspiration and only 18.7 percent Ashram school students have high level of career aspiration. 50 percent of EMRS students have average career aspiration and high level of career aspiration. 60.6 percent of the tribal

residential school students have average level of career aspiration and 39 percent have high level of career aspiration. Graphical representation of level of career aspiration among tribal residential school students is presented in figure 41.

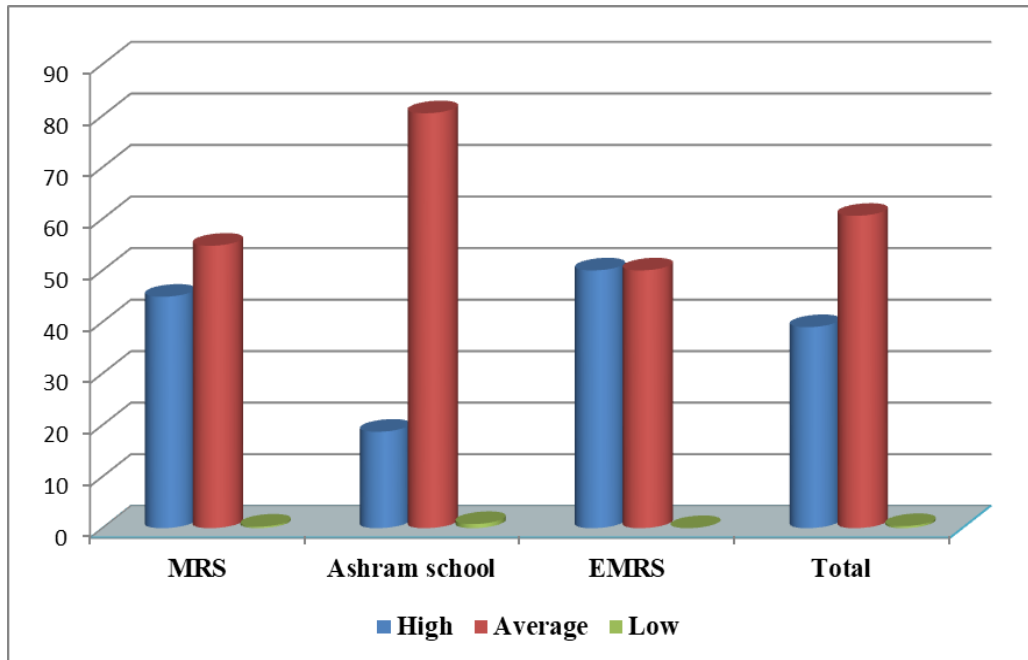


Figure 41: Graphical representation of level of career aspiration among tribal residential school students

Comparison of career aspiration of tribal residential school students based on type of school

To find the effect of type of school (MRS, Ashram school and EMRS) on career aspiration of tribal residential school students, one-way ANOVA was employed. The mean scores of career aspiration were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 123.

Table 123

ANOVA of Career Aspiration by Type of School among Tribal Residential School Students

Source of variance	Sum of Squares	df	Mean Square	F
Between Groups	3866.887	2	1933.444	23.44**
Within Groups	42649.043	517	82.493	
Total	46515.931	519		

** Indicate $p < 0.01$

Table 123 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on career aspiration of tribal residential school students ($F(2,517) = 23.44, p < .01$). Mean scores of career aspiration differ significantly among MRS ($M=109.03, SD=8.76$), Ashram school ($M=102.86, SD=9.53$) and EMRS ($M= 109.38, SD=9.48$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 124.

Table 124

Summary of Post Hoc test for Career Aspiration by Type of School among Tribal Residential School Students

Type of School		Mean Difference	Std. Error	P
MRS	Ashram school	6.17	0.944	.001
MRS	EMRS	-.348	1.12	0.953
Ashram school	EMRS	-6.52	1.26	.001

Table 124 shows that there is a significant difference in career aspiration for students studying in MRS and Ashram school and Ashram school and EMRS at .01

level of significance. It indicates that the mean scores on career aspiration for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on career aspiration for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on career aspiration of students studying in Ashram schools ($M = 102.86$) is lower than mean score on career aspiration of students studying in MRS ($M = 109.03$). Also, the mean score on career aspiration of students studying in Ashram schools is lower than mean score on career aspiration of students studying in EMRS ($M = 109.38$). It can be concluded that career aspiration of Ashram school students is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on career aspiration of students studying in MRS and EMRS.

The mean plot of career aspiration based on type of school is presented in the figure 42.

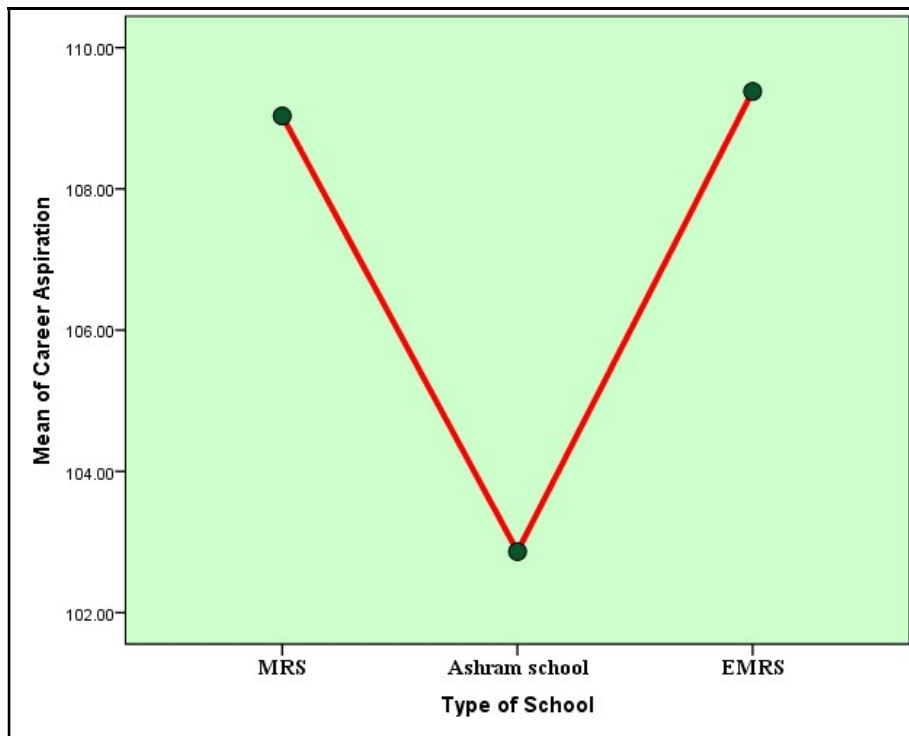


Figure 42: Mean plot of career aspiration based on type of school

Comparison of career aspiration of tribal residential school students based on Gender

To find out the gender differences in the career aspiration of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their career aspiration. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 125.

Table 125

Data and Results of Comparison of Career Aspiration of Tribal Residential School Students based on Gender

Group	Gender	N	Mean	Std. Deviation	t-value
MRS	Boys	139	106.91	9.82	3.98**
	Girls	164	110.83	7.32	
Ashram School	Boys	59	100.32	8.40	2.81**
	Girls	74	104.89	9.94	
EMRS	Boys	37	109.94	8.53	.482
	Girls	47	108.94	10.24	
Total	Boys	235	105.73	9.82	3.95**
	Girls	285	108.98	8.91	

** Indicate $p < 0.01$

Table 125 shows that the t-value (3.98) obtained for the mean scores comparison of career aspiration between MRS boys and girls is significant at 0.01 level of significance. It was found that the mean career aspiration score of girls (110.83) is greater than boys (106.91). It may therefore be concluded that MRS boys have lower career aspiration in comparison to girls.

Table 125 shows that the t-value (2.81) obtained for the mean scores comparison of career aspiration between Ashram school boys and girls is significant at 0.01 level of significance. It was found that the mean career aspiration score of girls (104.89) is greater than boys (100.32). It may therefore be concluded that Ashram school boys have lower career aspiration in comparison to girls.

Table 125 reveals that the t-value (0.482) obtained for the mean score comparison of career aspiration between EMRS boys and girls is not significant at 0.05 level of significance. It may therefore be concluded that career aspiration among EMRS boys and girls does not differ significantly.

Table 125 shows that the t-value (3.95) obtained for the mean scores comparison of career aspiration between tribal residential school boys and girls is significant at 0.01 level of significance. It was found that the mean career aspiration score of girls (108.98) is greater than boys (105.73). It may therefore be concluded that tribal residential school boys have lower career aspiration in comparison to girls.

Graphical representation of the comparison of mean career aspiration based on gender for the total sample, MRS, Ashram school and EMRS students given in figure 43.

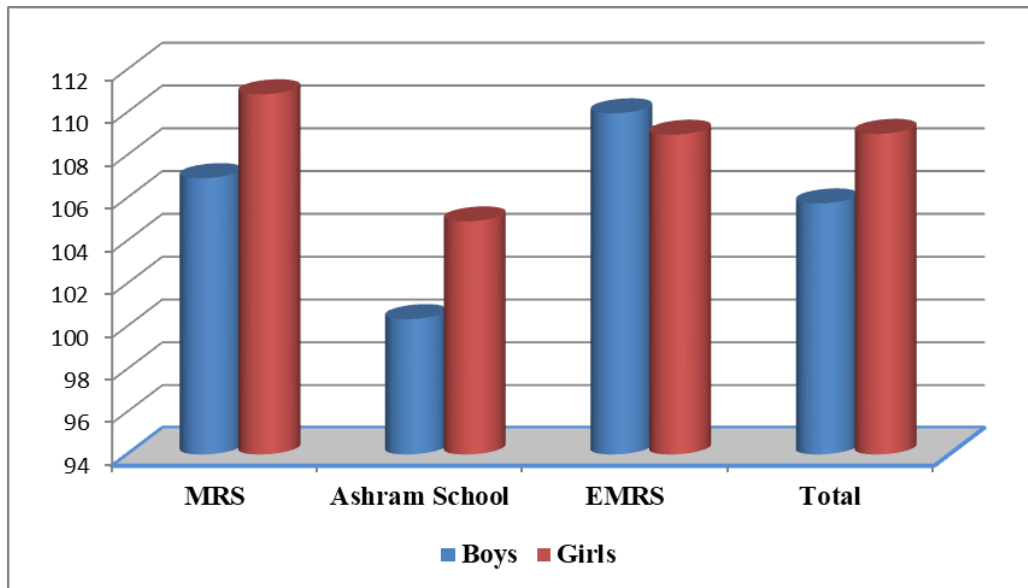


Figure 43: Graphical representation of comparison of mean career aspiration based on gender for the total sample, MRS, Ashram school and EMRS students

Analysis of Adjustment among Tribal Residential School Students

This section of analysis deals with the adjustment of tribal residential school students. Required data for the adjustment analyses was collected by using Adjustment inventory for school students by AKP Sinha & RP Singh (AISS, 1993). Low score in the adjustment inventory indicate high adjustment and high score in the inventory indicate low adjustment. Analysis of adjustment includes the level of adjustment among tribal residential school students and mean comparison based on type of school (MRS, Ashram school and EMRS) and gender.

Preliminary Analysis

The values of mean, median, mode, standard deviation, skewness and kurtosis of the data regarding Adjustment and its components of all the 520 students of tribal residential schools were calculated and these values are presented in table 126.

Table 126

Descriptive Statistics of the Scores of Adjustment and its Components of Tribal Residential School Students

Statistics	Adjustment	Emotional Adjustment	Social Adjustment	Educational Adjustment
Mean	39.01	12.32	11.52	15.17
Median	38.00	12.00	11.00	15.00
Mode	32.00	11.00	10.00	13.00
Std. Deviation	12.06	5.14	5.05	4.48
Skewness	.393	.471	.631	.340
Kurtosis	-.366	-.061	.266	.247

From table 126, the values of mean, median and mode of the variable of adjustment among tribal residential school students are 39.01, 38 and 32 respectively which are approximately equal to each other. The values of skewness and kurtosis for the same are 0.393 and -0.366 showing the distribution as positively skewed and leptokurtic.

The values of mean, median and mode of the variable of emotional adjustment among tribal residential school students are 12.32, 12 and 11 respectively which are approximately equal to each other. The values of skewness and kurtosis for the same are 0.471 and -0.061 showing the distribution as positively skewed and slightly deviated from mesokurtic.

The values of mean, median and mode of the variable of social adjustment among tribal residential school students are 11.52, 11 and 10 respectively which are approximately equal to each other. The values of skewness and kurtosis for the same are 0.631 and 0.266 showing the distribution as positively skewed and slightly deviated from leptokurtic.

The values of mean, median and mode of the variable of educational adjustment among tribal residential school students are 15.17, 15 and 13 respectively which are approximately equal to each other. The values of skewness and kurtosis for the same are 0.340 and 0.240 showing the distribution as positively skewed and slightly deviated from leptokurtic.

From the obtained values of mean, median, mode, skewness and kurtosis of adjustment and its components it can be concluded that distribution of scores of adjustment and its components are approximately normal. In addition to the indices provided in table, figure 44 shows histogram of the distribution with normal curve of adjustment and its components for the total sample.

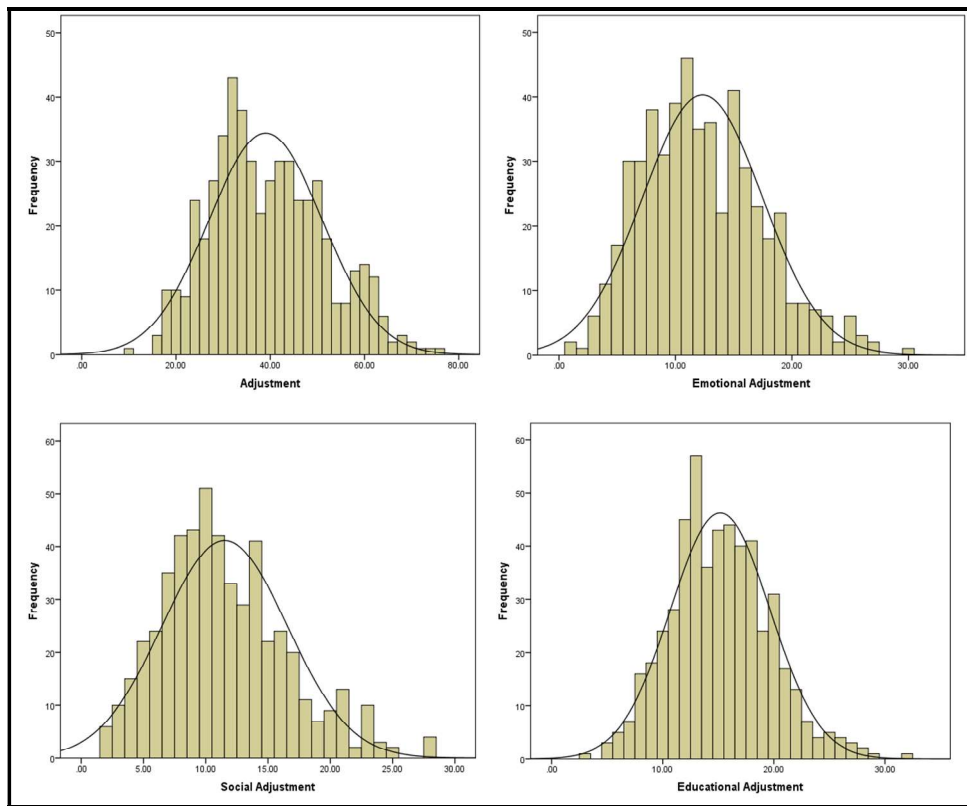


Figure 44: Histogram with the normal curve of the total scores on adjustment and its components

Level of Adjustment among Tribal Residential School Students

To find the level of adjustment and its components among tribal residential school students, percentage analysis was conducted. For this, the number and percentages of students included in each level of adjustment is calculated and tabulated.

Data and results of analysis of level of adjustment and its components among tribal residential school students for the total sample is presented in table 127.

Table 127

Data and Results of Analysis of Level of Adjustment and its Components for the Total sample

Si. No.	Level of Adjustment	Emotional Adjustment		Social Adjustment		Educational Adjustment		Adjustment	
		N	%	N	%	N	%	N	%
1	Extremely Unsatisfactory Adjustment	1	.2	0	0	0	0	0	0
2	Unsatisfactory Adjustment	13	2.5	4	.8	4	.8	0	0
3	Below Average Adjustment	29	5.6	30	5.8	36	6.9	16	3.1
4	Average/ Moderate Adjustment	155	29.8	134	25.8	240	46.2	193	37.1
5	Above-Average Adjustment	156	30.0	198	38.1	208	40.0	236	45.4
6	High Adjustment	146	28.1	138	26.5	31	6.0	74	14.2
7	Extremely High Adjustment	20	3.8	16	3.1	1	.2	1	.2
	Total	520	100	520	100	520	100	520	100

From table 127 it is clear that 45.4 percent of the tribal residential school students have an above average level of adjustment, 30 percent have above average level of emotional adjustment, 38.1 percent have above average level of social adjustment and 40 percent have above average level of educational adjustment. The remaining majority of the tribal residential school students are on the average and high level of adjustment category. The number of students included in extremely unsatisfactory adjustment, unsatisfactory adjustment and extremely high adjustment groups are few and far between.

Data and results of analysis of level of adjustment and its components among MRS students for the total sample is presented in table 128.

Table 128

Data and Results of Analysis of level of Adjustment and its Components Among MRS Students for the Total Sample

Si. No.	Level of Adjustment	Emotional Adjustment		Social Adjustment		Educational Adjustment		Adjustment	
		N	%	N	%	N	%	N	%
1	Extremely Unsatisfactory Adjustment	1	.3	0	0	0	0	0	0
2	Unsatisfactory Adjustment	4	1.3	1	.3	3	1.0	0	0
3	Below Average Adjustment	7	2.3	7	2.3	22	7.3	6	2.0
4	Average/ Moderate Adjustment	80	26.4	63	20.8	128	42.2	89	29.4
5	Above-Average Adjustment	88	29.0	120	39.6	129	42.6	153	50.5
6	High Adjustment	109	36.0	102	33.7	20	6.6	54	17.8
7	Extremely High Adjustment	14	4.6	10	3.3	1	.3	1	.3
Total		303	100	303	100	303	100	303	100

From table 128 it is clear that majority of MRS students, i.e., 29.4 percent have average/moderate level of adjustment, 26.4 percent have average/moderate level of emotional adjustment, 20.8 percent have average/moderate level of social adjustment, 42.2 percent have average/moderate level of educational adjustment and 50.5 percent have above-average level of adjustment, 29 percent have above-average level of emotional adjustment, 39.6 percent have above-average level of social adjustment, 42.6 percent have above-average level of educational adjustment. 17.8 percent students have high level of adjustment, 36 percent students have high level of emotional adjustment, 33.7 percent students have high level of social adjustment, and 6.6 percent students have high level of educational adjustment. The number of MRS students included in extremely unsatisfactory adjustment, unsatisfactory adjustment, below average adjustment and extremely high adjustment groups are few and far between.

Data and results of analysis of level of adjustment and its components among Ashram school students for the total sample is presented in table 129.

Table 129

Data and Results of Analysis of Level of Adjustment and its Components among Ashram School Students for the Total Sample

Si. No	Level of Adjustment	Emotional Adjustment		Social Adjustment		Educational Adjustment		Adjustment	
		N	%	N	%	N	%	N	%
1	Extremely Unsatisfactory Adjustment	0	0	0	0	0	0	0	0
2	Unsatisfactory Adjustment	7	5.3	2	1.5	0	0	0	0
3	Below Average Adjustment	16	12.0	18	13.5	9	6.8	5	3.8
4	Average/ Moderate Adjustment	46	34.6	46	34.6	78	58.6	75	56.4
5	Above-Average Adjustment	48	36.1	54	40.6	41	30.8	49	36.8
6	High Adjustment	15	11.3	12	9.0	5	3.8	4	3.0
7	Extremely High Adjustment	1	.8	1	.8	0	0	0	0
Total		133	100	133	100	133	100	133	100

Table 129 revealed that majority of Ashram school students, i.e., 56.4 percent students have average/moderate level of adjustment, 34.6 percent have average/moderate level of emotional adjustment, 34.6 percent have average/moderate level of social adjustment, 58.6 percent have average/moderate level of educational adjustment and 36.8 percent have above-average level of adjustment, 36.1 percent have above-average level of emotional adjustment, 40.6 percent have above-average level of social adjustment, 30.8 percent have above-average level of educational adjustment. The number of Ashram school students

included in extremely unsatisfactory adjustment, unsatisfactory adjustment and extremely high adjustment groups are few and far between.

Data and results of analysis of level of adjustment and its components among EMRS students for the total sample is presented in table 130.

Table 130

Data and Results of Analysis of Level of Adjustment and its Components among EMRS Students for the Total Sample

Si. No	Level of Adjustment	Emotional Adjustment		Social Adjustment		Educational Adjustment		Adjustment	
		N	%	N	%	N	%	N	%
1	Extremely Unsatisfactory Adjustment	0	0	0	0	0	0	0	0
2	Unsatisfactory Adjustment	2	2.4	1	1.2	1	1.2	0	0
3	Below Average Adjustment	6	7.1	5	6.0	5	6.0	5	6.0
4	Average/ Moderate Adjustment	29	34.5	25	29.8	34	40.5	29	34.5
5	Above-Average Adjustment	20	23.8	24	28.6	38	45.2	34	40.5
6	High Adjustment	22	26.2	24	28.6	6	7.1	16	19.0
7	Extremely High Adjustment	5	6.0	5	6.0	0	0	0	0
Total		84	100	84	100	84	100	84	100

Table 130 reveals that majority of EMRS students, i.e., 34.5 percent have average/moderate level of adjustment, 34.5 percent have average/moderate level of emotional adjustment, 29.8 percent have average/moderate level of social

adjustment, 40.5 percent have average/moderate level of educational adjustment and 40.5 percent have above-average level of adjustment, 23.8 percent have above-average level of emotional adjustment, 28.6 percent have above-average level of social adjustment, 45.2 percent have above-average level of educational adjustment. 19 percent students have high level of adjustment, 26.2 percent students have high level of emotional adjustment, 28.6 percent students have high level of social adjustment, and 7.1 percent students have high level of educational adjustment. The number of EMRS students included in extremely unsatisfactory adjustment, unsatisfactory adjustment, below average adjustment and extremely high adjustment groups are few and far between.

Comparison of adjustment and its components of tribal residential school students based on type of school

To find whether the type of school (MRS, Ashram school and EMRS) can significantly effect the adjustment and its components of tribal residential school students, one-way ANOVA was employed. The mean scores of adjustment and its components were compared among three groups (MRS, Ashram school and EMRS) of tribal residential school students, using one-way ANOVA to check whether there exists any significant difference among three groups. Results of the one-way ANOVA are given in table 131.

Table 131

ANOVA of Adjustment and its Components by Type of School among Tribal Residential School Students

Variable	Source of variance	Sum of Squares	df	Mean Square	F
Adjustment	Between Groups	6448.957	2	3224.478	
	Within Groups	69043.949	517	133.547	24.14**
	Total	75492.906	519		
Emotional Adjustment	Between Groups	994.774	2	497.387	
	Within Groups	12742.949	517	24.648	20.18**
	Total	13737.723	519		
Social Adjustment	Between Groups	1315.922	2	657.961	
	Within Groups	11901.923	517	23.021	28.58**
	Total	13217.844	519		
Educational Adjustment	Between Groups	171.502	2	85.751	
	Within Groups	10250.921	517	19.828	4.32*
	Total	10422.423	519		

** Indicate $p < .01$, * Indicate $p < .05$

Table 131 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on adjustment of tribal residential school students ($F(2,517) = 24.14, p < .01$). Mean scores of adjustment differ significantly among MRS ($M=36.55, SD=11.18$), Ashram school ($M = 44.89, SD = 11.40$) and EMRS ($M = 38.57, SD = 13.02$) groups.

Table 131 reveals that there is a significant effect of type of school (MRS, Ashram school and EMRS) on emotional adjustment of tribal residential school students ($F(2,517) = 20.18, p < .01$). Mean scores of emotional adjustment differ significantly among MRS ($M = 11.31, SD = 4.90$), Ashram school ($M = 14.59, SD = 4.86$) and EMRS ($M = 12.40, SD = 5.35$) groups.

Table 131 shows that there is a significant effect of type of school (MRS, Ashram school and EMRS) on social adjustment of tribal residential school students ($F(2,517) = 28.58, p < .01$). Mean scores of social adjustment differ significantly among MRS ($M = 10.39, SD = 4.40$), Ashram school ($M = 14.15, SD = 5.13$) and EMRS ($M = 11.42, SD = 5.56$) groups.

Table 131 reveals that there is a significant effect of type of school (MRS, Ashram school and EMRS) on educational adjustment of tribal residential school students ($F(2,517) = 4.32, p < .05$). Mean scores of educational adjustment differ significantly among MRS ($M = 14.86, SD = 4.58$), Ashram school ($M = 16.15, SD = 4.09$) and EMRS ($M = 14.75, SD = 4.54$) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table 132.

Table 132

Summary of Post Hoc test for Adjustment and its Components by Type of School among Tribal Residential School Students

Variable	Type of School		Mean Difference	Std. Error	P
Adjustment	MRS	Ashram school	-8.34	1.20	.001
	MRS	EMRS	-2.02	1.42	.368
	Ashram school	EMRS	6.32	1.61	.001
Emotional Adjustment	MRS	Ashram school	-3.28	.516	.001
	MRS	EMRS	-1.10	.612	.201
	Ashram school	EMRS	2.18	.692	.007
Social Adjustment	MRS	Ashram school	-3.77	.499	.001
	MRS	EMRS	-1.03	.591	.220
	Ashram school	EMRS	2.74	.669	.001
Educational Adjustment	MRS	Ashram school	-1.29	.463	.021
	MRS	EMRS	.111	.549	.980
	Ashram school	EMRS	1.40	.620	.079

Table 132 shows that there is a significant differences in adjustment for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level. It indicates that the mean scores on adjustment for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on adjustment for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on adjustment of students studying in Ashram schools ($M = 44.89$) is higher than mean score on adjustment of students studying in MRS ($M = 36.55$). Also, the mean score on adjustment of students studying in Ashram schools is higher than mean score on adjustment of students studying in EMRS ($M = 38.57$). It can be concluded that adjustment of Ashram school students

is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on adjustment of students studying in MRS and EMRS.

The result shows significant differences in emotional adjustment for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level. It indicates that the mean scores on emotional adjustment for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on emotional adjustment for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on emotional adjustment of students studying in Ashram schools ($M = 14.59$) is higher than mean score on emotional adjustment of students studying in MRS ($M = 11.31$). Also, the mean score on emotional adjustment of students studying in Ashram schools is higher than mean score on emotional adjustment of students studying in EMRS ($M = 12.40$). It can be concluded that emotional adjustment of Ashram school students is significantly lower than the MRS and EMRS students. There is no significant difference in mean scores on emotional adjustment of students studying in MRS and EMRS.

The result shows significant differences in social adjustment for students studying in MRS and Ashram school and Ashram school and EMRS at .01 level. It indicates that the mean scores on social adjustment for students studying in MRS and Ashram schools differ significantly from each other. Also, the mean score on social adjustment for students studying in EMRS and Ashram schools differ significantly from each other. The mean score on social adjustment of students studying in Ashram schools ($M = 14.15$) is higher than mean score on social adjustment of students studying in MRS ($M = 10.39$). Also, the mean score on social adjustment of students studying in Ashram schools is higher than mean score on social adjustment of students studying in EMRS ($M = 11.42$). It can be concluded that social adjustment of Ashram school students is significantly lower than the

MRS and EMRS students. There is no significant difference in mean scores on social adjustment of students studying in MRS and EMRS.

The result shows significant differences in educational adjustment for students studying in MRS and Ashram school at .05 level. It indicates that the mean scores on educational adjustment for students studying in MRS and Ashram schools differ significantly from each other. The mean score on educational adjustment of students studying in Ashram schools ($M = 16.15$) is higher than mean score on educational adjustment of students studying in MRS ($M = 14.86$). It can be concluded that educational adjustment of Ashram school students is significantly lower than the MRS students. There is no significant difference in mean scores on educational adjustment of students studying in MRS and EMRS and Ashram school and EMRS.

The mean plot of adjustment and its components based on type of school is presented in the figure 45.

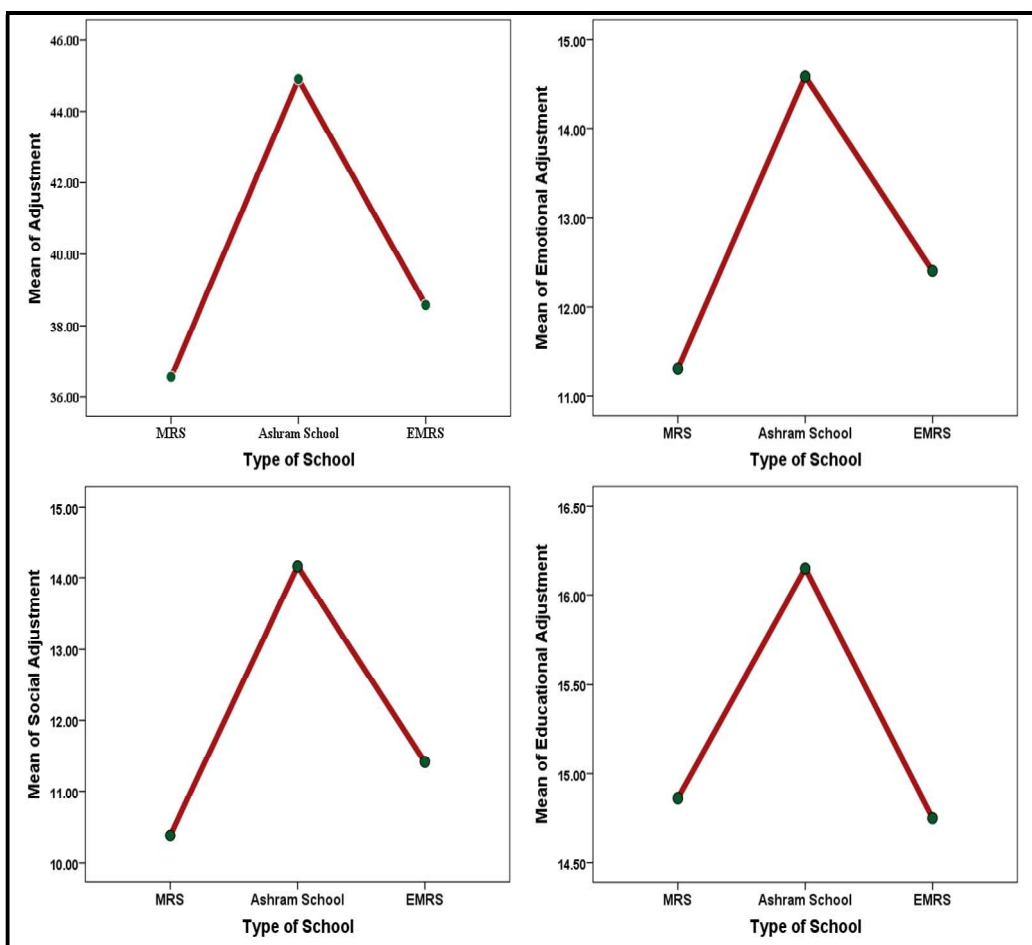


Figure 45: Mean plot of adjustment and its components based on type of school

Comparison of adjustment of tribal residential school students based on Gender

To find out the gender differences in the adjustment and its components of tribal residential school students, independent sample t-test was used. In this analysis, investigator examined how tribal residential school boys and girls differ in their adjustment and its components. Data and results of the mean comparison based on gender for the total sample, MRS students, Ashram school students and EMRS students given in table 133 , table 134, table 135 and table 136.

Table 133

Data and Results of Comparison of Adjustment of Tribal Residential School Students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t-value
Adjustment	Boys	235	39.62	11.70	1.05
	Girls	285	38.51	12.35	
Emotional Adjustment	Boys	235	12.37	5.23	.207
	Girls	285	12.28	5.08	
Social Adjustment	Boys	235	11.79	4.65	1.12
	Girls	285	11.29	5.35	
Educational Adjustment	Boys	235	15.46	4.75	1.33
	Girls	285	14.93	4.23	

Table 133 shows that there is no significant difference in the mean adjustment, emotional adjustment, social adjustment and educational adjustment scores of boys and girls of tribal residential schools at 0.05 level of significance. It may be concluded that adjustment, emotional adjustment, social adjustment and educational adjustment among tribal residential school boys and girls does not differ significantly.

Table 134

Data and Results of Comparison of Adjustment of MRS Students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t-value
Adjustment	Boys	139	39.51	12.40	4.26**
	Girls	164	34.05	9.38	
Emotional Adjustment	Boys	139	12.24	5.52	3.04**
	Girls	164	10.51	4.15	
Social Adjustment	Boys	139	11.22	4.63	3.09**
	Girls	164	9.68	4.08	
Educational Adjustment	Boys	139	16.04	5.10	4.15**
	Girls	164	13.86	3.83	

** Indicate $p < .01$

From table 134, it is clear that the t-value (4.26) obtained for the mean score comparison of adjustment between MRS boys and girls is significant at 0.01 level of significance. It was found that the mean adjustment score of girls (34.05) is less than boys (39.51). It may therefore be concluded that MRS boys have lower adjustment in comparison to girls.

Table 134 shows that the t-value (3.04) obtained for the mean scores comparison of emotional adjustment between MRS boys and girls is significant at 0.01 level of significance. It was found that the mean emotional adjustment score of girls (10.51) is less than boys (12.24). It may therefore be concluded that MRS boys have lower emotional adjustment in comparison to girls.

Table 134 reveals that the t-value (3.09) obtained for the mean score comparison of social adjustment between MRS boys and girls is significant at 0.01 level of significance. It was found that the mean social adjustment score of girls (9.68) is less than boys (11.22). It may therefore be concluded that MRS boys have lower social adjustment in comparison to girls.

Table 134 shows that the t-value (4.15) obtained for the mean score comparison of educational adjustment between MRS boys and girls is significant at 0.01 level of significance. It was found that the mean emotional adjustment score of girls (13.86) is less than boys (16.04). It may therefore be concluded that MRS boys have lower emotional adjustment in comparison to girls.

Table 135

Data and Results of Comparison of Adjustment of Ashram School Students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t-value
Adjustment	Boys	59	43.51	9.13	1.30
	Girls	74	46.00	12.89	
Emotional Adjustment	Boys	59	13.69	4.55	1.91
	Girls	74	15.30	5.01	
Social Adjustment	Boys	59	13.76	4.39	.814
	Girls	74	14.47	5.67	
Educational Adjustment	Boys	59	16.05	3.57	.250
	Girls	74	16.23	4.48	

Table 135 shows that there is no significant difference in the mean adjustment, emotional adjustment, social adjustment and educational adjustment scores of boys and girls of Ashram schools at 0.05 level of significance. . It may be concluded that adjustment, emotional adjustment, social adjustment and educational adjustment among Ashram school boys and girls does not differ significantly.

Table 136

Data and Results of Comparison of Adjustment of EMRS Students based on Gender

Variables	Gender	N	Mean	Std. Deviation	t-value
Adjustment	Boys	37	33.86	10.35	3.19**
	Girls	47	42.28	13.79	
Emotional Adjustment	Boys	37	10.76	4.69	2.58**
	Girls	47	13.70	5.53	
Social Adjustment	Boys	37	10.76	4.29	1.01
	Girls	47	11.94	6.38	
Educational Adjustment	Boys	37	12.35	3.87	4.84**
	Girls	47	16.64	4.15	

** Indicate $p < .01$

From table 136, it is clear that the t-value (3.19) obtained for the mean score comparison of adjustment between EMRS boys and girls is significant at 0.01 level of significance. It was found that the mean adjustment score of girls (42.28) is higher than boys (33.86). It may therefore be concluded that EMRS girls have lower adjustment in comparison to boys.

Table 136 shows that the t-value (2.58) obtained for the mean scores comparison of emotional adjustment between EMRS boys and girls is significant at 0.01 level of significance. It was found that the mean emotional adjustment score of girls (13.70) is higher than boys (10.76). It may therefore be concluded that MRS girls have lower emotional adjustment in comparison to boys.

Table 136 reveals that the t-value (1.01) obtained for the mean score comparison of social adjustment between EMRS boys and girls is not significant at 0.05 level of significance. It may therefore be concluded that social adjustment among EMRS boys and girls does not differ significantly

Table 136 shows that the t-value (4.84) obtained for the mean score comparison of educational adjustment between EMRS boys and girls is significant at 0.01 level of significance. It was found that the mean educational adjustment score of girls (16.64) is higher than boys (12.35). It may therefore be concluded that EMRS girls have lower educational adjustment in comparison to boys.

Analysis of Dropout rate in Tribal Residential Schools

This section focused to analyse the dropout of students from tribal residential school. For this purpose the dropout of the students from residential school in the academic year from 2013-14 to 2017-18 were accurately studied. Data obtained from 8 Model residential schools and 4 Ashram schools were used for the analysis. Data and results of the dropout of the students from tribal residential school is presented in table 137.

Table 137

Data and Results of the Dropout of Tribal Residential School Students in the Academic Year 2013-14 to 2017-18

Si No.	Academic year	Lower primary	Upper primary	High school	Total
1	2013-14	34	31	16	81
2	2014-15	16	22	14	52
3	2015-16	34	34	23	91
4	2016-17	26	38	31	95
5	2017-18	16	16	24	56
	Total	126	141	108	375

Table 137 revealed that a total of 375 students have dropped out from the tribal residential schools during the academic year 2013-14 to 2017-18. A total of

126 students from the lower primary level and, 141 students from the upper primary level and 108 students from the high school level were dropout from school. The highest dropout rate was in the 2016-17 academic year (N=95) and in this academic year, 38 students from upper primary level, 31 students from high school level and 26 students from lower primary level were dropout from the school. The lowest dropout rate was in the 2014-15 academic year (N=52).

The graphical representation of the results of analysis of the dropout of tribal residential school students in the academic year 2013-14 to 2017-18 is presented in figure 46.

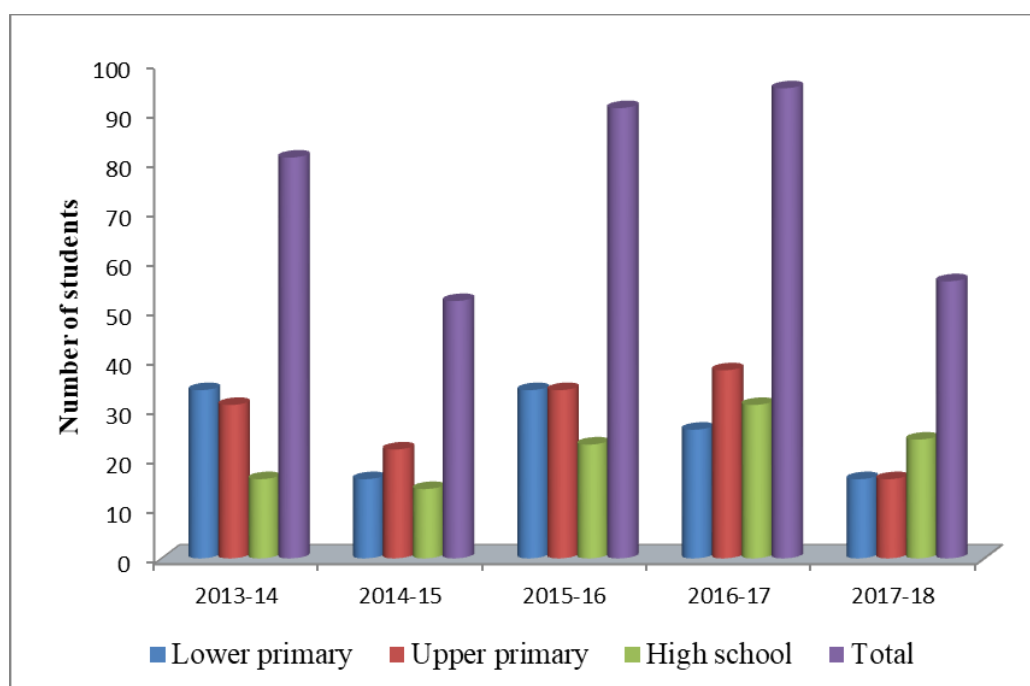


Figure 46: Graphical representation of the results of analysis of the dropout of tribal residential school students in the academic year 2013-14 to 2017-18

Data and results of the dropout of the students from 8 Model residential schools is presented in table 138.

Table 138

Data and Results of the Dropout of Model Residential School Students in the Academic Year 2013-14 to 2017-18

Si No.	Academic year	Upper primary	High school	Total
1	2013-14	15	8	23
2	2014-15	8	7	15
3	2015-16	16	10	26
4	2016-17	19	14	33
5	2017-18	2	10	12
	Total	60	49	109

Table 138 revealed that a total of 109 students have dropped out from the Model residential schools during the academic year 2013-14 to 2017-18. A total of 60 students from the upper primary level and 49 students from the high school level were dropout from school. The dropout rate of the upper primary students is higher than that of high school students. The highest dropout rate was in the 2016-17 academic year (N=33) and in this academic year, 19 students from upper primary level and 14 students from high school level were dropout from the school. The lowest dropout rate was in the 2017-18 academic year (N=12).

The graphical representation of the results of analysis of the dropout of Model residential school students in the academic year 2013-14 to 2017-18 is presented in figure 47.

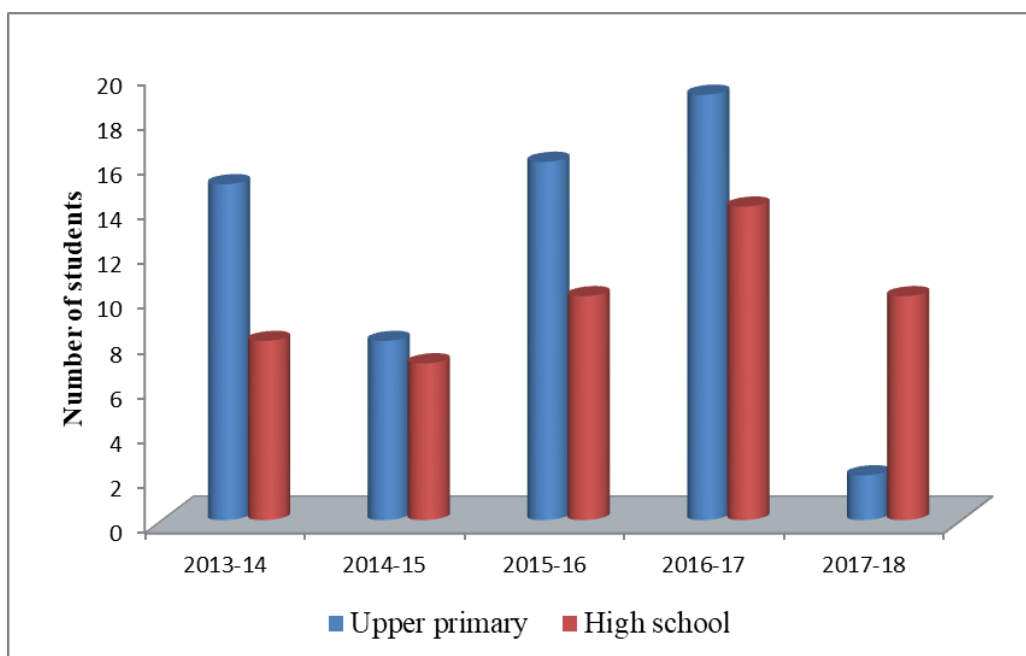


Figure 47: Graphical representation of the results of analysis of the dropout of Model residential school students in the academic year 2013-14 to 2017-18

Data and results of the dropout of the students from Ashram school is presented in table 139.

Table 139

Data and Results of the Dropout of Ashram School Students in the Academic year 2013-14 to 2017-18

Si No	Academic year	Lower primary	Upper primary	High school	Total
1	2013-14	34	16	8	58
2	2014-15	16	14	7	37
3	2015-16	34	18	13	65
4	2016-17	26	19	17	62
5	2017-18	16	14	14	44
	Total	126	81	59	266

Table 139 revealed that a total of 266 students have dropped out from the Ashram schools during the academic year 2013-14 to 2017-18. A total of 126 students from the lower primary level and, 81 students from the upper primary level and 59 students from the high school level were dropout from school. It is evident from the results that high dropout rate is observed in lower classes. The highest dropout rate was in the 2015-16 academic year (N=65) and in this academic year, 34 students from lower primary level, 18 students from upper primary level and 13 students from high school level were dropout from the school. The lowest dropout rate was in the 2014-15 academic year (N=37).

The graphical representation of the results of analysis of the dropout of Ashram school students in the academic year 2013-14 to 2017-18 is presented in figure 48.

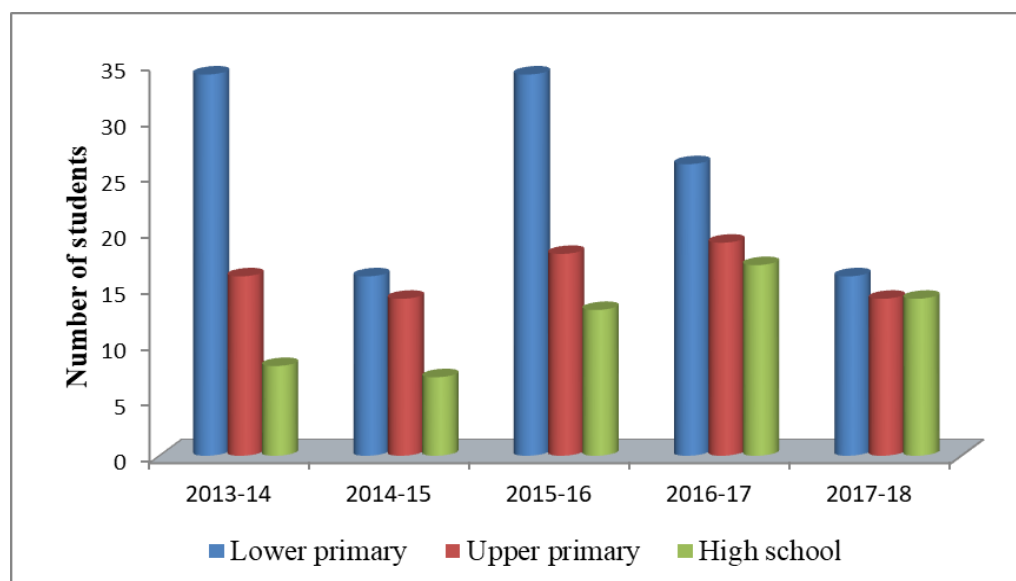


Figure 48: Graphical representation of the results of analysis of the dropout of Ashram school students in the academic year 2013-14 to 2017-18

Data and results of the comparison of dropout rate of Model residential school and Ashram school students is presented in table 140.

Table 140

Data and Results of the Comparison of Dropout rate of MRS and Ashram school Students in the Academic Year 2013-14 to 2017-18

Si No	Academic year	MRS	Ashram school
1	2013-14	23	58
2	2014-15	15	37
3	2015-16	26	65
4	2016-17	33	62
5	2017-18	12	44
Total		109	266

It is clear from the table 140 that the Ashram school and MRS school have a definite difference in the dropout rate. The dropout rate in Ashram school is higher than in MRS schools. In the academic year 2013-14 to 2017-18, the number of students who dropped out was 266 in the Ashram schools and 109 in the MRS schools. The average dropout rate of Ashram school is comparatively higher than that of MRS. An average of 22 students per year are dropout from MRS and it is 53 at Ashram schools. Average dropout from one MRS per year is 2.75 and that of Ashram school is 13.25.

The graphical representation of the results of analysis of the comparison of dropout of MRS and Ashram school students in the academic year 2013-14 to 2017-18 is presented in figure 49.

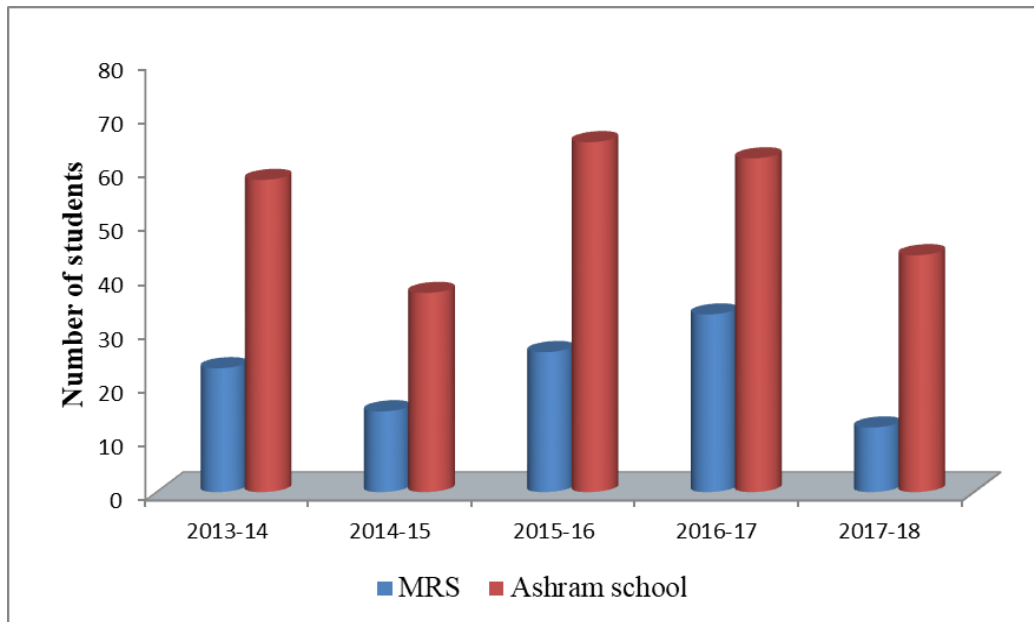


Figure 49: Graphical representation of the results of analysis of the comparison of dropout of MRS and Ashram school students in the academic year 2013-14 to 2017-18.

Chapter V

***SUMMARY OF MAJOR FINDINGS,
CONCLUSIONS AND SUGGESTIONS***

- **Study in Retrospect**
- **Major Findings of the Study**
- **Tenability of Hypotheses**
- **Conclusion**
- **Educational Implications**
- **Suggestions for Further Research**

Study in Retrospect

The various aspects in the different stage of the present investigations like the statement of the problem, variables, objectives, hypotheses, methodology used are viewed retrospectively.

Restatement of the Problem

The present study is entitled as "**Analysis of status of tribal students in selected aspects and functioning of tribal residential schools in Kerala**"

Variables of the Study

The criterion and classificatory variables of the present study are as follows

Criterion Variables

1. Fundamental Knowledge in Language
2. Fundamental Knowledge in Social Science
3. Fundamental Knowledge in Basic Science
4. Fundamental Knowledge in Mathematics
5. Career Aspiration
6. Adjustment
7. Academic performance

Classificatory Variable

1. Gender
2. Type of residential school
3. Subject of Study

Objectives of the Study

Objectives of this study categorized into two, viz. general objectives and specific objectives.

General Objectives of the Study

1. To analyse the functioning of tribal residential schools in Kerala.
2. To analyse the status of tribal residential school students in selected aspects.

The following specific objectives have been formulated in order to reach the above general objectives.

Specific Objectives of the Study

1. To study the perception of students regarding the functioning of tribal residential school.
2. To study the perception of teachers regarding the functioning of tribal residential school.
3. To study the perception of the head of the institution and senior superintendent regarding the functioning of tribal residential school.
4. To study the perception of alumni regarding the functioning of tribal residential school.
5. To measure the level of Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students for the total sample and relevant subsamples viz. gender and type of school.
6. To find out whether there exists any significant difference in Fundamental Knowledge in Language, Social science, Basic Science and Mathematics among tribal residential school students based on relevant subsamples viz. gender and type of school.

7. To assess the level of Career Aspiration among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
8. To find out whether there exists any significant difference in Career Aspiration among tribal residential school students based on relevant subsamples gender and type of school.
9. To analyse the level of Adjustment and its component among tribal residential school students for the total sample and relevant subsamples based on gender and type of school.
10. To find out whether there exists any significant difference in Adjustment and its components among tribal residential school students based on relevant subsamples viz. gender and type of school.
11. To compare the academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.
12. To analyse the dropout of the students from tribal residential schools.

Hypotheses of the Study

1. There exist no significant difference in the mean scores of Fundamental Knowledge in Language of tribal residential school students based on the subsamples gender and type of school.
2. There exist no significant difference in the mean scores of Fundamental Knowledge in Social Science of tribal residential school students based on the subsamples gender and type of school.
3. There exist no significant difference in the mean scores of Fundamental Knowledge in Basic Science of tribal residential school students based on the subsamples gender and type of school.

4. There exist no significant difference in the mean scores of Fundamental Knowledge in Mathematics of tribal residential school students based on the subsamples gender and type of school.
5. There exist no significant difference in Career Aspiration of tribal residential school students based on the subsamples gender and type of school.
6. There exist no significant difference in Adjustment and its components of tribal residential school students based on the subsamples gender and type of school.
7. There exists no significant difference in academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.

Methodology

Below is a brief description of different aspects of methodology like research design, sample selected for the study, the tool used for the data collection and statistical techniques used for data analysis.

Design of the Study

The investigator used the descriptive survey method to conduct study. Nature of the study is both qualitative and quantitative.

Sample of the Study

The study is conducted among stakeholders viz. students, teachers, senior superintend, head of institution and old students of tribal residential schools in Kerala. Data were collected from 17 tribal residential schools out of 20 schools in Kerala. Various sampling techniques are available to draw the sample from the population. In the present study, the investigator adopted multi stage sampling technique followed by stratified random sampling and convenience sampling as

sampling techniques based on the nature of the sample. A total of 2315 respondents participated in the present study. Distribution of strength of various samples selected for the study is as follows.

562 VIIIth Standard students
415 IXth standard students
520 Xth standard students
97 Teachers
575 Higher secondary students
10 Senior superintend
14 Headmaster/ mistress
122 Alumni

Tools Used for the Study

Following tools were used for the data collection

1. Questionnaire on functioning of tribal residential schools for Teachers (Saleem & Muneer, 2018)
2. Questionnaire on functioning of tribal residential schools for Students (Saleem & Muneer, 2018)
3. Interview schedule on functioning of tribal residential schools for Senior superintend (Saleem & Muneer, 2018)
4. Interview schedule on functioning of tribal residential schools for Headmaster/mistress (Saleem & Muneer, 2018)
5. Questionnaire on functioning of tribal residential schools for Alumni (Saleem & Muneer, 2018)
6. Fundamental knowledge test in Language (Saleem & Muneer, 2018)
7. Fundamental knowledge test in Social Science (Saleem & Muneer, 2018)
8. Fundamental knowledge test in Basic Science (Saleem & Muneer, 2018)

9. Fundamental knowledge test in Mathematics (Saleem & Muneer, 2018)
10. Career Aspiration Scale (Saleem & Muneer, 2018)
11. Adjustment inventory for school students (AKP Sinha & RP Singh, 1993)
12. School data profile (Saleem & Muneer, 2018)

Statistical Techniques Used

Along with the descriptive statistics following statistical techniques were used for data analysis

1. Percentage analysis
2. Two-tailed test of significance of the difference between mean scores of large independent samples
3. One way ANOVA

Major Findings of the Study

Major findings of the present study are presented under relevant headings.

Perception of Teachers on the Functioning of Tribal Residential School

1. 22.7 percent of teachers commented that they are unaware of the scheduled tribe development schemes/programmes. Only 22.7 percent of teachers are responded that they are aware of the all the tribal development programmes and 60 percent of them have low level of awareness on tribal development programmes
2. According to 78.4 percent of tribal residential school teachers, the educational backwardness of STs is due to issues in between parents. 75.3 percent opined that financial hardship and 62.9 percent opined that lack of parental interest in education is the reasons for the backwardness.

3. 92.8 percent teachers responded that they are facing difficulties due to the educational backwardness of students, 84.5 percent facing the problem of diverse cultural and social background of students and 80.4 percent facing dropout problems
4. Only 13.4 percent of the tribal residential school teachers thinking about leaving school. 85 percent of the teachers commented that they are satisfied with the residential school life. 46.4 percent of teachers commented that lack of wages for additional work, 38.4 percent commented that the lack of adequate lodging facility and 30.7 percent commented that work load are the reason for the dissatisfaction.
5. Teachers responded that they are facing many problems related to teaching-learning process. 99 percent of teachers are facing lack of active participation of students in class room activities, 96 percent teachers needed more time to teach the lessons to students, 86.6 percent of teachers are facing the problem of students unfamiliarity with the situations given in the text book and 84 percent teachers are facing the problem of lack of facilities to ensure the higher education of students.
6. 76.6 percent teachers opined that tribal students have negative attitude towards learning and 75.3 percent opined that free programmes offered by the governments develops dependency among tribal students. Discipline related problems have not been experienced by teachers in class room.
7. 17.5 percent of tribal residential school teachers opinioned that they are facing language difficulties in the class room. It is 30.8 percent among ashram school teachers. Most of the language problems are experienced by the teachers of the ashram school. Teachers commented that language problem is more prevalent at the primary level. Most teachers commented

that Language is often seen as a problem when delivering text book contents to children.

8. 46.4 percent of tribal residential school teachers responded that they were using same teaching methods in tribal residential schools as in general class rooms. Teachers commented that, lessons are presented in relation to tribal situations, giving emphasis on individualized attention, activity based classes, night classes, remedial teachings etc. are some additional measures used in class room.
9. Regarding the additional support by teachers, 97.9 percent teachers ensuring the availability of learning material for students, 93.8 percent teachers using new technologies in the class room, 96.9percent of teachers provide facilities such as laboratory, library etc., 87.7 percent of teachers pay special attention to backward students, 81.4 percent of teachers support the development of extracurricular skills in children and 81.4 percent of teachers organize programs that help personality development of students.
10. Around 60.8 percent of the teachers said that they are tried to study the cause of the social backwardness of the scheduled tribes.
11. 48.5 percent of the teacher's opined that tribal residential schools have not achieved its full goal. 37.1 percent of teachers responded that lack of proper career guidance is the reason for this. According to 34 percent of teachers, the main reason is the lack of proper training in lower classes and about 20.6 percent teachers commented that activities aimed at only 100percent success in SSLC exam is reason for this.
12. More than 60 percent of teachers perceived that tribal residential school was only partially successful in preventing dropouts, ensuring employment for students, cultural uplift, capacity building in students, achieve higher education, educational development.

13. Teachers responded that activities like distribution of learning materials (99 %), night classes/study (95.9 %), appointment of teachers (95.9 %), teacher service in night classes (97.9 %), teachers' participation in extracurricular activities (96.9 %), cooperation of tribal development department (93.9 %) and special training for students who are lagging behind in their studies (90.7 %) are going good at tribal residential schools.
14. 94.8 percent teachers responded that they are satisfied with lighting and ventilation in the class room, 90.7 percent satisfied with library facilities, 82.5 percents satisfied with school building and class room furniture, 81.5 percent satisfied with the staff room and furniture, 85.5 percent satisfied with the computer lab and 80.5 percent satisfied with science lab.
15. 90. 7 percent of teachers responded that facilities to provide the necessary direction for children who completed residential school education are very important for the goal attainment of the tribal residential schools.
16. 81.4 percent of teachers said they needed special training programs to teach ST students and 77.3 percent of teachers said that the appointment of teachers with an interest in ST students was important in progress of tribal residential schools.

Perception of Students on the Functioning of Tribal Residential School

1. 60 percent of tribal residential school students said that they came to know about residential school from their family members and 16.9 percent of students came to know about tribal school from tribal promoters.
2. 83.6 percent of tribal residential schools students responded that they selected tribal residential school because of the availability of good education. 51.6 percent of students responded that they chose school because it was free of cost. 43.9 percent of the respondents said that they chose

school because it has residential facilities, while 37.1 percent responded that they chose school because they did not have study facility at home.

3. 100 percent of students are responded that distribution of learning material is good in schools. 99.5 percent responded service of MCRT, 98.8 percent responded library facility and computer lab facility and around 95 percent responded that service of care taker, science lab and service of counselor are good.
4. Around 90 percent of students commented that they are effectively utilizing the facilities like computer lab, play ground, play equipments, newspapers, library books, science lab and night learning facility.
5. 80 percent of students said that they are actively participating in student police cadet (SPC), school fine arts, school sports meet and day celebrations. There has been a decline in the number of students who participate very well in club activities, Vidhyarangam kala sahithyavedhi and Sargolsavam. More than 90 percent students commented that schools do not have facilities like NCC, Red Cross, NGC and scout and guides
6. Nearly 90 percent students are responded that they are completely satisfied with the facilities like class room, science lab, computer lab, hostel room and food. Around 40 percent students responded that they are not satisfied with the facilities like toilets, play ground and distribution of play equipments. Patient care, freedom in the hostel and behavior of the hostel staff.
7. 83.7 percent students responded that they need opportunity to participate in festivals in the hamlets. 68.7 percent of the students responded that they require facility to use internet in computer lab. 58 percent responded that they wish to get more freedom in school. 52.3 percent students responded that they need teachers who know their language. Many students commented that they required more facilities for visitors and study facilities in hostel.

8. 19.5 percent of tribal residential school students pointed out that they had language problems at school. 8.8 percent MRS students, 37.7 percent Ashram school and 15.3 percent EMRS students responded that they face language related problems in school. 56.8 percent students responded that they faced language difficulty at LP level and 61.7 percent faced at UP level. Students responded that major language related problems are difficult to talk with the teacher and difficult to read the textbook
9. 73.7 percent of the respondents are agreed that they found it difficult to understand what teachers are saying in class. 82.4 percent of respondents said that they need more time to understand the lessons. 79.5 percent of respondents said it was difficult for them to do the activities provided in the textbook. 74.3 percent of respondents said that they were unable to relate the context of the lesson to everyday life.
10. 33.7 percent of the students responded that they faced painful behavior from teachers in the class room and 39.3 percent students feel that teachers think they are disobedient, when they talk about their problems and grievances.
11. 78.1 percent of students responded that math is a difficult subject. 60.5 percent of students commented that Hindi and 56.6percent of students commented that English was the most difficult subject

Perception of Head Master/Mistress on Functioning of Tribal Residential Schools

1. Around 85 percent of the head masters/mistress responded that they are satisfied with the available teaching post, teachers work load and teachers salary.

2. 71.4 percent of the head masters/mistress commented that they are not completely satisfied with the accommodation facility available for the teachers.
3. 50 percent of the Head masters/mistresses shared concern about the suitability of the curriculum and the presence of two government departments in the school.
4. 85.7 percent of the head masters/mistresses responded that assistance from the government foster a sense of dependency among the schedule tribe student.
5. 60 percent of the head masters/mistresses said that there is no organized facility for ensuring the continued study of students who are completing residential school.
6. All head masters/mistresses shared that school organises many programmes for the social and psychological development of students.
7. Head masters/mistresses commented that lack of basic concepts in children, disobedience and indiscipline from students, more time needed for teaching, the delay in returning students to school after the holidays, destructive behavior in students, slow learning, the tendency to use substances among students in higher grades are the problems faced by the them

Perception of Senior Superintendent on Functioning of Tribal Residential Schools

1. 100 percent of the senior superintendents are responded that they are satisfied with the school building, hostel building, available teaching staff and distribution of study materials. 90 percent of them are satisfied with the available non-teaching posts and fund allocation

2. 90 percent of the senior superintendents agreed that assistance from the government seem to foster a sense of dependency among the schedule tribe student.
3. 70 percent of the senior superintendents stated that they do not organize programmes that maintain the cultural dimension of the STs.
4. 80 percent senior superintendents have suggested that residential school require special curriculum.
5. All Senior Superintendents are of the opinion that more residential schools should be opened.
6. The senior superintendents commented that the school has organized many programs for the holistic development of the students. Programmes like Night study, special tuition, participation in shashtra bodhini projects, sargolsavam, kalikkalam, gothravani- school radio, special training for sports items like hockey, archery, badminton, swimming etc., special teachers for music and music instruments etc. were organized for the all round development of students.
7. In the opinion of senior superintendents lack of proper master plan, programmes are planned for all schools regardless of the specificity of each school, problems related to the infrastructural facilities, the minimal chances of cultural exchange, mode of teacher appointment are the some issues related to the tribal residential schools.

Perception of Alumni on the Functioning of Tribal Residential

1. 74.6 percent of the alumni commented that they are satisfied with the education they got from residential school.
2. 64.8 percent of the alumni shared the concerned that tribal residential school students miss the opportunity to learn the unique heritage of STs.

3. 41 percent of the alumni shared that they faced language problem during residential school life.
4. 53.3 percent of alumni responded that they faced adjustment problem while enrolling in higher education.
5. 55.7 percent alumni responded that they had confusion about higher education after residential school life.
6. 84.4 percent alumni commented that higher education requires residential institutions.
7. Tribal residential school alumni responded that Lack of infrastructural facilities, bad behaviour on the part of the hostel staff, unnecessary conflicts between students, lack of freedom, lack of contact with the outside world etc. are the some of the problems that faced by them during residential school period.

Assessment of Condition of Facilities and Services Available in Tribal Residential Schools

1. Majority of the schools have good infra structural facilities like school building, class room, staff room, office room, library, smart class room, drinking water, study hall, sick room, boundary wall(hostel)
2. For some schools, infrastructural facilities, such as boundary wall(school), auditorium, play ground are bad
3. For many schools, facilities like laboratory, hostel building, hostel facilities, staff quarters and hostel hygiene are average in quality.
4. For majority of schools, the services like service of MCRT, service of counselor, food, distribution of learning aids, study tour, club activities, sargolssavam & school youth festival, sports meets and phone facility are good.

Fundamental Knowledge among tribal residential school students

1. 59.8 percent of the tribal residential school students possess poor and 28.6 percent of students possess average level of fundamental knowledge in Language.
2. There is a significant effect of type of school on fundamental knowledge in Language of tribal residential school students ($F(2,420) = 28.80, p < .01$). Fundamental knowledge in language of ashram school ($M=11.67$) students is significantly lower than the MRS ($M=15.84$) and EMRS ($M= 13.58$) students.
3. There exist a significant difference between the mean scores of fundamental knowledge in Language of boys and girls for total sample ($t= 5.04$) and MRS ($t = 6.19$) students.
4. There is no significant difference between the mean scores of fundamental knowledge in Language of boys and girls for EMRS ($t= 1.73$) and Ashram school ($t = 0.786$) students.
5. 54.6 percent of the tribal residential school students possess poor and 32.1 percent possess average level of fundamental knowledge in Social Science.
6. There is a significant effect of type of school on fundamental knowledge in Social Science of tribal residential school students ($F(2,501) = 40.49, p < .01$). Fundamental knowledge in social science of ashram school ($M= 12.23$) students is significantly lower than the MRS ($M=16.52$) and EMRS ($M= 16.30$) students.
7. There exist a significant difference between the mean scores of fundamental knowledge in Social Science of boys and girls for total sample ($t= 4.34$) and MRS ($t = 6.01$) students.

8. There is no significant difference between the mean scores of fundamental knowledge in Social Science of boys and girls for EMRS ($t = .783$) and Ashram school ($t = 0.139$) students.
9. 53.1 percent of the tribal residential school students possess poor and 38.2 percent possess average level of fundamental knowledge in Basic Science.
10. There is a significant effect of type of school on fundamental knowledge in Basic Science of tribal residential school students ($F(2,432) = 30.31, p < .01$). Fundamental knowledge in Basic Science of ashram school ($M = 12.77$) students is significantly lower than the MRS ($M = 16.30$) and EMRS ($M = 16.82$) students.
11. There exist a significant difference between the mean scores of fundamental knowledge in Basic Science of boys and girls for MRS ($t = 3.65$) and EMRS ($t = 2.06$) students.
12. There is no significant difference between the mean scores of fundamental knowledge in Basic Science of boys and girls for total sample ($t = 1.07$) and Ashram school ($t = 1.92$) students.
13. 65.8 percent of the tribal residential school students possess poor and 22.6 percent very poor level of fundamental knowledge in Mathematics.
14. There is a significant effect of type of school on fundamental knowledge in Mathematics of tribal residential school students ($F(2,488) = 11.72, p < .01$). Fundamental knowledge in Mathematics of ashram school ($M = 5.45$) students is significantly lower than the MRS ($M = 6.76$) and EMRS ($M = 6.63$) students.
15. There exist a significant difference between the mean scores of fundamental knowledge in Mathematics of boys and girls of MRS ($t = 2.50$) students.

16. There is no significant difference between the mean scores of fundamental knowledge in Mathematics of boys and girls for total sample ($t= 1.22$), EMRS ($t=.658$) and Ashram school ($t = 1.15$) students.

Comparison of Academic Performance of Residential and Non Residential School Tribal Students

1. There exist no significant difference in the Academic Performance of Science stream students between students who are studied in tribal residential school and those who are not studied in tribal residential school for total sample ($t=.073$), Boys ($t= .606$) and Girls ($t = 1.08$).
2. There exist no significant difference in The Academic Performance of Humanities stream students between students who are studied in tribal residential school and those who are not studied in tribal residential school for total sample ($t=.313$), Boys ($t = .864$) and Girls ($t =.574$).
3. There exist no significant difference in the Academic Performance of Commerce stream students between students who are studied in tribal residential school and those who are not studied in tribal residential school for total sample ($t= .328$), Boys ($t = 1.69$) and Girls ($t = 1.53$).

Career Aspiration among Tribal Residential School Students

1. 39 percent of the tribal residential school students have high and 60.9percent have average level of career aspiration. 44.9 percent of the MRS students have high and 54.8 percent have average level of career aspiration. 80.5 percent of the ashram school students have average level of career aspiration. 50 percent of the EMRS students have high and 50 percent have average level of career aspiration.
2. There exists a significant difference between the mean scores of career aspiration of MRS, ashram school and EMRS students. Career aspiration of

ashram school ($M=102.86$) students is significantly lower than the MRS ($M=109.03$) and EMRS ($M=109.38$) students.

3. There exist a significant difference in the career aspiration ($t=3.95$) between boy and girls of tribal residential school students.
4. There exist a significant difference in the career aspiration ($t=3.98$) between boy and girls of MRS students.
5. There exist a significant difference in the career aspiration ($t=2.81$) between boy and girls of ashram school students.
6. There is no significant difference in the career aspiration ($t=.482$) between boy and girls of EMRS students.

Adjustment among Tribal Residential School Students

1. 37.1 percent of tribal residential school students have average level of adjustment and 45.4 percent of students have above average level of adjustment. Only 14.2 percent students have high adjustment and only 0.2 percent students have extremely high adjustment.
2. 29.4 percent of MRS students have average level of adjustment and 50.5 percent of students have above average level of adjustment. Only 17.8 percent students have high adjustment and only 0.3 percent students have extremely high adjustment.
3. 56.4 percent of ashram school students have average level of adjustment and 36.8 percent of students have above average level of adjustment. Only 3 percent students have high adjustment and no students have extremely high adjustment.
4. 34.5 percent of EMRS students have average level of adjustment and 40.5 percent of students have above average level of adjustment. Only 19 percent

students have high adjustment and no students have extremely high adjustment.

5. There exist a significant difference in the mean scores of adjustment of MRS, ashram school and EMRS students ($F(2,517) = 24.14, p < .01$). Adjustments of ashram school ($M = 44.89$) students are significantly lower than the MRS ($M=36.55$) and EMRS ($M = 38.57$) students.
6. There exist a significant difference in the mean scores of emotional adjustment ($F(2,517) = 20.18, p < .01$), social adjustment ($F(2,517) = 28.58, p < .01$) and educational adjustment ($F(2,517) = 4.32, p < .05$) of MRS, ashram school and EMRS students.
7. There is no significant difference in the adjustment ($t=1.05$), emotional adjustment ($t=.207$), social adjustment ($t=1.12$) and educational adjustment ($t=1.33$) between boy and girls of tribal residential school students.
8. There exist a significant difference in the adjustment ($t=4.26$), emotional adjustment ($t=3.04$), social adjustment ($t=3.09$) and educational adjustment ($t=4.15$) between boy and girls of MRS students.
9. There is no significant difference in the adjustment ($t=1.30$), emotional adjustment ($t=1.91$), social adjustment ($t=.814$) and educational adjustment ($t=.250$) between boy and girls of ashram school students.
10. There exist a significant difference in the adjustment ($t=3.19$), emotional adjustment ($t=2.58$) and educational adjustment ($t=4.84$) between boy and girls of EMRS students. There is no significant difference in the social adjustment ($t=1.01$) between boy and girls of EMRS students.

Dropout from residential school

1. Dropout analysis showed that per year an average of 75 students is dropout from tribal residential school. Around 70 % dropouts happened in primary classes.
2. Dropout rate of ashram school is comparatively higher than that of MRS. An average of 22 students per year are dropout from MRS and it is 53 at ashram schools. Average dropout from one MRS per year is 2.75 and that of ashram school is 13.25.

Tenability of Hypotheses

Based on the finding of the study, the tenability of the hypotheses were tested.

Hypotheses I : There exist no significant difference in the mean scores of Fundamental Knowledge in Language of tribal residential school students based on the subgroups gender and type of school.

From the results shows that there exist a significant difference in the mean scores of fundamental knowledge in language of tribal residential school students based on type of school. There exist a significant difference between the mean scores of fundamental knowledge in language of boys and girls for total sample and MRS students. There is no significant difference between the mean scores of fundamental knowledge in language of boys and girls for EMRS and Ashram school students. **Hence the hypothesis is only partially substantiated.**

Hypotheses II: There exist no significant difference in the mean scores of Fundamental Knowledge in Social Science of tribal residential school students based on the subgroups gender and type of school.

There exists a significant difference in the mean scores of fundamental

knowledge in social science of tribal residential school students based on type of school. There exist a significant difference between the mean scores of fundamental knowledge in social science of boys and girls for total sample and MRS students. There is no significant difference between the mean scores of fundamental knowledge in social science of boys and girls for EMRS and Ashram school students. **Hence the hypothesis is only partially substantiated.**

Hypotheses III: There exist no significant difference in the mean scores of Fundamental Knowledge in Basic science of tribal residential school students based on the subgroups gender and type of school.

There exists a significant difference in the mean scores of fundamental knowledge in basic science of tribal residential school students based on type of school. There exist a significant difference between the mean scores of fundamental knowledge in basic science of boys and girls for MRS and EMRS students. There is no significant difference between the mean scores of fundamental knowledge in basic science of boys and girls for total sample and Ashram school students. **Hence the hypothesis is only partially substantiated.**

Hypotheses IV: There exist no significant difference in the mean scores of Fundamental Knowledge in Mathematics of tribal residential school students based on the subgroups gender and type of school.

There exists a significant difference in the mean scores of fundamental knowledge in mathematics of tribal residential school students based on type of school. There exist a significant difference between the mean scores of fundamental knowledge in mathematics of boys and girls of MRS students. There is no significant difference between the mean scores of fundamental knowledge in mathematics of boys and girls for total sample, EMRS and Ashram school students. **Hence the hypothesis is only partially substantiated.**

Hypotheses V: There exist no significant difference in Career Aspiration of tribal residential school students based on the subgroups gender and type of school.

There exists a significant difference in the mean scores of career aspiration of tribal residential school students based on type of school. There exist a significant difference between the mean scores of career aspiration of boys and girls for total sample, MRS and Ashram school students. There is no significant difference between the mean scores of career aspiration of boys and girls of EMRS students. **Hence the hypothesis is only partially substantiated.**

Hypotheses VI: There exist no significant difference in Adjustment and its components of tribal residential school students based on the subsamples gender and type of school.

There exists a significant difference in the mean scores of adjustment and its components of tribal residential school students based on type of school. There is no significant difference in the adjustment, emotional adjustment, social adjustment and educational adjustment between boy and girls of total sample and Ashram school students. There exist a significant difference in the adjustment, emotional adjustment, social adjustment and educational adjustment between boy and girls of MRS students. There exist a significant difference in the adjustment, emotional adjustment and educational adjustment between boy and girls of EMRS students. There is no significant difference in the social adjustment between boy and girls of EMRS students. **Hence the hypothesis is only partially substantiated.**

Hypotheses VII: There exists no significant difference in academic performance of students who completed SSLC from residential schools and non residential schools for the total sample and relevant subsample based on gender and subject.

There no significant difference in the Academic Performance of Science, Humanities and Commerce stream students between students who are studied in tribal residential school and those who are not studied in tribal residential school for total sample, Boys and Girls. **Hence the hypothesis accepted.**

Conclusion

Analysis of Functioning

Perception of teacher

1. Teacher's knowledge of currently implemented projects related to ST development is limited. Therefore, the knowledge about these facilities is not available to the students from the teachers.
2. According to the teachers, the most important reasons for the educational disadvantage of ST students are issues between the parents, financial hardship and lack of parental interest and students awareness on education. This reveals that there are still such problems amongst the STs.
3. It is clear from the study that teachers face many problems in school. Educational backwardness of students, cultural and social background of student, dropout, lack of active participation of students in classroom activities, needed more time to teach the lessons to students, students are unfamiliar with the situations given in the textbooks, lack of facilities to ensure the higher education of students, negative attitude towards education, difficulty in presenting lessons in relation to the students life situation are the some major issues faced by the teachers in school.
4. Most teachers are satisfied with residential school teaching. Lack of payment for additional work, inadequate lodging facility, location of school, work

load and lack of support from tribal development department are the main reasons for dissatisfaction among teachers.

5. Most teachers have not encountered language related problems. Teachers working at the lower primary level often face language difficulties. Teachers face language difficulties in the ashram schools for the primitive tribal communities and in the schools where such students are predominant. Although these schools have overcome some of the linguistic problems, these problems still persist, especially in areas where primitive tribal communities are more prevalent.
6. Despite being socially and culturally diverse children, only half of teachers use different teaching methods in the classroom. Even teachers who use different methods of teaching do not use innovative teaching methods. It must be inferred that tribal residential schools do not offer students different and innovative class room experiences.
7. Teachers are supportive of the development of children's learning backwardness, excellence in extracurricular activities and personality development.
8. Tribal residential schools have not been able to achieve its full objectives. The main reason for that are lack of proper guidance, lack of proper training in lower classes and activities aimed at only 100percent success in SSLC exam. Schools have not been completely successful in preventing dropout, ensuring employment for students, cultural upliftment, capacity building in students, educational development and ensuring representation in higher education.
9. Functional activities like distribution of learning materials, night classes/study, appointment of teachers, teacher service in night classes, teachers' participation in extracurricular activities, cooperation of tribal

development department, special training for students who are lagging behind in their studies, participation of students in extracurricular, service of MCRT, service of counselor and distribution of adequate fund are going well in most of the tribal residential schools.

10. Teachers are satisfied with the infrastructural facilities available at school. Most tribal residential schools have satisfactory level of infrastructure facilities. These facilities may fluctuate between individual schools, but generally the facilities are good. To a certain extent, these schools have been good at providing good infra structural conditions. There are only two schools in which the physical condition is very poor. While most physical conditions work well for the rest of the school, some weaknesses are evident in some areas. The main inadequacy is in the facilities such as reading room, playground, hostel facility, drinking water facilities and toilets.
11. Facilities to provide the necessary direction for children who completed residential school education, incorporating vocational training with learning, good accommodation for teachers, improved physical facilities, create a learning environment that maintained the cultural dimension of the scheduled tribes, special training programs to teach ST students, appointment of teachers with an interest in ST students was important, appointment of specially trained teachers from the scheduled tribe, special curriculum that is appropriate for ST students and appointment of tribal language specialist teachers in small classes are important for the further development of tribal residential schools.

Perception of Students

1. Students came to know about the school through their family members and through the tribal promoters who works under the scheduled tribal development department. The main reason why students choose residential

school is that good education is available, education costs are free and good accommodations are available. There are many students in residential school who do not have schools near home and are not have facility to study at home.

2. Most of the students are satisfied with the facilities and services available at residential school. Services like night study class, distribution of learning material, service of counselor, MCRT and care takers are very good in all the schools. Students are making good use of the facilities provided at the school. NCC, Red Cross (JRC), national green corps (NGC) and scout & guides are not available in almost all schools. Students are actively participating in the co-curricular activities like club programmes, sargolsavam, arts and sports programmes and students police cadet. Most of the students are satisfied by the infra structural facilities available at schools and hostel. Toilet facilities, distribution of play equipments, cleanliness around the hostel, freedom in the hostel and behavior of hostel staffs are facilities where more students are dissatisfied.
3. Appointment of teachers who know tribal language, opportunity to participate in festivals in the hamlets, facility to use internet in computer lab, more freedom in hostel, study facilities in hostel, avoid prejudiced behavior from hostel and school staffs, physical conditions such as play ground, bath room, sick room, study room should be improved and relaxation in rules related to parents visiting are the some changes that students want in relation to school and hostel functioning.
4. The number of students experiencing language problems in MRS and EMRS are relatively low. At the same time, as compared to the MRS and EMRS the number of students experiencing language problems is higher in the ashram schools. It shows that tribal residential schools, especially ashram schools,

have not been able to address the linguistic issues of primitive tribes and socially backward tribal communities. The problems were mostly experienced at the primary level. The linguistic problem hinders students from speak with teachers, understanding the class, and expressing their opinions boldly.

5. In class room tribal residential school students face many problems. difficult to understand what teachers are saying in class, more time to understand the lessons, difficult to do the activities given in the textbooks, difficult to relate the context of the lessons to everyday life, difficult to participate in group activities and afraid to ask doubts to teachers are the some of the problems faced by the students in the class room. Mathematics, Hindi and English are the most difficult subjects for most tribal residential school students.

Perception of Headmaster/mistress

1. The tribal residential schools currently have adequate number of teaching and non-teaching posts. There are currently no issues with the appointment of teachers. Teachers do not suffer from problems such as over work and inadequate salary.
2. The curriculum currently available is not fully suited for ST students. In addition, there is a lack of programs related to the tradition of ST students. Apart from the folk songs and the folk art exhibition at the Sargotsavam venue, the fact that there are no programs related to the preservation and transmission cultural heritage of the ST students is not available in residential schools. At present, the facilities in which the students are available in the school does not take into account the problems of this nature.
3. Many residential schools have devised and implemented various programs to effectively utilize children's leisure activities. Spoken English class, special

training for artistic talent and vocational skills, study tours and cohabitation camp are the some major programmes.

4. Although there is a provision of spoken english coaching, career guidance classes, motivation classes etc. for the future of the students, there is currently no system in place for ensuring that the children who are passing out are properly educated and employed.
5. Support from the government has led to a feeling of dependency on these sections. Lack of basic concepts in children, disobedience and indiscipline from students, more time needed for teaching, the delay in returning students to school after the holidays, destructive behavior in students, slow learning, the tendency to use substances among students in higher grades are some common problems faced by the head of institution.

Perception of Senior Superintendent

1. All schools have their own school buildings and hostels. The distribution of funds and the learning materials are well underway.
2. There are many programmes like night study, special tuition, participation in shashtra bodhini projects, sargolsavam , kalikkalam, gothravani- school radio, special training for sports items like hockey, archery, badminton, swimming etc., special teachers for music and music instruments etc were organized for the all round development of students.
3. Lack of proper master plan, programmes are planned for all schools regardless of the specificity of each school, problems related to the infrastructural facilities like water, play ground, sufficient hostel rooms etc., the chances of cultural exchange are minimal, mode of teacher appointment are the some problems faced by the SS.

Perception of alumni

1. The education received by ST students in tribal residential school is satisfactory. There are language associated problems in these schools and losing the opportunity to learn the unique tradition of the STs. After the residential school life, students have adjustment problems and they facing difficulties in moving on to higher studies.
2. Lack of facilities like water facility, hostel room facility, sick room, good food, bad behaviour on the part of the hostel staff, unnecessary conflicts between students, lack of freedom, lack of contact with the outside world etc. are the some problems faced by the alumni during residential school period.

Analysis of status of selected aspects**Fundamental Knowledge**

1. Tribal residential schools students have an average and poor fundamental knowledge in language, social science and basic science. Fundamental knowledge in mathematics is poor and very poor. These results show that tribal residential school students are lagging behind in their learning activities.
2. Fundamental knowledge in language, social science, basic science and mathematics scores of MRS, EMRS and Ashram school students are differ significantly. The performance of students in ashram schools is very low compared to that of other schools. The ashram schools are mainly educated to the primitive tribes and backward tribes, so it can be concluded from the result that the academic performance of such tribes has not been improved through these schools.

3. Fundamental knowledge in language and social science are significantly higher for tribal residential school girls than boys. High score associated with the girls suggest superiority of girls over boys in academic performances in respective subjects. There is no such gender difference in the fundamental knowledge in basic science and mathematics.

Academic performance

1. Students who completed SSLC from tribal residential school and non tribal residential schools are did not significantly differ in their academic performance. Students studying all three streams viz., science, humanities and commerce show the same trend. These findings suggest that tribal residential schools have not been able to have a significant impact on the academic performance of STs.

Career aspiration

1. Residential schools have not been completely successful in promoting career aspirations among ST students. Most of the students have an average level of career aspiration. The number of students with higher levels of career aspirations in MRS and EMRS schools is satisfactory to some extent, but is not satisfactory among ashram school students. In terms of career aspirations, students in ashram schools are far behind students in other schools. It is clear that these schools have little influence on the career aspiration of scheduled tribe students. Tribal residential school girls have more career aspiration than boys.

Adjustment

1. Tribal residential schools have been able to foster above average level social, emotional and educational adjustment among students. Schools are fails to

foster high and extremely high level of adjustment among students. At the same time, the adjustment behavior of the students in the Ashram school is less compared to that of the students in the other schools. The number of students showing high adjustment is very low in such schools. This again shows that the influence of these schools among the primitive tribes does not reach them adequately.

2. Although there is no significant difference between boy and girls of tribal residential school in the adjustment, MRS girls shows more adjustment than boys. Similar gender differences are not evident in the students of the ashram schools, but the girls in EMRS have more adjustment, emotional adjustment and educational adjustment than boys. Although gender differences were not apparent in the adjustment of all sub-samples, girls showed greater adjustment than boys in the sub-samples where this difference was evident.

Dropout rate

1. Tribal residential schools are still not fully successful in preventing the dropout of ST students. Most children dropout from lower primary level. Dropout rate is higher in ashram school as compared to the MRS.

Educational Implications

1. Awareness and training programmes can be arranged for the teachers to know more about tribal situations and their culture.
2. Programmes related to the solving the issues between tribal parents, economic development programmes and awareness programmes for tribal parents are important for the educational development of tribal community.
3. Arrangement of good work environment and lodging facility is needed for the satisfaction of teachers.

4. Activities led by tribal promoters can be co-ordinated to bring deserving students to the school for admission to the tribal residential school.
5. For the social and personal development of the students, programmes like NCC, Red Cross (JRC), national green corps (NGC) and scout & guides can be started in the schools.
6. Activities and events need to be planned to ensure a good relationship between students and hostel staff.
7. Events related to the social background of the tribal students can also be organized in the schools. This will help in enhancing the interest and attitude of the tribal students towards the school system.
8. The tribal people are considered to be more physically fit as far as fitness is concerned, activities can be carried out to nurture such skills. Such activities should be far-sighted rather than aimed at temporary success only. Many schools lack good playgrounds and this needs to be addressed
9. Hostels need to ensure basic amenities and cleanliness around the hostel.
10. These schools need a special curriculum that represents the current educational objectives and tribal background. Culturally responsive pedagogy should be used in the classroom. Training could be given to teachers to equip with these types of pedagogies.
11. Special plans could be formulated to deal with linguistic problems in schools. People who can handle the tribal language can be hired as teachers or special tutors at the primary level. Preference should be given to people from tribal community to such posts. This project also needs special monitoring and importance in the ashram school where the most backward tribes study.

12. Special tuition can be arranged for mathematics, English and Hindi.
13. An organized system under tribal development department is needed to ensure the continuing education of pass out students and their future employment. In addition, higher education institutions with residential facilities can be started. At the same time, such students could be provided with the necessary training to ensure their success in competitive examinations.
14. Plans can be prepared based on the needs of each school, without making general plans for the whole school.
15. An academic expert can be appointed under the Tribal Development Department to coordinate the academic affairs of the school. A person who has retired from Government Schools as Head of Institution can be appointed to this post. This will enable to act as a link between the Tribal Development Department and the Department of Education. His experience in the academic field can help to enhance the academic quality of schools.
16. Students need to be ensured proper training from the lower class onwards. Then only can the fundamental knowledge be established in them and used for further study. The existing curriculum and teaching methods have, to a certain extent, led to the backwardness of the development of fundamental knowledge among students. This problem can be solved only by making timely and contextual changes in the syllabus and teaching. Things need to be done with more emphasis on Ashram schools that are lagging behind academically.
17. Students can be provided with activities that enhance their adjustment skills. Opportunities for group activities and social interaction, training for personality development and self confidence, programmes to develop

alternative ways of dealing with or solving problems etc. are the some programmes that could be incorporated for that.

18. Programmes can be organized for the development of career aspiration. Programmes like opportunities to interact with people who have been successful in life, career guidance classes, motivation classes etc. can be used for that.
19. Needed Special programmes to prevent dropouts, especially in ashram schools.

Suggestions for Further Research

1. The present study is excluded CBSE- MRS. The study may be conducted by including these schools.
2. Present study has collected data only from high school students. The study can be extended by incorporating data from primary students.
3. A study can be conducted to find out the educational progress and current status of the scheduled tribe students who completed schooling from tribal residential schools.
4. Studies can be conducted by selecting other aspects which indicate the social and academic development of tribal residential school students.
5. Studies can be conducted to evaluate the functions and contributions of tribal residential schools.
6. Studies can be conducted to analyse the contribution of tribal residential school towards education of tribal community.

7. The sample of the study was limited. Studies could be conducted on a sample of other stakeholders like hostel staffs, school counselors, MCRT and staffs of tribal development department.
8. Experimental researches can be conducted to find out the influence of culturally responsive pedagogy on the educational achievement of scheduled tribe students.

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APPENDIX I

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Questionnaire on Functioning of Tribal Residential Schools for Teachers

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Direction: This questionnaire is intended to collect details about the functioning of tribal residential schools. Mark your responses according to the directions given for each question. Your responses will be kept confidential and used only for research purpose.

Personal Data Sheet

Name :

Name of School:

Gender : Male

Female

Job Title:

LPSA	
UPSA	
HAS	
HSST	

Subject :

Experience: a) Total years

b) In tribal residential school years

1. Which of the following projects you know exactly

1	Pre-metric and post-metric hostels	
2	Different Scholarships	
3	Multi grade learning centers (MGLCs)	
4	Gothravelicham `Programme	
5	Bharatha darshan and Kerala darshan	
6	Special incentive to brilliant students	
7	Gothra Sarathi	
8	Don't know about the Schemes	

2. What is the main reasons for the educational backwardness of ST students in your observation (Mark maximum 5 response)

1	Financial hardship	
2	Child labour	
3	The issue between parents	
4	Child marriage	
5	Attitude of some teachers towards ST students	
6	Lack of parental interest in education	
7	Lack of awareness in students	
8	Improper implementation of developmental schemes/projects	
9	Unsuitable curriculum for ST students	
10	Inferiority complex among students	
11	Lack of proper guidance	
12	Over use of intoxicating substances	
	Other Reasons	

3. Which of the following difficulties have you experienced with the tribal residential school teaching

Si. No	Problems	Always	Sometimes	Never
1	Language Problem			
2	Educational backwardness of Students			
3	Lack of discipline of students			
4	Lack of physical condition in school			
5	Cultural and social background of students			
6	Dropout of students			
Other				

4. To what extent have residential schools been successful in the following areas

Si.No	Area	Completely	Partially	Failure
1	Educational development			
2	Dropout prevention			
3	Achieve higher education			
4	To get employment			
5	Personality development			
6	Cultural uplift			
7	Develop a positive attitude towards education			
8	Capacity building in students			
9	To achieve achievement in the arts and sports			

5. How well the following activities are done in school

Si.No	Activities	V.good	Good	Not bad	Bad	V.bad
1	Distribution of learning materials					
2	Night classes/study					
3	Appointment of Teachers					
4	Teacher service in night classes					
5	Teachers' participation in extracurricular activities					
6	Participation of students in extracurricular activities					
7	Cooperation of Tribal Development Department					
8	Service of MCRT					
9	Service of counselor					
10	Adequate fund distribution					
11	Special training for students who are lagging behind in their studies					

6. How satisfied are you with the infrastructural facilities given below

Si. No.	facilities	Satisfied	Partially satisfied	Not satisfied
1	School building			
2	Lighting in the classroom			
3	Classroom ventilation			
4	Classroom furniture			
5	Staff room			
6	Staff room furniture			
7	Library			
8	Science lab			
9	Computer lab			
10	Reading room			

Si. No.	facilities	Satisfied	Partially satisfied	Not satisfied
11	Drinking water facilities			
12	Teachers toilet			
13	Students toilet			
14	Hostel facility			
15	Play ground			

7. Have you ever wish to quit residential school teaching

YES NO

If Yes, Why

1	Educational backwardness of students	
2	Bad behavior of students	
3	Workload	
4	No pay for extra work	
5	Lack of proper lodging facilities	
6	Being away from home	
7	Lack of support from tribal development department	
	Other Reasons	

8. How much did you experience following situations during the tribal residential school period

Si. No	Problems	Always	Sometimes	Never
1	Fells that tribal residential school students lag far behind other students in their studies			
2	No matter how well you take a class, not expecting good result from tribal residential school students			
3	Disappointed in not getting a good result			
4	There is often a positive involvement of students in classroom activities			

Si. No	Problems	Always	Sometimes	Never
5	Special joy to be found in the teaching of tribal residential school students			
6	Students take longer to understand the lesson			
7	Learning activities conducting in the classroom are suit with the needs of ST students.			
8	I feels that the contents of textbook context are unfamiliar to students			
9	I experience difficulty in presenting lessons in relations to students life situation			
10	I feel that the present curriculum is not suits for tribal residential school students			
11	I feel that tribal residential school students can reach mainstream level through proper training			
12	I felt that tribal residential school students performs just like other students in extracurricular activities			
13	I feel that students are afraid to ask questions to their teachers			
14	Class room activities are affected by the lack of facilities			
15	I am satisfied with the school schedule			
16	Residential school creates a favorable learning situation for students			
17	Lack of knowledge about children's social background can make it difficult to create appropriate classroom environments			
18	Lack of facilities to ensure students further study prevents the residential school from achieving the school's goals.			
19	I feel residential school students find it difficulties to adapt with new technologies			

9. To what extent have you encountered the following problems with student behavior

Si. No	Problems	Always	Sometimes	Never
1	Bad behavior from students			
2	Lack of discipline that disrupts class			

Si. No	Problems	Always	Sometimes	Never
3	I feel that tribal residential school students have greater moral values			
4	Lack of discipline adversely affects the school functioning			
5	I feel that students have negative attitude towards learning			
6	I feel that there are children who cannot adjust with school			
7	The students seemed to be distancing themselves with the teachers			
8	It is felt that children do not know how to behave in public			
9	I feel like students are afraid to step into the mainstream society			
10	I feel that the overwhelming support from the government has fostered dependency among children			

10. Did language become a problem in the classroom

Yes No

If yes,

Class	What extent		For what		
	Large	Small	To convey textbook ideas to students.	For communication with students	To establish proper relationship with students
Lower Primary					
Upper Primary					
High School					

11. Are you following the same teaching pattern as used in other schools

Yes No

If no, list the special methods

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12. How well do you do the following

Si. No	Items	V. good	Good	Not bad	Bad	V. bad
1	Spending time with students in night study class					
2	Special attention for backward students					
3	Maintain friendly relationship with students					
4	Teaching style with emphasis on student participation					
5	Ensuring the learning materials of students					
6	Promotion of extracurricular skills in students					
7	Promotion of knowledge outside the text book					
8	Programmes for personality development					
9	Use of new technologies					
10	Providing facilities such a laboratory, library					

13. Do you do the following activities

Si. No.	Activities	YES	NO
1	Reading books related to scheduled tribes		
2	Visiting tribal hamlets		
3	Studying the social backwardness of scheduled tribes		

Si. No.	Activities	YES	NO
4	Try to learn tribal language		
5	Participation of seminars and workshops related to scheduled tribes		

14. Whether residential schools are currently successful in meeting its initial goals

Yes No

If No, Why

Si.No	Reasons	
1	Activities aimed at only 100% success in SSLC exam	
2	Lack of proper career guidance	
3	The indifferent attitude on the part of some teachers	
4	Lack of coordination of tribal department and education department	
5	Lack of proper funds	
6	Lack of necessary physical facilities	
7	Excessive pressure on teachers	
8	Lack of proper training in lower classes	

15. How important are the following to the development of tribal residential schools

Si. No.	Suggestions	Very Important	Important	Not important
1	Special curriculum suitable for ST students			
2	Special Training Programs for Teaching Tribal Students			
3	Appointment of teachers interested in ST students			

Si. No.	Suggestions	Very Important	Important	Not important
4	Better pay for teachers for extra work			
5	Vocational training along with learning			
6	Facilities to provide necessary direction for children who complete residential school education			
7	Good accommodation for teachers			
8	Improved physical facilities			
9	Learning environment while maintaining the cultural dimension of the Scheduled Tribes			
10	Appointment of teachers who specialize in tribal language in small classes			
11	Appointment of teachers belonging to Scheduled Tribes			
12	Appointment of specially trained tutors from Scheduled Tribes			
	Other Suggestions			

APPENDIX II
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Questionnaire on Functioning of Tribal Residential Schools for
Teachers

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

നിർദ്ദേശങ്ങൾ: ആദിവാസി റെസിഡൻഷ്യൽ സ്കൂളുകളുടെ പ്രവർത്തനത്തെക്കുറിച്ചുള്ള വിശദാംശങ്ങൾ ശേഖരിക്കുന്നതിനാണ് ഈ ചോദ്യാവലി തയ്യാറാക്കിയിരിക്കുന്നത്. ഓരോ ചോദ്യത്തിനും നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ അടയാളപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യാത്മകമായി സൂക്ഷിക്കുകയും ഗവേഷണ ആവശ്യങ്ങൾക്കായി മാത്രം ഉപയോഗിക്കുകയും ചെയ്യും.

Personal Data Sheet

Name :

Name of School:

Gender : Male Female

Subject :

Experience: a) Total years

b) In tribal residential school years

1. താഴെ തന്നിരിക്കുന്ന പട്ടിക വർഗ വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസ പുരോഗതിയുമായി ബന്ധപ്പെട്ട് നടപ്പിലാക്കിയ ഏതൊക്കെ പദ്ധതികളെ കുറിച്ച് താങ്കൾക്ക് കൃത്യമായ അറിവുണ്ട്

1	പ്രീ മെട്രിക്/പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റൽ	
2	സ്കോളർഷിപ്പുകൾ	

3	ഏകാധ്യാപക വിദ്യാലയങ്ങൾ	
4	ഗോത്ര വെളിച്ചം പദ്ധതി	
5	ഭാരത് ദർശൻ / കേരള ദർശൻ	
6	വിദ്യാർത്ഥികൾക്കുള്ള പ്രമോഷണൽ സമ്മാനം	
7	ഗോത്ര സാരഥി പദ്ധതി	
8	പദ്ധതികളെ കുറിച്ച് കൃത്യമായ അറിവില്ല	

2. താങ്കളുടെ അഭിപ്രായത്തിൽ പട്ടിക വർഗ വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസപരമായ പിന്നോക്കാവസ്ഥയ്ക്ക് താഴെ പറയുന്ന എന്തൊക്കെ കാര്യങ്ങളാണ് കാരണമാവുന്നത് (ഏറ്റവും പ്രധാനപ്പെട്ട 5 എണ്ണത്തിന് നേരെ 'x' അടയാളമിടുക)

1	സാമ്പത്തിക ബുദ്ധിമുട്ട്	
2	ബാല വേല	
3	മാതാപിതാക്കൾ തമ്മിലുള്ള പ്രശ്നങ്ങൾ	
4	ബാല വിവാഹം	
5	ചില അധ്യാപകരുടെ പട്ടിക വർഗ വിദ്യാർത്ഥികളോടുള്ള മനോഭാവം	
6	വിദ്യാഭ്യാസത്തിനോട് രക്ഷകർത്താക്കൾക്കുള്ള താല്പര്യമില്ലായ്മ	
7	വിദ്യാർത്ഥികളുടെ അവബോധ കുറവ്	
8	പദ്ധതികളുടെ തെറ്റായ രീതിയിലുള്ള നടപ്പിലാക്കൽ	
9	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് പൊരുത്തപ്പെടാൻ പറ്റാത്ത പാഠ്യ പദ്ധതി	
10	കുട്ടികളിലെ അപകർഷതാബോധം	
11	കൃത്യമായ മാർഗ നിർദ്ദേശത്തിന്റെ കുറവ്	
12	ലഹരി വസ്തുക്കളുടെ അമിത ഉപയോഗം	
	മറ്റെന്തെങ്കിലും	

3. റെസിഡൻഷ്യൽ സ്കൂൾ അധ്യാപനവുമായി ബന്ധപ്പെട്ട താഴെ പറയുന്ന എന്തൊക്കെ ബുദ്ധിമുട്ടുകൾ താങ്കൾക്ക് ഉണ്ടായിട്ടുണ്ട്

Si.No	പ്രശ്നങ്ങൾ	എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	ഒരിക്കലുമില്ല
1	ഭാഷപരമായ ബുദ്ധിമുട്ട്			
2	കുട്ടികളുടെ പഠനത്തിനോടുള്ള അനുഗുണമായ മനോഭാവം			
3	വിദ്യാർത്ഥികളുടെ അച്ചടക്കമില്ലായ്മ			
4	സ്കൂളിലെ ഭൗതികസാഹചര്യങ്ങളുടെ അഭാവം			
5	കുട്ടികളുടെ സാംസ്കാരിക പശ്ചാത്തലം			
6	കുട്ടികളുടെ കൊഴിഞ്ഞുപോക്ക്			
മറ്റെന്തെങ്കിലും				

4. താങ്കളുടെ അഭിപ്രായത്തിൽ പട്ടിക വർഗ്ഗക്കാരുമായി ബന്ധപ്പെട്ട് താഴെ നൽകിയ കാര്യങ്ങളിൽ വിജയം നേടാൻ റെസിഡൻഷ്യൽ സ്കൂളുകൾക്ക് എത്ര മാത്രം സാധിച്ചിട്ടുണ്ട്

Si. No.	മേഖലകൾ	പൂർണ്ണമായും	ഭാഗികമായി	പരാജയമാണ്
1	വിദ്യാഭ്യാസ പുരോഗതി			
2	കൊഴിഞ്ഞു പോക്ക് തടയൽ			
3	ഉന്നത വിദ്യാഭ്യാസം നേടാൻ			
4	ജോലിയിൽ എത്തിപ്പെടാൻ			
5	വ്യക്തിത്വ വികസനം			
6	സാംസ്കാരിക ഉന്നമനം			
7	വിദ്യാഭ്യാസത്തിനോടുള്ള നല്ല മനോഭാവം വളർത്തൽ			
8	കുട്ടികളിലെ ശേഷി വളർത്തൽ			
9	കലാ - കായിക രംഗങ്ങളിൽ നേട്ടം കൈവരിക്കൽ			

5. താഴെ നൽകിയിരിക്കുന്ന പ്രവർത്തനങ്ങൾ താങ്കളുടെ സ്കൂളിൽ എത്ര മാത്രം നന്നായിട്ട് നടക്കുന്നുണ്ട്.

Si.No	പ്രവർത്തനങ്ങൾ	വളരെ നന്നായി	നന്നായി	കുഴപ്പമില്ലാതെ	മോശമായി	വളരെ മോശമായി
1	പഠനോപകരണ വിതരണം (നോട്ട് ബുക്ക് , പേന , പെൻസിൽ etc.)					
2	രാത്രികാല ക്ലാസുകൾ/പഠനം					
3	അധ്യാപകരുടെ നിയമനം					
4	രാത്രികാല ക്ലാസ്സുകളിൽ അധ്യാപകരുടെ സേവനം					
5	പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ അധ്യാപകരുടെ പങ്കാളിത്തം					
6	പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ വിദ്യാർത്ഥികളുടെ പങ്കാളിത്തം					
7	പട്ടിക വർഗ വകുപ്പിന്റെ സഹകരണം					
8	MCRT സേവനം					
9	കൗൺസിലറുടെ സേവനം					
10	ആവശ്യത്തിനുള്ള ഫണ്ട് വിതരണം					
11	പഠനത്തിൽ പുറകിൽ നിൽക്കുന്നവർക്കുള്ള പ്രത്യേക പരിശീലനം					

6. താഴെ തന്നിരിക്കുന്ന ഭൗതിക സാഹചര്യങ്ങളിൽ താങ്കൾ എത്രമാത്രം സംതൃപ്തനാണ്

Si. No	സൗകര്യങ്ങൾ	സംതൃപ്തനാണ്	അഭിപ്രായമില്ല	സംതൃപ്തനല്ല
1	കെട്ടിടം			
2	ക്ലാസ്സറൂം വെളിച്ചം			

3	ക്ലാസ്റും വായു സഞ്ചാരം			
4	ക്ലാസ്റും ഫർണിച്ചർ			
5	സ്റ്റാഫ് റൂം			
6	സ്റ്റാഫ് റൂം ഫർണിച്ചർ			
7	ലൈബ്രറി			
8	സയൻസ് ലാബ്			
9	കമ്പ്യൂട്ടർ ലാബ്			
10	വായന മുറി			
11	കുടിവെള്ള സൗകര്യം			
12	അധ്യാപകരുടെ ടോയ്ലെറ്റ്			
13	വിദ്യാർത്ഥികളുടെ ടോയ്ലെറ്റ്			
14	ഹോസ്റ്റൽസൗകര്യം			
15	കളിസ്ഥലം			

7. റെസിഡൻഷ്യൽ സ്കൂളിലെ അധ്യാപനം വിട്ട് പോകാൻ താങ്കൾക്ക് തോന്നിയിട്ടുണ്ടോ

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ കാരണമെന്ത്

1	കുട്ടികളുടെ പിന്നോക്കാവസ്ഥ	
2	കുട്ടികളുടെ മോശമായ പെരുമാറ്റം	
3	ജോലിഭാരം	
4	അധിക ജോലിക്ക് വേതനം ലഭിക്കാത്തതിനാൽ	
5	താമസ സൗകര്യത്തിന്റെ പരിമിതി	
6	വീട്ടിൽ നിന്നും അകലെ ആയതിനാൽ	
7	ട്രൈബൽവകുപ്പിൽനിന്നുംവേണ്ടത്രപരിഗണന ലഭിക്കാത്തതിനാൽ	
മറ്റെന്തെങ്കിലും		

8. താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനകൾ റെസിഡൻഷ്യൽ സ്കൂൾ അധ്യാപന കാലത്ത് താങ്കൾക്ക് എത്ര മാത്രം അനുഭവപ്പെട്ടിട്ടുണ്ട്.

Si. No	പ്രസ്താവന	എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	ഒരിക്കലുമില്ല
1	പഠന പ്രവർത്തനങ്ങളിൽ പട്ടിക വർഗ വിദ്യാർത്ഥികൾ മറ്റു വിദ്യാർത്ഥികളെക്കാൾ പുറകിലാണെന്ന് തോന്നിയിട്ടുണ്ട്			
2	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് ക്ലാസ്സുകൾ എത്ര നന്നായി എടുത്താലും നല്ല റിസൾട്ട് ലഭിക്കുമെന്ന് തോന്നിയിട്ടില്ല			
3	നല്ല രീതിയിൽ തയ്യാറെടുപ്പുകളോടെ ക്ലാസ്സുകൾ കൈകാര്യം ചെയ്തിട്ടും വിചാരിച്ച രീതിയിൽ റിസൾട്ട് ലഭിക്കാത്തതിൽ നിരാശ തോന്നിയിട്ടുണ്ട്			
4	ക്ലാസ് റൂം പ്രവർത്തനങ്ങളിൽ കുട്ടികളുടെ കാര്യമായ പങ്കാളിത്തം ഉണ്ടാകാറുണ്ട്			
5	പട്ടിക വർഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുന്നതിൽ ഞാൻ പ്രത്യേക സന്തോഷം കണ്ടെത്താറുണ്ട്			
6	വിദ്യാർത്ഥികൾക്ക് പാഠഭാഗങ്ങൾ മനസ്സിലാക്കി കൊടുക്കുവാൻ കൂടുതൽ സമയം വേണ്ടി വരാറുണ്ട്			
7	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് ഇണങ്ങുന്ന രീതിയിലുള്ള പ്രത്യേക പഠന പ്രവർത്തനങ്ങൾ ക്ലാസ്സിൽ നടപ്പാക്കാറുണ്ട്			
8	കുട്ടികൾക്ക് പാഠപുസ്തകത്തിലെ പല സന്ദർഭങ്ങളുമായും അപരിചിതം ഉള്ളതായി തോന്നിയിട്ടുണ്ട്			
9	പട്ടിക വർഗ വിദ്യാർത്ഥികളുടെ ജീവിത സാഹചര്യങ്ങളുമായി ബന്ധപ്പെടുത്തി ഇപ്പോഴുള്ള പാഠഭാഗങ്ങൾ അവതരിപ്പിക്കാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്			
10	നിലവിലുള്ള പാഠ്യപദ്ധതികളും സ്കൂൾ പ്രവർത്തനങ്ങളും പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് അനുയോജ്യമല്ലെന്ന് തോന്നിയിട്ടുണ്ട്			
11	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് കൃത്യമായ പരിശീലനം ലഭിച്ചാൽ അവർ മുഖ്യധാരാ വിദ്യാർത്ഥികളുടെ നിലവാരത്തിലേക്ക് എത്തുമെന്ന് തോന്നിയിട്ടുണ്ട്			

12	പാവ്യേതര പ്രവർത്തനങ്ങളിൽ പട്ടിക വർഗ വിദ്യാർത്ഥികൾ മറ്റു വിദ്യാർത്ഥികൾക്ക് തുല്യമായ പ്രകടനം കാഴ്ചവെക്കാറുണ്ട്			
13	കുട്ടികൾക്ക് അധ്യാപകരുടെ അടുത്ത് സംശയങ്ങൾ ചോദിക്കാൻ പേടിയുള്ളതായി തോന്നിയിട്ടുണ്ട്			
14	ആവശ്യത്തിനുള്ള പഠന സാമഗ്രികളുടെ അഭാവം ക്ലാസ് റൂം പ്രവർത്തനങ്ങളെ ബാധിക്കാറുണ്ട്			
15	സ്കൂളിലെ സമയ ക്രമങ്ങളിൽ സംതൃപ്തനാണ്			
16	പട്ടിക വർഗ കുട്ടികൾക്ക് പഠനത്തിന് ആവശ്യമായ അനുകൂല സാഹചര്യം ഉണ്ടാക്കാൻ റെസിഡൻഷ്യൽ സ്കൂളുകൾക്ക് സാധിക്കാറുണ്ട്			
17	വിദ്യാർത്ഥികളുടെ സാംസ്കാരിക പാശ്ചാത്തലത്തിനെ കുറിച്ചുള്ള അറിവില്ലായ്മ കൃത്യമായ ക്ലാസ് റൂം സാഹചര്യം സൃഷ്ടിക്കുന്നതിന് ബുദ്ധിമുട്ടുണ്ടാക്കാറുണ്ട്			
18	കുട്ടികൾക്ക് റെസിഡൻഷ്യൽ സ്കൂൾ പഠന ശേഷം ഉപരിപഠനത്തിനുള്ള സൗകര്യം ഒരുക്കാനുള്ള സാഹചര്യം സ്കൂളിനോട് അനുബന്ധിച്ച് ഇല്ലാത്തത് ഇത്തരം സ്കൂളുകളുടെ ലക്ഷ്യം പൂർണ്ണതയിൽ എത്തുന്നതിന് തടസ്സമാകുന്നുണ്ടെന്ന് തോന്നിയിട്ടുണ്ട്			
19	പുതിയ സാങ്കേതിക വിദ്യകളുമായി പൊരുത്തപ്പെടാൻ വിദ്യാർത്ഥികൾക്ക് ബുദ്ധിമുട്ടുണ്ടാവാറുണ്ട്			

9. പട്ടിക വർഗ വിദ്യാർത്ഥികളുടെ പെരുമാറ്റവുമായി ബന്ധപ്പെട്ട് ചില പ്രസ്താവനകൾ താഴെ നൽകുന്നു. നിങ്ങൾക്ക് എത്രമാത്രം അനുഭവപ്പെട്ടിട്ടുണ്ടെന്ന് രേഖപ്പെടുത്തുക.

Si. No.	പ്രസ്താവന	എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	ഒരിക്കലുമില്ല
1	വിദ്യാർത്ഥികളുടെ ഭാഗത്തുനിന്നും മോശമായ പെരുമാറ്റം നേരിടേണ്ടി വന്നിട്ടുണ്ട്			
2	ക്ലാസ്സെടുക്കുന്നതിന് തടസ്സം സൃഷ്ടിക്കുന്ന തരത്തിലുള്ള അച്ചടക്കമില്ലായ്മ കുട്ടികളിൽ നിന്നും ഉണ്ടാവാറുണ്ട്			
3	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് ധാർമികമൂല്യം മറ്റു			

	വിദ്യാർത്ഥികളേക്കാൾ കൂടുതൽ ഉള്ളതായി തോന്നിയിട്ടുണ്ട്			
4	കുട്ടികളുടെ അച്ചടക്കമില്ലായ്മ സ്കൂൾ പ്രവർത്തനങ്ങളെയും അധ്യാപന ലക്ഷ്യപ്രാപ്തിയേയും പ്രതികൂലമായി ബാധിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്			
5	പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് പഠനത്തിനോട് അനുഗുണമായ മനോഭാവമാണെന്ന് തോന്നിയിട്ടുണ്ട്			
6	പട്ടിക വർഗ വിദ്യാർത്ഥികളിൽ റെസിഡൻഷ്യൽ സ്കൂളുമായി പൊരുത്തപ്പെടാൻ സാധിക്കാത്ത കുട്ടികൾ ഉള്ളതായി മനസ്സിലാക്കിയിട്ടുണ്ട്			
7	പട്ടിക വർഗ അധ്യാപകർ അല്ലാത്തവരുടെ അടുത്ത് വിദ്യാർത്ഥികൾ അകലം പാലിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്			
8	സമൂഹത്തിൽ എങ്ങനെ പെരുമാറണമെന്ന അറിവ് പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് കുറവാണ് തോന്നിയിട്ടുണ്ട്			
9	കുട്ടികൾക്ക് മുഖ്യധാരാ സമൂഹത്തിലേക്ക് ഇറങ്ങി ചെല്ലാൻ പേടിയുള്ളതായി തോന്നിയിട്ടുണ്ട്			
10	സർക്കാർ നൽകുന്ന സൗജന്യ പദ്ധതികൾ പട്ടിക വർഗ വിദ്യാർത്ഥികളിൽ ആശ്രയ മനോഭാവം വളർത്തുന്നതായി തോന്നിയിട്ടുണ്ട്			

10. ക്ലാസ് റൂമിൽ ഭാഷ ഒരു പ്രശ്നമായി തോന്നിയിട്ടുണ്ടോ

ഉണ്ട് ഇല്ല

ഉണ്ടെങ്കിൽ,

ക്ലാസ്	എത്ര മാത്രം		എന്തിനൊക്കെ		
	ചെറിയ പ്രശ്നം	വലിയ പ്രശ്നം	പാഠപുസ്തക ആശയങ്ങൾ കുട്ടികളിൽ എത്തിക്കാൻ	കുട്ടികളുമായുള്ള ആശയ വിനിമയത്തിന്	കുട്ടികളുമായി ശരിയായ ബന്ധം സ്ഥാപിക്കുന്നതിന്
L.P					
U.P					
HS					
HSS					

11. മറ്റു വിദ്യാലയങ്ങളിൽ ക്ലാസ്സെടുക്കുന്ന രീതി തന്നെയാണോ റസിഡൻഷ്യൽ സ്കൂളിലും പിന്തുടരുന്നത്

അതെ അല്ല

അല്ല എങ്കിൽ എന്തൊക്കെയാണ് വിദ്യാർത്ഥികൾക്ക് വേണ്ടി പ്രത്യേകമായി ചെയ്യുന്നത്

12. താഴെ തന്നിരിക്കുന്ന കാര്യങ്ങൾ സ്കൂളിൽ താങ്കൾക്ക് എത്രമാത്രം ചെയ്യാൻ സാധിക്കുന്നുണ്ട്

Sl. No.	പ്രവർത്തനങ്ങൾ	വളരെ നന്നായി	നന്നായി	കുഴപ്പമില്ലാതെ	മോശമായി	വളരെ മോശമായി
1	രാത്രികാല ക്ലാസ്സുകളിൽ കുട്ടികളുടെകൂടെ ചിലവഴിക്കാൻ സമയം കണ്ടെത്താറുണ്ട്					
2	പഠനത്തിൽ പിന്നോക്കാവസ്ഥയിൽ നിൽക്കുന്ന കുട്ടികൾക്ക് പ്രത്യേക പരിശീലനം നൽകൽ					
3	വിദ്യാർത്ഥികളുമായി സൗഹൃദപരമായ ബന്ധം					
4	വിദ്യാർത്ഥികളുടെ പങ്കാളിത്തത്തിന് ഊന്നൽ നൽകിയുള്ള അധ്യാപനരീതി					
5	കുട്ടികളുടെ പഠനാവശ്യത്തിനുള്ള സാമഗ്രികൾ ഉറപ്പാക്കൽ					
6	കുട്ടികളിലെ പാഠ്യേതര കഴിവുകൾക്ക് വേണ്ട പ്രോത്സാഹനം					
7	പാഠപുസ്തകത്തിന് പുറത്തുള്ള അറിവുകൾ കുട്ടികളിൽ എത്തിക്കാനുള്ള പ്രത്യേക പരിപാടികൾ					
8	കുട്ടികളിൽ വ്യക്തിത്വ വികസനം ഉണ്ടാകുന്ന പരിപാടികൾ സംഘടിപ്പിക്കൽ					
9	ക്ലാസ്റൂമിൽ പുതിയ സാങ്കേതിക വിദ്യകളുടെ ഉപയോഗം					
10	കുട്ടികൾക്കുള്ള ലൈബ്രറി, ലാബ് തുടങ്ങിയ സൗകര്യങ്ങൾ ലഭ്യമാക്കാറുണ്ട്					

13. താഴെ നൽകിയിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ചെയ്യാറുണ്ടോ

Si. No.	Activities	YES	NO
1	ഗോത്രവർഗ്ഗക്കാരുടെ സംസ്കാരവുമായി ബന്ധപ്പെട്ട പുസ്തകങ്ങൾ വായിക്കാറുണ്ടോ		
2	പട്ടികവർഗക്കാരുടെ ഊരുകൾ സന്ദർശിക്കാറുണ്ടോ		
3	പട്ടികവർഗ്ഗ വിഭാഗങ്ങളുടെ സാമൂഹിക പിന്നാക്കാവസ്ഥയെ കുറിച്ച് പഠിച്ചിട്ടുണ്ടോ		
4	ഗോത്ര ഭാഷ പഠിക്കാൻ ശ്രമിച്ചിട്ടുണ്ടോ		
5	ആദിവാസികളുമായി ബന്ധപ്പെട്ട സെമിനാറുകളിലും ശില്പശാലകളിലും പങ്കെടുത്തിട്ടുണ്ടോ		

14. ഇപ്പോൾ നിലവിലുള്ള ട്രൈബൽ റെസിഡൻഷ്യൽ സ്കൂളുകൾ പൂർണ്ണ ലക്ഷ്യം കൈവരിക്കാൻ സാധിച്ചിട്ടുണ്ടോ

ഉണ്ട് ഇല്ല

ഇല്ലെങ്കിൽ കാരണമെന്ത്,

1	SSLC പരീക്ഷയിലെ 100% വിജയം എന്ന ലക്ഷ്യം മാത്രം മുന്നിൽ കണ്ടുകൊണ്ടുള്ള പഠന പ്രവർത്തനങ്ങൾ	
2	കൃത്യമായ കരിയർ ഗൈഡൻസിന്റെ അഭാവം	
3	ചില അധ്യാപകരുടെ ഭാഗത്തുനിന്നുണ്ടാകുന്ന ഉദാസീനമായ മനോഭാവം	
4	പട്ടിക വർഗ, വിദ്യാഭ്യാസ വകുപ്പുകളുടെ ഏകോപനമില്ലായ്മ	
5	കൃത്യമായ ഫണ്ടുകളുടെ അഭാവം	
6	ആവശ്യമായ ഭൗതിക സാഹചര്യങ്ങളിലെ അഭാവം	
7	അധ്യാപകരിലെ അമിത സമ്മർദ്ദം	
8	ചെറിയ ക്ലാസ്സുകളിലെ കൃത്യമായ പരിശീലനക്കുറവ്	

15. ട്രൈബൽ റെസിഡൻഷ്യൽ സ്കൂളുകളുടെ പ്രവർത്തനം മെച്ചപ്പെടുത്തുന്നതിന് താഴെ പറയുന്ന കാര്യങ്ങൾ എത്രമാത്രം പ്രാധാന്യം അർഹിക്കുന്നുണ്ട്

Si. No.	പ്രവർത്തനം	വളരെ പ്രധാനപ്പെട്ടത്	പ്രധാനപ്പെട്ടത്	പ്രാധാന്യമില്ല
1	റെസിഡൻഷ്യൽ സ്കൂളുകളിൽ പട്ടിക വർഗ വിദ്യാർത്ഥികൾക്ക് അനുയോജ്യമായ പ്രത്യേക പാഠ്യപദ്ധതി			
2	പട്ടിക വർഗ വിദ്യാർത്ഥികളെ പഠിപ്പിക്കുന്നതുമായി ബന്ധപ്പെട്ട് പ്രത്യേക പരിശീലന പരിപാടികൾ			
3	പട്ടിക വർഗ വിദ്യാർത്ഥികളോട് താത്പര്യം ഉള്ളതും പരിശീലനം ലഭിച്ചതുമായ അധ്യാപകരുടെ നിയമനം			
4	അധിക ജോലിക്ക് അധ്യാപകർക്ക് മെച്ചപ്പെട്ട വേതനം			
5	പഠനത്തിനോടൊപ്പം തൊഴിൽ പരിശീലനം			
6	റെസിഡൻഷ്യൽ സ്കൂൾ പഠനം പൂർത്തിയാക്കുന്ന കുട്ടികളെ ഉപരിപഠനത്തിന് ശരിയായ ദിശയിലേക്ക് എത്തിയ്ക്കാൻ ആവശ്യമായ സംവിധാനം			
7	അധ്യാപകർക്ക് നല്ലരീതിയിലുള്ള താമസസൗകര്യം			
8	മെച്ചപ്പെട്ട ഭൗതിക സാഹചര്യം			
9	പട്ടിക വർഗക്കാരുടെ സാംസ്കാരിക തനിമ നില നിർത്തിക്കൊണ്ടുള്ള പഠന അന്തരീക്ഷം			
10	ചെറിയ ക്ലാസ്സുകളിൽ ഗോത്രഭാഷയിൽ പ്രാവീണ്യമുള്ള അധ്യാപകരുടെ നിയമനം			
11	പട്ടിക വർഗ വിഭാഗത്തിലുള്ള അധ്യാപകരുടെ നിയമനം			
12	പട്ടിക വർഗ വിഭാഗത്തിൽ നിന്നുമുള്ള പ്രത്യേക പരിശീലനം ലഭിച്ച ട്യൂട്ടർമാരുടെ നിയമനം			
മറ്റെന്തെങ്കിലും				

APPENDIX III

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

**Questionnaire on Functioning of Tribal Residential Schools
for Students**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Direction: This questionnaire is intended to collect details about the functioning of tribal residential schools. Mark your responses according to the directions given for each question. Your responses will be kept confidential and used only for research purpose.

Name:

Age:

Name of School:

Boy: **Girl:**

1. How did you know about residential schools?

1	From alumni	
2	From friends	
3	From teachers	
4	From parents	
5	From news paper	
6	Siblings were residential school student	
7	Tribal promoters	
8	From other source	

2. What is the most important reason why you choose residential school (Any three)

1	No school near home	
2	Lack of study facilities at home	
3	Education expenses are free of charge	

4	Availability of good education	
5	Availability of residential facility	
6	Parents' insistence	
7	Other reason	

3. How well do you get the following facilities?

Si. No.	Facility	Good	Bad	Not available
1	Distribution of learning materials (Pen, Notebook, pencil etc.)			
2	Night class facility			
3	Service of MCRT			
4	Service of school counselor			
5	Service of care taker			
6	Study tour			
7	Computer lab			
8	Play ground			
9	Play equipment			
10	Science lab			
11	Library			

4. Have you ever had language difficulties during the residential school year

YES		NO	
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a. If there is

When,

Lower primary	
Upper primary	
High school	

b. Under what circumstances did the problem occur

1	To understand the class	
2	To talk to teachers	
3	To talk to friends	
4	To read the text book	
5	To participate in group activities	
6	To express your own opinions boldly	
7	To take over the leadership of the class and club activities	
8	To participate in arts programmes.	
9	To speak to outsiders without fear	

5. Record how true the following statements are about you

Si. No.	Problems	Completely true	partially true	Not true
1	It is difficult to understand what the teachers say in class			
2	It takes more time to understand the lessons			
3	It is difficult to do the activities given in the textbooks			
4	It is difficult to participate in group activities			
5	It is difficult to relate the context of the lessons to everyday life			
6	Afraid to ask doubts to teachers			
7	It is difficult to cope with new systems, such as computers used by teachers in the classroom			
8	I am afraid of sitting in class			
9	I'm afraid of exams			
10	I often feel that learning is a difficult task			
11	I am able to complete the work given by the teachers on time			
12	I have experienced rude behavior from teachers in the classroom			

6. How much have you experienced the following statements

Si. No	Problem	Always	Some times	Never
1	Since I belong to scheduled tribe, I missed the chances to participate in the arts and sports			
2	I often felt that teachers were not willing to listen and solve our problems			
3	I experienced painful behavior from the part of teachers			
4	I feel that we are not getting deserved facilities in the residential school			
5	Do you feel like you don't get enough freedom to voice your opinions and complaints at school			
6	Are you disappointed that you were born as a Tribe?			
7	Do you feel unsafe in your hostel?			
8	Do you feel difficult to adapt to the surroundings of residential school			
9	Do you feel that teachers think you are disobedient, when you talk about your problems and grievances			

7. Which of the following subjects do you find difficult?

Malayalam		English		Hindi	
Social Science		Physics		Chemistry	
Biology		Mathematics		IT	

8. How well do you use the following facilities?

Si. No	Facilities	Very good	Good	Poor
1	Newspaper reading			
2	Library books			
3	Night learning facility			
4	Learning materials from school			
5	Computer lab			

Si. No	Facilities	Very good	Good	Poor
6	Play ground			
7	Play equipment's			
8	Science lab			

9. How actively you participate in the following extracurricular activities

Si. No	Co-curricular activities	Very good	Good	Not participated	Facility not available
1	Club activities (science club, mathematics club, nature club etc.)				
2	Students police cadet (SPC)				
3	NCC				
4	Red cross (JRC)				
5	National green corps(NGC)				
6	Vidhyarangam kala sahithyavedhi				
7	Scout and guides				
8	School fine arts				
9	School sports meet				
10	Sargolsavam				
11	Day celebrations				

10. How satisfied are you with the following facilities in connection with the school

Si.No	Facilities	Completely satisfied	satisfied	Not satisfied
1	Class room			
2	Bench and desk			

3	Library			
4	Reading room			
5	Toilets			
6	Drinking water facility			
7	Science lab			
8	Computer lab			
9	Play ground			
10	Distribution of play equipments			

11. How satisfied are you with the following facilities in connection with the hostel

Si.No	Facilities	Completely satisfied	satisfied	Not satisfied
1	Bed room			
2	Bed and pillow			
3	Food			
4	Water			
5	Toilet facilities			
6	Electricity			
7	Cleanliness around the hostel			
8	Patient care			
9	Laundry facility			
10	Freedom in the hostel			
11	Behavior of hostel staffs			

12. What are the other problems do you face in school and hostel

13. What are the extra things you need in your hostel and school

Si.No	Aminities	Required	Not required	Already available
1	Teachers who know tribal language			
2	Opportunity to participate in festivals in the hamlets			
3	facility to use the internet in computer lab			
4	Drinking water facility at school			
5	Opportunity to attend the arts festival			
6	More freedom in school			
7	Opportunity to participate in sports			

APPENDIX IV
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Questionnaire on Functioning of Tribal Residential Schools
for Students

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

നിർദ്ദേശം: ട്രൈബൽ റെസിഡൻഷ്യൽ സ്കൂളുകളുടെ പ്രവർത്തനവുമായി ബന്ധപ്പെട്ട വിവരങ്ങൾ ശേഖരിക്കുന്നതിന് വേണ്ടിയാണ് ഈ ചോദ്യാവലി. ഓരോ ചോദ്യങ്ങൾക്കും നൽകിയ നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യാത്മകമായി സൂക്ഷിക്കുകയും ഗവേഷണ ആവശ്യങ്ങൾക്കായി മാത്രം ഉപയോഗിക്കുകയും ചെയ്യും

പേര് :	വയസ്സ്:
സ്കൂളിന്റെ പേര്:	
ആൺ <input style="width: 50px; height: 20px;" type="text"/>	പെൺ <input style="width: 50px; height: 20px;" type="text"/>

1. നിങ്ങൾ റെസിഡൻഷ്യൽ സ്കൂളിനെ കുറിച്ച് അറിഞ്ഞത് എങ്ങനെയാണ്

1	പൂർവ്വ വിദ്യാർത്ഥികൾ വഴി	
2	കൂട്ടുകാർ വഴി	
3	അധ്യാപകർ വഴി	
4	മാതാപിതാക്കൾ വഴി	
5	പത്ര മാധ്യമം വഴി	
6	സഹോദരൻ/സഹോദരി റെസിഡൻഷ്യൽ സ്കൂൾ വിദ്യാർത്ഥിയായിരുന്നു	
7	ട്രൈബൽ പ്രൊമോട്ടർ വഴി	
8	മറ്റാരെങ്കിലും/ മറ്റെന്തെങ്കിലും വഴി	

2. നിങ്ങൾ റെസിഡൻഷ്യൽ സ്കൂൾ തിരഞ്ഞെടുക്കാനുള്ള ഏറ്റവും പ്രധാനപ്പെട്ട കാരണം എന്താണ്

1	വീടിനടുത്ത് സ്കൂൾ ഇല്ലാത്തതിനാൽ	
2	വീട്ടിൽ പഠിക്കാനുള്ള സൗകര്യം ഇല്ലാത്തതിനാൽ	
3	പഠന ചിലവുകൾ സൗജന്യമായതിനാൽ	
4	നല്ല വിദ്യാഭ്യാസം ലഭിക്കുമെന്നതിനാൽ	
5	താമസ സൗകര്യം ഉള്ളതിനാൽ	
6	വീട്ടുകാരുടെ നിർബന്ധം കാരണം	
7	മറ്റെന്തെങ്കിലും	

3. താഴെ നൽകിയിരിക്കുന്ന സൗകര്യങ്ങൾ നിങ്ങൾക്ക് എത്രമാത്രം നന്നായി ലഭിക്കുന്നുണ്ട്

Si. no.	സൗകര്യങ്ങൾ	നന്നായി	മോശമായി	ലഭിക്കുന്നില്ല
1	പഠനോപകരണങ്ങളുടെ (പേന, നോട്ട് ബുക്ക്, പെൻസിൽ etc) വിതരണം			
2	രാത്രി കാല പഠന സൗകര്യം			
3	MCRT യുടെ സേവനം			
4	സ്കൂൾ കൗൺസിലറുടെ സേവനം			
5	ആയമാരുടെ സേവനം			
6	പഠന യാത്ര			
7	കമ്പ്യൂട്ടർ ലാബ്			
8	കളി സ്ഥലങ്ങൾ			
9	കളിയുപകരണങ്ങൾ			
10	സയൻസ് ലാബ്			
11	ലൈബ്രറി			

4. റെസിഡൻഷ്യൽ സ്കൂൾ പഠന കാലയളവിൽ നിങ്ങൾക്ക് എപ്പോഴെങ്കിലും ഭാഷപരമായ ബുദ്ധിമുട്ടുകൾ ഉണ്ടായിട്ടുണ്ടോ

ഉണ്ട്		ഇല്ല	
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ഉണ്ടായിട്ടുണ്ടെങ്കിൽ,

എപ്പോൾ

L.P	
U.P	
High School	

എന്തിനൊക്കെ

1	ക്ലാസ് മനസ്സിലാക്കുന്നതിന്	
2	അധ്യാപകരോട് സംസാരിക്കാൻ	
3	കുട്ടുകാരോട് സംസാരിക്കാൻ	
4	പാഠപുസ്തകം വായിക്കാൻ	
5	സംഘപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ	
6	ധൈര്യത്തോടെ നിങ്ങളുടെ അഭിപ്രായങ്ങൾ പ്രകടിപ്പിക്കാൻ	
7	ക്ലാസ്, ക്ലബ്ബുകൾ തുടങ്ങിയവയുടെ നേതൃത്വം ഏറ്റെടുക്കാൻ	
8	കലാ പരിപാടികളിൽ പങ്കെടുക്കാൻ	
9	കലാ, കായിക ശാസ്ത്ര മേഖലകൾക്ക് മറ്റു സ്കൂളുകളിൽ പോകുമ്പോൾ അവിടെയുള്ള മറ്റു വിദ്യാർത്ഥികളുമായി പേടി കൂടാതെ സംസാരിക്കാൻ	

5. താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവനകൾ താങ്കളെ സംബന്ധിച്ച എത്ര മാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക

Si. No.	പ്രസ്താവനകൾ	പൂർണ്ണമായും ശരിയാണ്	ഭാഗികമായി ശരിയാണ്	ശരിയല്ല
1	ക്ലാസ്സിൽ അധ്യാപകർ പറയുന്ന കാര്യങ്ങൾ മനസ്സിലാക്കാൻ ബുദ്ധിമുട്ടുണ്ടാവാറുണ്ട്			
2	പഠന ഭാഗങ്ങൾ മനസ്സിലാക്കിയെടുക്കാൻ കൂടുതൽ സമയം വേണ്ടി വരാറുണ്ട്			
3	പഠന പുസ്തകങ്ങളിലുള്ള പ്രവർത്തനങ്ങൾ ചെയ്യാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്			
4	ക്ലാസ്സിൽ സംഘപ്രവർത്തനങ്ങളിൽ പങ്കാളിയാവാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്			
5	പഠന ഭാഗങ്ങളിലെ സന്ദർഭങ്ങൾ നിത്യ ജീവിതവുമായി ബന്ധപ്പെടുത്താൻ സാധിക്കാറില്ല			
6	അധ്യാപകരോട് സംശയങ്ങൾ ചോദിക്കാൻ പേടി തോന്നാറുണ്ട്			
7	അധ്യാപകർ ക്ലാസ്സിൽ ഉപയോഗിക്കുന്ന കമ്പ്യൂട്ടർ പോലുള്ള പുതിയ സംവിധാനങ്ങളുമായി പൊരുത്തപ്പെടാൻ ബുദ്ധിമുട്ടുണ്ടാവാറുണ്ട്			
8	ക്ലാസ്സിൽ പേടിയോടെയാണ് ഇരിക്കാറുള്ളത്			
9	പരീക്ഷകളെ പേടിയാണ്			
10	പഠനം എന്നത് ബുദ്ധിമുട്ടുള്ള പ്രവർത്തനമായി അനുഭവപ്പെട്ടിട്ടുണ്ട്			
11	അധ്യാപകർ നൽകുന്ന ജോലികൾ കൃത്യ സമയത്ത് ചെയ്ത് തീർക്കാൻ സാധിക്കാറുണ്ട്			
12	ക്ലാസ്സിൽ അധ്യാപകരുടെ അടുത്ത നിന്നും മോശമായ രീതിയിലുള്ള പെരുമാറ്റം നേരിടേണ്ടി വന്നിട്ടുണ്ട്			

6. താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവനകൾ നിങ്ങൾക്ക് എത്രമാത്രം അഭിമുഖീകരിക്കേണ്ടി വന്നിട്ടുണ്ട്

Si. no	പ്രസ്താവനകൾ	എപ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
1	പട്ടിക വർഗ വിദ്യാർത്ഥി ആയതിനാൽ കലാ കായിക രംഗങ്ങളിൽ പങ്കെടുക്കാനുള്ള അവസരങ്ങൾ നഷ്ടപ്പെട്ടിട്ടുണ്ടോ			
2	അധ്യാപകർക്ക് നിങ്ങളുടെ പ്രശ്നങ്ങൾ കേൾക്കാനും പരിഹരിക്കാനും താല്പര്യമില്ലാത്തതായി തോന്നിയിട്ടുണ്ടോ			
3	അധ്യാപകരിൽ നിന്നും വേദനയുണ്ടാക്കുന്ന രീതിയിലുള്ള പെരുമാറ്റം ഉണ്ടായിട്ടുണ്ടോ			
4	റെസിഡൻഷ്യൽ സ്കൂളിൽ നിങ്ങൾക്ക് അനുവദിക്കപ്പെട്ട സൗകര്യങ്ങൾ പൂർണ്ണമായും ലഭിക്കുന്നില്ല എന്ന് തോന്നിയിട്ടുണ്ടോ			
5	സ്കൂളിൽ നിങ്ങളുടെ അഭിപ്രായങ്ങളും പരാതികളും പറയാൻ ആവശ്യമായ സ്വാതന്ത്ര്യം ലഭിക്കുന്നില്ല എന്ന് തോന്നിയിട്ടുണ്ടോ			
6	പട്ടിക വർഗ വിഭാഗത്തിൽ ജനിച്ചതിൽ നിരാശ തോന്നിയിട്ടുണ്ടോ			
7	ഹോസ്റ്റലിൽ നിങ്ങൾ സുരക്ഷിതരല്ല എന്ന തോന്നിയിട്ടുണ്ടോ			
8	റെസിഡൻഷ്യൽ സ്കൂളിലെ ചുറ്റുപാടുകളുമായി പൊരുത്തപ്പെടാൻ കഴിയാതെ വന്നിട്ടുണ്ടോ			
9	നിങ്ങളുടെ പ്രശ്നങ്ങളും പരാതികളും അധ്യാപകരോടും അനധ്യാപകരോടും പറയുമ്പോൾ നിങ്ങളെ അനുസരണ ഇല്ലാത്തവരായും അഹങ്കാരികളായും കാണുന്നതായി തോന്നിയിട്ടുണ്ടോ			

7. താഴെ തന്നിരിക്കുന്ന ഏതൊക്കെ വിഷയങ്ങളിലാണ് നിങ്ങൾക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുള്ളത്

മലയാളം		ഇംഗ്ലീഷ്		ഹിന്ദി	
സാമൂഹ്യപാഠം		ഊർജ്ജതന്ത്രം		രസതന്ത്രം	
ജീവ ശാസ്ത്രം		കണക്ക്		ഐ ടി	

8. താഴെ നൽകിയിരിക്കുന്ന സൗകര്യങ്ങൾ നിങ്ങൾ എത്ര മാത്രം ഉപയോഗിക്കാറുണ്ട്

Si. No	സൗകര്യങ്ങൾ	വളരെ നന്നായി	നന്നായി	ഉപയോഗിക്കാറില്ല
1	പത്ര വായന			
2	ലൈബ്രറി പുസ്തകങ്ങൾ			
3	രാത്രി പഠന സൗകര്യം			
4	സ്കൂളിൽ നിന്നും ലഭിക്കുന്ന പഠനോപകരണങ്ങൾ			
5	കമ്പ്യൂട്ടർ ലാബ്			
6	കളി സ്ഥലങ്ങൾ			
7	കളിയുപകരണങ്ങൾ			
8	സയൻസ് ലാബ്			

9. താഴെ നൽകിയിരിക്കുന്ന പഠ്യേതര പ്രവർത്തനങ്ങളിൽ താങ്കൾ എത്രമാത്രം സജീവമായി പങ്കെടുക്കാറുണ്ട്

Si. No	പഠ്യേതര പ്രവർത്തനങ്ങൾ	വളരെ നന്നായി	നന്നായി	പങ്കെടുക്കാറില്ല	സ്കൂളിൽ സൗകര്യമില്ല
1	ക്ലബ്ബുകൾ (സയൻസ് , മാത്സ് , നേച്ചർ ക്ലബ്ബ് etc)				

2	സ്റ്റുഡന്റസ് പോലീസ് (SPC)				
3	NCC				
4	റെഡ് ക്രോസ് (JRC)				
5	നാഷണൽ ഗ്രീൻ കോപ്പ്സ് (NGC)				
6	വിദ്യാരംഗം കലാ സാഹിത്യ വേദി				
7	സ്കൗട്ട് ആൻഡ് ഗൈഡ്				
8	സ്കൂൾ കലാമേള				
9	സ്കൂൾ കായിക മേള				
10	സർഗോത്സവം				
11	ദിനാചരണങ്ങൾ				

10. സ്കൂളുമായി ബന്ധപ്പെട്ട് താഴെ നൽകിയിരിക്കുന്ന സൗകര്യങ്ങളിൽ താങ്കൾ എത്രമാത്രം സംതൃപ്തനാണ്.

Si. No.	സൗകര്യങ്ങൾ	പൂർണ്ണ സംതൃപ്തനാണ്	സംതൃപ്തനാണ്	സംതൃപ്തനല്ല
1	ക്ലാസ് റൂം			
2	ബെഞ്ചും ഡെസ്കും			
3	ലൈബ്രറി			
4	വായന മുറി			
5	ടോയ്ലറ്റ്			
6	കുടിവെള്ള സൗകര്യം			
7	സയൻസ് ലാബ്			
8	കമ്പ്യൂട്ടർ ലാബ്			
9	കളിസ്ഥലം			
10	കളിയുപകരണങ്ങളുടെ വിതരണം			

11. ഹോസ്റ്റലുമായി ബന്ധപ്പെട്ട് താഴെ നൽകിയിരിക്കുന്ന സൗകര്യങ്ങളിൽ താങ്കൾ എത്രമാത്രം സംതൃപ്തനാണ്.

Si. No.	സൗകര്യങ്ങൾ	പൂർണ്ണ സംതൃപ്തനാണ്	സംതൃപ്തനാണ്	സംതൃപ്തനല്ല
1	കിടപ്പുമുറി			
2	കിടക്കയും തലയിണയും			
3	ഭക്ഷണം			
4	വെള്ളം			
5	ടോയ്ലറ്റ് സൗകര്യം			
6	വൈദ്യുതി			
7	ഹോസ്റ്റലിന്റെയും ചുറ്റുപാടിന്റെയും ശുചിത്വം			
8	രോഗ പരിചരണം			
9	അലക്കാനുള്ള സൗകര്യം			
10	ഹോസ്റ്റലിൽ നിങ്ങൾക്കുള്ള സ്വാതന്ത്ര്യം			
11	ഹോസ്റ്റൽ ജീവനക്കാരുടെ പെരുമാറ്റം			

12. സ്കൂളുമായും ഹോസ്റ്റലുമായും ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് എന്തൊക്കെ പ്രശ്നങ്ങളാണ് ഉണ്ടായിട്ടുള്ളത്

13. നിങ്ങളുടെ സ്കൂളിലുംഹോസ്റ്റലിലും എന്തൊക്കെ കാര്യങ്ങളാണ് പുതുതായി വേണമെന്ന് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്

Si. No.	സൗകര്യങ്ങൾ	വേണം	വേണ്ട	നിലവിൽ ലഭിക്കുന്നുണ്ടെ
1	നിങ്ങളുടെ ഭാഷ അറിയാവുന്ന അധ്യാപകർ			
2	നിങ്ങളുടെ ഊരുകളിൽ നടക്കുന്ന ആഘോഷങ്ങളിൽ പങ്കെടുക്കാനുള്ള അവധി			
3	ലാബിൽ ഇന്റർനെറ്റ് ഉപയോഗിക്കാനുള്ള സൗകര്യം			
4	സ്കൂളിൽ കുടിവെള്ള സൗകര്യം			
5	കലാ മേളകളിൽ പങ്കെടുക്കാനുള്ള അവസരം			
6	സ്കൂളിൽ കൂടുതൽ സ്വാതന്ത്ര്യം			
7	സ്പോർട്സിൽ പങ്കെടുക്കാനുള്ള അവസരം			
മറ്റെന്തെങ്കിലും				

APPENDIX V

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

**Interview Scheduled on Functioning of Tribal Residential Schools
for Senior Superintendent**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Personal details

Name :

Name of school :

Experience :

1. Is the school working in its own building
2. Is the hostel working in its own building
3. Do there exist any vacancies for teaching posts in the school.
4. Are there adequate teaching posts for the smooth functioning of residential schools.
5. Do there exist any vacancies for non-teaching posts in the school.
6. Are there adequate non- teaching posts for the smooth functioning of residential schools
7. Whether the funds for the smooth running of the school are properly received.
8. Does the strictness of the governmental laws prevent the use of funds in properly and timely manner.
9. Whether students receive study materials properly.

10. Whether the presence of two departments affects the smooth functioning of the school.
11. Do you think residential schools are hindering the transfer of the tribes traditional heritage.
12. Whether the facilities provided at the school hinder students from achieving self-sufficiency.
13. Do the assistance from the government seem to foster a sense of dependency in the schedule tribe student.
14. Do the school organises programs to maintain the unique heritage of the scheduled tribe students.
15. Is there a facility for ensuring the continued study of students who are after residential school.
16. Do you have the opinion that residential school needs a specific curriculum.
17. Whether the existing hostel facilities are satisfactory.
18. Weather satisfactory accommodation is currently available for teachers.
19. Do you think there should be more residential schools.
20. What programs are being held at the school for the future success of children.
21. Unlike any other school, what are the programmes conducted in residential school.
22. What are the advantages of residential schools.
23. What are the disadvantages of residential schools.
24. What are your suggestions for improving the performance of residential schools.

APPENDIX VI

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

**Interview Scheduled on Functioning of Tribal Residential Schools
for Head Mster/Mistress**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Personal details

Name :

Name of school :

Experience :

1. Are there adequate teaching posts for the smooth functioning of residential schools.
2. Have teachers shared with you the concerns of high workload in residential school.
3. Do you think there is a more workload for residential school teachers.
4. Is the accommodation currently available to teachers satisfactory.
5. Do you think teachers need extra pay.
6. Have the teachers shared with you the need for extra pay.
7. Does the lack of permanent teachers affect school activities.
8. Is the residential school curriculum suitable for tribal Students.
9. Whether the presence of two departments affects the smooth functioning of the school.

10. Are children's leisure time efficiently used.
11. Whether the facilities provided at the school hinder students from achieving self-sufficiency.
12. Does the assistance from the government seem to foster a sense of dependency in the schedule tribe student.
13. Do the school organises programs to maintain the unique heritage of the scheduled tribe students.
14. Is there a facility for ensuring the continued study of students who are after residential school.
15. Do you think there should be more residential schools.
16. What changes (if any) do you suggest to the present residential school curriculum.
17. Unlike any other school, what are the programmes conducted in residential school.
18. What programs are being held at the school for the future success of children.
19. What are the difficulties that residential school teachers have shared with you regarding the learning of ST students.
20. What are the difficulties do you face in running residential school.
21. What are the advantages of residential schools.
22. What are the disadvantages of residential schools.
23. What are your suggestions for improving the performance of residential schools.

8. Job

Government Service	
Private Job	
Business	
Farming	
Daily wage	
Student	
Jobless	
Specify	

II. Please mark your response on below statements

Si. no	Statements	YES	NO
1	Did you think residential schools made positive changes in your life?		
2	Do you think you could have been achieve the education you have now without the residential schools		
3	Do you think you received a better education from residential school than getting it from other schools?		
4	Do you think the residential school children missed the opportunity to learn tribal arts and culture?		
5	Are you satisfied with residential school life		
6	Did you receive instruction and guidance from the school about the courses to be taken after residential schooling		
7	Do you wish there should be more such schools for the promotion of ST students?		
8	Do you think that residential schools are helping to make definite idea about future?		
9	Do you agree that residential schools function in a way that is appropriate for ST students?		
10	Does the residential school have the flexibility to know exactly the various programs that the government is preparing for the Scheduled Tribes?		
11	Have you got the facilities you need at the Residential School Hostel?		
12	Have you received adequate encouragement in the arts and sports?		
13	Do you feel neglected in the society because you belong to the Scheduled Tribes?		

14	Do you think the facilities you were granted were fully available at the residential school?		
15	Do you find it difficult to adapt to surroundings during higher education?		
16	Are you confused about what to do when you leave school?		
17	Whether you stay in touch with school after studying		
18	do you think there is a need for residential institutions for further study		
19	During your residential school years, did you have any idea of the facilities of the school		
20	Have you experienced language difficulties at some point during the residential school year		
21	can you suggest a student of your acquaintance to join at residential school		

22. Can you suggest a student of your acquaintance to join at residential school?
Why ?
23. What are the advantages of tribal residential schools
24. What are the difficulties have you faced during tribal residential schools life
25. What changes are you suggesting for residential school activities?

APPENDIX VIII
FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

**Questionnaire on Functioning of Tribal Residential Schools
for Alumni**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

നിർദ്ദേശങ്ങൾ: റെസിഡൻഷ്യൽ സ്കൂൾ പൂർവ്വവിദ്യാർത്ഥികളുടെ അഭിപ്രായങ്ങൾ അറിയാൻ വേണ്ടിയുള്ളതാണ് ഈ ചോദ്യാവലി. ഓരോ ചോദ്യങ്ങളും വായിച്ച് സത്യസന്ധമായ പ്രതികരണങ്ങൾ നൽകണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. ഇതിലെ നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനായി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. ഈ പ്രതികരണങ്ങൾ മറ്റൊരാൾക്കും ലഭ്യമാക്കുകയും ഇല്ല.

I. BASIC INFORMATIONS

1. പേര്
2. പഠിച്ച സ്കൂളിന്റെ പേര്
3. ലിംഗഭേദം ആൺകുട്ടി പെൺകുട്ടി
4. എത്ര വർഷം റെസിഡൻഷ്യൽ സ്കൂളിൽ പഠിച്ചിട്ടുണ്ട്:
5. ഏത് തരം റെസിഡൻഷ്യൽ സ്കൂളിലാണ് പഠിച്ചത്
MRS Ashram school EMRS
6. റെസിഡൻഷ്യൽ സ്കൂളിലാണോ പ്ലസ് ടു പഠിച്ചത്- അതെ അല്ല
7. വിദ്യാഭ്യാസ യോഗ്യത (കുടിയത് മാത്രം അടയാളപ്പെടുത്തുക)

Qualification	Pass	Fail	Doing	Drop out
SSLC				
Plus two				
Diploma				
Degree				
Professional Degree				
PG				
Professional PG				
Ph.D.				

8. ജോലി

Government Service	
Private Job	
Business	
Farming	
Daily wage	
Student	
Jobless	
Specify	

II. താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവകൾക്ക് താങ്കളുടെ അഭിപ്രായം രേഖപ്പെടുത്തുക

Si. No	പ്രസ്താവന	YES	NO
1	നിങ്ങളുടെ ജീവിതത്തിൽ നല്ല മാറ്റങ്ങൾ ഉണ്ടാക്കാൻ റസിഡൻഷ്യൽ സ്കൂളുകൾക്ക് സാധിച്ചിട്ടുണ്ടെന്ന് കരുതുന്നുണ്ടോ		
2	റസിഡൻഷ്യൽ സ്കൂളുകൾ ഇല്ലായിരുന്നെങ്കിൽ ഇപ്പോൾ ലഭിച്ചത്ര വിദ്യാഭ്യാസം നേടാൻ താങ്കൾക്ക് സാധിക്കുമായിരുന്നു എന്ന് കരുതുന്നുണ്ടോ		
3	റെസിഡൻഷ്യൽ സ്കൂളുകൾക്ക് പുറത്ത് പഠിച്ച പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് ലഭിച്ച വിദ്യാഭ്യാസ ത്തെക്കാൾ നല്ല വിദ്യാഭ്യാസം നിങ്ങൾക്ക് റെസിഡൻഷ്യൽ സ്കൂളിൽ നിന്ന് ലഭിച്ചിട്ടുണ്ടെന്ന് കരുതുന്നുണ്ടോ		
4	ഗോത്ര കലകളും സംസ്കാരങ്ങളും പഠിക്കാനുള്ള അവസരം റസിഡൻഷ്യൽ സ്കൂളിൽ പഠിക്കുന്ന കുട്ടികൾക്ക് നഷ്ടപ്പെടുന്നതായി തോന്നിയിട്ടുണ്ടോ		
5	റസിഡൻഷ്യൽ സ്കൂൾ ജീവിതത്തിൽ താങ്കൾ പൂർണ്ണസംതൃപ്തനാണോ		
6	റെസിഡൻഷ്യൽ സ്കൂൾ പഠനത്തിനുശേഷം ഭാവിയിൽ തിരഞ്ഞെടുക്കേണ്ട കോഴ്സുകളെ കുറിച്ച് സ്കൂളിൽ നിന്നും വേണ്ട നിർദ്ദേശവും അറിവും ലഭിച്ചിരുന്നോ		
7	പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികളുടെ ഉന്നമനത്തിനായി ഇത്തരം വിദ്യാലയങ്ങൾ കൂടുതലായി തുടങ്ങണമെന്ന് അഭിപ്രായം താങ്കൾക്കുണ്ടോ		
8	ഭാവിയിലെ കുറിച്ച് കൃത്യമായ ധാരണ ഉണ്ടാക്കാൻ റസിഡൻഷ്യൽ സ്കൂളുകൾ സഹായിക്കുന്നുണ്ടെന്ന അഭിപ്രായം താങ്കൾക്കുണ്ടോ		

9	പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് ഇണങ്ങുന്ന രീതിയിൽ ആണ് റസിഡൻഷ്യൽ സ്കൂളുകളുടെ പ്രവർത്തനം എന്നതിനോട് താങ്കൾ യോജിക്കുന്നുണ്ടോ		
10	പട്ടിക വർഗക്കാർക്ക് ആയി ഗവൺമെന്റ് തയ്യാറാക്കുന്ന വിവിധ പദ്ധതികൾ കൃത്യമായി അറിയാൻ ഉള്ള സൗകര്യം റസിഡൻഷ്യൽ സ്കൂളിൽ ഉണ്ടായിരുന്നോ		
11	റസിഡൻഷ്യൽ സ്കൂൾ ഹോസ്റ്റലിൽ നിങ്ങൾക്ക് ആവശ്യമായ സൗകര്യങ്ങൾ ലഭ്യമായിരുന്നോ		
12	കലാ-കായിക രംഗങ്ങളിൽ വേണ്ടവിധത്തിലുള്ള പരിഗണനയും പ്രോത്സാഹനവും റസിഡൻഷ്യൽ സ്കൂളിൽ നിങ്ങൾക്ക് ലഭിച്ചിരുന്നോ		
13	പട്ടിക വർഗത്തിൽപ്പെട്ട ആളായതിനാൽ സമൂഹത്തിൽ അവഗണന നേരിടുന്നതായി തോന്നിയിട്ടുണ്ടോ		
14	റസിഡൻഷ്യൽ സ്കൂളിൽ നിങ്ങൾക്ക് അനുവദിക്കപ്പെട്ട സൗകര്യങ്ങൾ പൂർണ്ണമായും ലഭ്യമായിരുന്നുവെന്ന് കരുതുന്നുണ്ടോ		
15	തുടർ പഠന സമയത്ത് ചുറ്റുപാടുമായി പൊരുത്തപ്പെടാൻ ബുദ്ധിമുട്ട് തോന്നിയിട്ടുണ്ടോ		
16	സ്കൂൾ പഠനം കഴിഞ്ഞ് ഇറങ്ങിയപ്പോൾ ഇനി എന്ത് ചെയ്യണം എന്നുള്ള ആശയക്കുഴപ്പം നേരിട്ടിട്ടുണ്ടോ		
17	പഠന ശേഷവും റസിഡൻഷ്യൽ സ്കൂളുമായി ബന്ധം പുലർത്താറുണ്ടോ		
18	തുടർപഠനത്തിനും താമസ സൗകര്യം ഉള്ള സ്ഥാപനങ്ങൾ ആവശ്യമാണെന്ന് തോന്നിയിട്ടുണ്ടോ		
19	റസിഡൻഷ്യൽ സ്കൂൾ പഠനകാലത്ത് നിങ്ങൾക്ക് സ്കൂളിൽ ലഭിക്കേണ്ട സൗകര്യങ്ങളെക്കുറിച്ച് ധാരണ ഉണ്ടായിരുന്നോ		
20	റസിഡൻഷ്യൽ സ്കൂൾ പഠന കാലയളവിൽ ഏതെങ്കിലും ഘട്ടത്തിൽ ഭാഷാപരമായ ബുദ്ധിമുട്ടുകൾ തങ്ങൾക്ക് നേരിട്ടിട്ടുണ്ടോ		
21	നിങ്ങളുടെ പരിചയത്തിൽ ഉള്ള ഒരു വിദ്യാർത്ഥിയോട് റസിഡൻഷ്യൽ സ്കൂളിൽ പഠിക്കാൻ നിർദ്ദേശിക്കാമോ		

22. നിങ്ങളുടെ പരിചയത്തിൽ ഉള്ള ഒരു വിദ്യാർത്ഥിയോട് റസിഡൻഷ്യൽ സ്കൂളിൽ പഠിക്കാൻ നിർദ്ദേശിക്കുമെങ്കിലും ഇല്ലെങ്കിലും അതിനുള്ള കാരണം എന്താണ്

23. റസിഡൻഷ്യൽ സ്കൂളിന്റെ ഗുണങ്ങളായി നിങ്ങൾക്ക് തോന്നിയ കാര്യങ്ങൾ എന്തൊക്കെയാണ്

24. റസിഡൻഷ്യൽ സ്കൂളിൽ നിങ്ങൾക്ക് അനുഭവപ്പെട്ട ബുദ്ധിമുട്ടുകൾ എന്തൊക്കെയാണ്

25. നിങ്ങളുടെ അഭിപ്രായത്തിൽ റസിഡൻഷ്യൽ സ്കൂൾ പ്രവർത്തനങ്ങളിൽ വരുത്തേണ്ട മാറ്റങ്ങൾ എന്തൊക്കെയാണ്

APPENDIX IX

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Fundamental Knowledge Test in Language

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Total Marks: 40

Time: 45 mts.

1. നിഘണ്ടുരൂപത്തിലേതുപോലെ ശരിയായ ക്രമത്തിലെഴുതിയ കൂട്ടം ഏത്?
 - a) ഉരൽ, ഉടുക്ക്, ഉമ, ഉത്തരം, ഉറി
 - b) ഉടുക്ക്, ഉത്തരം, ഉമ, ഉരൽ, ഉറി
 - c) ഉമ, ഉറി, ഉത്തരം, ഉടുക്ക്, ഉരൽ
 - d) ഉത്തരം, ഉടുക്ക്, ഉരൽ, ഉമ, ഉറി
2. വിപരീത പദം തിരഞ്ഞെടുക്കുക 'പ്രഭാതം'
 - a) പ്രദോഷം b) അസ്തമയം c) സന്ധ്യ d) അപ്രഭാതം
3. മലയാളഭാഷയുടെ പിതാവ് എന്നറിയപ്പെടുന്നത് ആര്?
 - a) ആശാൻ b) എഴുത്തച്ഛൻ c) കുഞ്ചൻ നമ്പ്യാർ d) വള്ളത്തോൾ
4. 'മുഖം മോശമായതിന് കണ്ണാടിയുടയ്ക്കുക' എന്ന ശൈലി താഴെ തന്നിട്ടുള്ള വാക്യങ്ങളിൽ ഏതിനാണ് യോജിക്കുന്നത്.
 - a) നമ്മെ സഹായിക്കാനെത്തുന്ന രാഷ്ട്രങ്ങളുടെ സേവനം നാം ഒരിക്കലും മറക്കരുത്.
 - b) തൊഴിലാളികളുടെ ന്യായമായ ആവശ്യങ്ങളിൽ തൊഴിലുടമകൾ മുഖം കറുപ്പിക്കുന്നത് ശരിയല്ല.
 - c) സത്യസന്ധനായ ഒരു ഉദ്യോഗസ്ഥന് മുഖം നോക്കി നീതി നടപ്പാക്കാനാ വില്ല.
 - d) വിദ്യാർത്ഥി സമരങ്ങളുടെ പേരിൽ വിദ്യാഭ്യാസമേ വേണ്ടെന്നുവെക്കുന്നത് ശരിയല്ല.
5. അക്ഷരത്തെറ്റില്ലാത്ത പദങ്ങളുടെ കൂട്ടം ഏതാണ്?
 - a) ശുശ്രൂഷ/പതിവ്രത/അതിഥി/കവയിത്രി
 - b) ശിശ്രൂഷ/പതിവൃത/അതിഥി/കവയത്രി
 - c) സിശ്രൂഷ/പ്രതിവ്രത/അതിഥി/കവിയത്രി
 - d) ശിശ്രൂഷ/പതിവ്രാത/അദിതി/കവിയിത്രി

6. യോഗ്യതയില്ലാത്തവരും പ്രമാണികളാകുക എന്ന് അർത്ഥം വരുന്ന പഴഞ്ചൊല്ല് ഏത്?
 - a) കൊല്ലുന്ന രാജാവിന് തിന്നുന്ന മന്ത്രി
 - b) മിണ്ടാപ്പിച്ച കലമുടയ്ക്കും
 - c) അങ്കവും കാണാം, താളിയുമൊടിക്കാം
 - d) വാളെടുത്തവനെല്ലാം വെളിച്ചപ്പാട്
7. ശരിയായ പദമേത്
 - a) വിജ്ഞാനം b) വിഞ്ജാനം c) വിജ്ജാനം d) വിഞ്ഞാനം
8. കൃഷ്ണഗാഥ ആരുടെ കൃതിയാണ്?
 - a) ഇടശ്ശേരി b) ചെറുശ്ശേരി c) അക്കിത്തം d) വള്ളത്തോൾ
9. താഴെ തന്നിരിക്കുന്നതിൽ ആശ്ചര്യം ചിഹ്നം ഏത്
 - a) ! b) ; c) ? d) :
10. സമാനാർത്ഥം എഴുതുക 'മേഘം'
 - a) ധനുസ്സ് b) അവനി c) നീരദം d) ഉഷസ്സ്

താഴെ തന്നിരിക്കുന്ന ഗദ്യഭാഗം വായിച്ച് തുടർന്നുള്ള ചോദ്യങ്ങൾക്ക് (11 മുതൽ 13 വരെ) ഉത്തരം കണ്ടെത്തുക.

ജീവിതയാത്രയിൽ നാം ഓരോരുത്തരും ഓരോ നിലയിലെത്തിയിട്ടുണ്ട്. ചിലർക്ക് പണവും പദവിയും ചിലർക്ക് ദാരിദ്ര്യവും കഷ്ടപ്പാടും - ചിലർ ഉത്സാഹത്തോടെയും ഉന്മേഷത്തോടെയും മുന്നോട്ടു പോകുന്നു. മറ്റു ചിലർ ദുഃഖവും നിരാശയുമായി കഴിഞ്ഞു കൂടുന്നു. നടക്കലും, ഇരിക്കലും, ഓടലും, വീഴലും യാത്രാമധ്യേ വേണ്ടി വരും. അതുപോലെ ജീവിത യാത്രയിലും ഉദ്ദേശ്യമില്ലാതെ ഉത്സാഹരഹിതരായി ജീവിതയാത്ര തുടങ്ങുകയല്ല നാം വേണ്ടത്. നമ്മുടെ പ്രവൃത്തികളെ വിവേകത്തോടെ ബോധപൂർവ്വം നിയന്ത്രിച്ച് മുന്നോട്ട് കൊണ്ടുപോകുകയാണ്. അനുഭവവും പ്രവൃത്തിയും തമ്മിൽ അടുത്ത ബന്ധമുണ്ട്. പ്രവൃത്തിയുടെ ഫലമാണ് അനുഭവം. അത് പോലെ ചിന്തയുടെ ഫലമാണ് പ്രവൃത്തി. ചിന്ത ശരിയായാൽ പ്രവൃത്തിയും ശരിയാവും. നമ്മുടെ സ്വഭാവം രൂപവൽക്കരിക്കുന്നത് ചിന്തയും പ്രവൃത്തിയുമാണ്. സ്വഭാവം മാറുമ്പോൾ ഏതനുഭവത്തിനും മാറ്റം വരും. സൽസ്വഭാവം പരിശീലിപ്പിക്കുന്നതിനും ദുസ്വഭാവം അകറ്റുന്നതിനും ആദ്യകാലം മുതലേ ശ്രദ്ധിക്കേണ്ടത് ആവശ്യമാണ്. നമ്മുടെ ചിന്താഗതി നിയന്ത്രിക്കാനുള്ള മനഃശക്തി നമുക്കുണ്ടാവണം. നാം അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങളുടെ നാനാവശങ്ങളും വേണ്ടപോലെ പരിശോധിച്ച് അവസാനം പ്രവൃത്തി മാർഗം തീർച്ചപ്പെടുത്തിയാൽ അതിനനുസരിച്ച് പ്രവർത്തിക്കുവാൻ ഒരുങ്ങണം.

11. ഏതൊക്കെ തമ്മിൽ അടുത്ത ബന്ധമുണ്ടെന്നാണ് ലേഖനത്തിൽ പറയുന്നത്?
 - a) ചിന്തയും പ്രവൃത്തിയും b) അനുഭവവും പ്രവൃത്തിയും
 - c) സൽസ്വഭാവവും ദുസ്വഭാവവും d) മനഃശക്തിയും ചിന്തയും

12. നമ്മുടെ ചിന്താഗതി നിയന്ത്രിക്കാൻ നമുക്ക് എന്താണ് ഉണ്ടാവേണ്ടത്?
 - a) ചിന്ത
 - b) മനശക്തി
 - c) ഉത്സാഹം
 - d) ഉന്മേഷം
13. നമ്മുടെ പ്രവൃത്തി ശരിയാകണമെങ്കിൽ ഏതുകൂടി ശരിയാകണം
 - a) ചിന്ത
 - b) മനശക്തി
 - c) ഉത്സാഹം
 - d) ഉന്മേഷം
14. വൈക്കം മുഹമ്മദ് ബഷീറിന്റെ കഥാപാത്ര സൃഷ്ടികളിലെ ചില സവിശേഷതകൾ ചുവടെ ചേർക്കുന്നു. അവയിൽ ശരിയല്ലാത്തത് ഏത്?
 - a) കഥാകൃത്ത് തന്നെ കഥാപാത്രമായി വരുന്ന നിരവധി കഥകൾ രചിച്ചു.
 - b) തന്റെ കഥകളിലൂടെ യാഥാസ്ഥിതിക മനോഭാവം വായനക്കാരിൽ ഉറപ്പി യുറപ്പിക്കാൻ ശ്രമിച്ചു.
 - c) പക്ഷമൃഗാദികളെ കഥാപാത്രങ്ങളാക്കി
 - d) മുസ്ലിം സമുദായ ജീവിതം സൂക്ഷ്മമായി അവതരിപ്പിച്ചു.
15. ഒറ്റപ്പാലം എഴുതുക - ഔന്നിത്യമുള്ളവൻ
 - a) ജ്ഞാനി
 - b) ഉന്നതൻ
 - c) ബുദ്ധിമാൻ
 - d) പണ്ഡിതൻ
16. ഉറുബ് ആരുടെ തൂലിക നാമമാണ്
 - a) സി.വി രാമൻപിള്ള
 - b) പി.സി. കുട്ടികൃഷ്ണൻ
 - c) കെ.പി. കേശവമേനോൻ
 - d) സുകുമാർ അഴീക്കോട്
17. ശരിയല്ലാത്തത് കണ്ടെത്തുക
 - a) ആർത്ത് + ഇരമ്പുക = ആർത്തിരമ്പുക
 - b) ഉണ്ട് + എങ്കിൽ = ഉണ്ടെങ്കിൽ
 - c) അല്ല + എങ്കിൽ = അല്ലെങ്കിൽ
 - d) കൈ + കാലുകൾ = കൈകാലുകൾ
18. താഴെ പറയുന്നവയിൽ ശരിയായി എഴുതിയ പദം ഏത്?
 - a) തീയ്യതി
 - b) നിർധേഷം
 - c) അങ്ങനെ
 - d) പ്രസ്ഥാവന
19. കണ്ണിൽ മണ്ണിടുക എന്ന ശൈലിയുടെ അർത്ഥം
 - a) കണ്ണിൽകുത്തുക
 - b) മോഷ്ടിക്കുക
 - c) നശിപ്പിക്കുക
 - d) വഞ്ചിക്കുക
20. താഴെ തന്നിരിക്കുന്ന അക്ഷരക്കൂട്ടങ്ങളിൽ വ്യഞ്ജനക്ഷരം, ചില്ലക്ഷരം, സ്വരാക്ഷരം എന്നക്രമത്തിൽ എഴുതിയ കൂട്ടമേത്?
 - a) ക,ര,ൽ
 - b) ഇ,ർ,ന
 - c) പ, ന്, എ
 - d) ആ,റ,വ
21. Fill in the blanks with correct pronoun
 Arun and his friends visited the zoo last week..... enjoyed the trip very well.
 - a) Them
 - b) They
 - c) He
 - d) She

22. wow ! What a beautiful.....
 a) site b) scight c) cite d) sight
23. Complete the sentence with appropriate word
 He kept his _____ of keys on the table
 a) bunch b) stack c) chest d) clump
24. Keep away _____ wild animals
 a) to b) in c) from d) on
25. synonyms of word 'walk'
 a) march b) halt c) resolve d) stop
- Read the poem given,
 Whose woods these are I think I know
 His house is in the village though
 He will not see me stopping here
 To watch his woods fill up with snow
 My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year.
- Answer the following questions (26 & 27)
26. Where does the owner of the woods live
 a) forest b) village c) farmhouse d) near the frozen lake
27. Which lines show that it is winter season
 a) 4th and 8th b) 7th and 8th c) 4th and 7th d) 1st and 8th
28. Choose the appropriate pair to obtain a meaningful word. FR__Z__N
 a) O,E b) O,U c) E,O d) I,O
29. Pick out the correct sets in Dictionary order
 a) satisfaction, sacrifice, sacred, scare
 b) satisfaction, scare, sacred, sacrifice
 c) scare, satisfaction, sacred, sacrifice
 d) sacred, sacrifice, satisfaction, scare
30. Antonyms of word 'interpret'
 a) uninerpret b) disnterpret c) misinterpret d) malinterpret
31. Identify wrongly spelt word
 a) daughtar b) whistle
 c) withdraw d) acountant

32. I am the queen of fruits
Green and sour when raw
Yellow and sweet when ripe
Can you say who I am?
a) Jack fruit b) mango c) grapes d) orange
33. Select the word which can be formed using given letters SARECE
a) RACER b) ERACER c) CREASE d) PRASE

Questions 34-37: Fill in the blanks choosing the right prepositions given below

Haritha reached home from school (34) 6 o'clock in the evening. Her mother was angry (35) her. She was late because there was a quiz competition (36) the school. She bagged the first prize in the contest organised (37) the Literary Club of the school. She was awarded a cash prize of Rs 1000/-. Her mother was very happy and was proud of her daughter.

- a) by b) with c) in d) at

Questions 38-40: Read the following passage and select the correct answer for the questions after it.

The incidence of cancer is rising alarmingly. Now every fourth person is having a life time risk of cancer. More than 11 lac new cases of cancer are registered every year in India. We are constantly exposed to a variety of cancer causing agents, known as carcinogens, in the food we eat, in the water we drink, in the air we breathe.

Conventional approach to treat cancer is cut it, burn it and poison. That means surgery, radiotherapy and chemotherapy respectively. If cancer is detected at an early stage, it can be removed by surgery. Chemotherapy and radiotherapy do kill the cancer cells but at the cost of side effects.

Some herbal formulations help to fight cancer at every step. That is genesis, growth and spread of cancer. These formulations can be taken alone or along with chemo therapy, radio therapy or any other treatment before or after surgery.

38. The causing agents of cancer are known as:
a) Poison b) Carcinogen c) Chemotherapy d) Surgery
39. The possibility of life time risk of cancer now a day is
a) one person among two b) one person among three
c) one person among four d) one person among five
40. The carcinogens are present in
a) the food we eat b) the water we drink
c) the air we breathe d) all the above

APPENDIX X
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Response Sheet for
Fundamental Knowledge Test in Language

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Name :

School :

Category :

Gender : M/F

SI	a	b	c	d
1				
2				
3				
4				
5				
6				
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8				
9				
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15				
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SI	a	b	c	d
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39				
40				

APPENDIX XI
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Answer Key for
Fundamental Knowledge Test in Language

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Question number	Answer
1	b
2	a
3	b
4	d
5	a
6	d
7	a
8	b
9	a
10	c
11	b
12	b
13	a
14	b
15	a
16	b
17	c
18	c
19	d
20	c

Question number	Answer
21	b
22	d
23	a
24	c
25	a
26	b
27	c
28	a
29	d
30	c
31	d
32	b
33	c
34	d
35	b
36	c
37	a
38	b
39	c
40	d

APPENDIX XII

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Fundamental Knowledge Test in Social Science

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Total Marks: 40

Time: 45 mts.

1. The emperor who gave up war after Kalinga war
a) Akbar b) Ashoka c) Samudragupta d) Napoleon
2. Zero degree latitude is known by what name
a) Greenwich meridian b) tropic of cancer c) equator
d) tropic of Capricorn
3. Sort the various European countries that came to India for trade in the order in which they came 1.England 2. Dutch 3.France 4. Portuguese
a) 3,4,2,1 b) 4,3,1,2 c) 1,2,3,4 d) 4,2,1,3
4. Find out which ocean in which the rivers below reach: Periyar, Tapti, Narmada and Sindhu.
a) Bay of Bangal b) Arabian sea
c) Pacific ocean d) Atlantic ocean
5. Which one of the following is NOT a part of the Preamble of the Indian Constitution
a) Sovereignty b) Democracy c) dictatorship d) secularism
6. Who is known as the architect of Indian constitution
a) Jawaharlal Nehru b) Mahatma Gandhi
c) Sardar Vallabhbhai Patel d) Dr B)R.Ambedkar
7. What does the yellow colour represent in map
a)Native flora b) Buildings c) agriculture land d) sand heaps
8. Fill in the blank
Kangaroos – Australia, Kiwis – New Zealand, ‘Parangikal’ -
a) Engaland b) Portuguese c) France d) Brazil
9. A devise used to measure atmospheric humidity
a) Thermometer b) Hygrometer c) Barometer d) Anemometer

10. Whose work is the famous picture: 'the last supper'
 a) Michelangelo b) Raja Ravi Varma c) Rafael d) Leonardo Da Vinci
11. Who invented 'steam engine'
 a) Faraday b) Einstein c) James Watt d) George Stephenson
12. Whose famous book is 'Arthashastra'
 a) Chandragupta b) Mahaveeran c) Chanakya d) Gautama Buddha
13. Democracy is a government "of the people, by the people, and for the people." Whose word is this
 a) Mahatma Gandhi b) Abraham Lincoln c) Jawaharlal Nehru d) Lenin

Match the correct pair (14-17)

14. Madhya Pradesh - a) Bangalore
15. Maharashtra - b) Jaipur
16. Karnataka - c) Mumbai
17. Rajasthan - d) Bhopal
18. Prioritize the following historical events
 1. First freedom struggle, 2. Plassey war, 3. Vasco Da Gama reached Calicut,
 4. Buxar war
 a) 2,3,1,4 b) 1,2,3,4 c) 4,3,1,2 d) 3,2,4,1
19. Which is the highest peak in India
 a) Everest b) Kangchenjunga c) Mount K2 d) Himalaya
20. First President of India
 a) Dr S Radhakrishnan b) Dr. Rajendra Prasad
 c) Jawaharlal Nehru d) Mahatma Gandhi
21. 'Kallumala strike' and 'Villuvandi strike' are associated to which social reformer
 a) Sreenarayana guru b) Chattambi Swamikal
 c) Ayyankali d) Vaikunda Swamikal
22. The year of the Jallianwala Bagh massacre
 a)1919 b)1896 c)1945 d)1921
23. An example of manmade disaster
 a) Floods b) Landslide c) Infectious Diseases d) Drought
24. Which of the following does not belong to the tertiary sector
 a) Industry b) Transportation c) Hotel d) Communication
25. 'Give me blood, and I shall give you freedom' whose word is this
 a) Subhash Chandra Bose b) Bal Gangadhar Tilak
 c) Bhagat Singh d) Lala Lajpat Rai

APPENDIX XIII

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

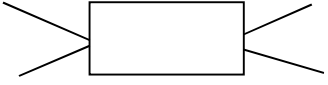
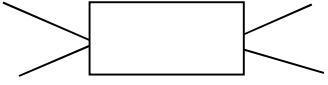
Fundamental Knowledge Test in Social Science

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Total Marks: 40

Time: 45 mts.

1. കലിംഗ യുദ്ധത്തിനുശേഷം യുദ്ധം ഉപേക്ഷിച്ച രാജാവ്
a) അക്ബർ b) അശോകൻ c) സമുദ്രഗുപ്തൻ d) നെപ്പോളിയൻ
2. പുഷ്യം ഡിഗ്രി അക്ഷാംശം ഏത് പേരിൽ അറിയപ്പെടുന്നു
a) ഗ്രീനിച്ച് രേഖ b) ട്രോപിക് ഓഫ് കാൻസർ
c) ഭൂമധ്യ രേഖ d) ട്രോപിക് ഓഫ് കാപ്രിക്കോൺ
3. കച്ചവടത്തിന് ഇന്ത്യയിലെത്തിയ വിവിധ യൂറോപ്യൻ രാജ്യങ്ങളെ അവർ വന്ന ക്രമമനുസരിച്ച് ക്രമപ്പെടുത്തുക.
1) ഇംഗ്ലീഷുകാർ 2) ഡച്ചുകാർ 3) ഫ്രഞ്ചുകാർ 4) പോർച്ചുഗീസുകാർ
a) 3,4,2,1 b) 4,3,1,2 c) 1,2,3,4 d) 4,2,1,3
4. താഴെ പറയുന്ന നദികൾ എത്തിച്ചേരുന്ന സമുദ്രം ഏതെന്ന് കണ്ടെത്തുക.
താപ്തി  പെരിയാർ
നർമ്മദ  സിന്ധു
a) ബംഗാൾ ഉൾക്കടൽ b) അറബിക്കടൽ
c) പസഫിക് സമുദ്രം d) അറ്റ്ലാന്റിക് സമുദ്രം
5. താഴെ തന്നിരിക്കുന്നതിൽ നിന്ന് ഇന്ത്യൻ ഭരണഘടനയുടെ ആമുഖ ലക്ഷ്യങ്ങളിൽ പെടാത്തത് കണ്ടെത്തുക
a) പരമാധികാരം b) ജനാധിപത്യം
c) ഏകാധിപത്യം d) മതേതരത്വം
6. ഇന്ത്യൻ ഭരണഘടനയുടെ ശില്പി എന്നറിയപ്പെടുന്ന വ്യക്തി
a) ജവഹർലാൽ നെഹ്രു b) മഹാത്മാഗാന്ധി
c) സർദാർ വല്ലഭായിപട്ടേൽ d) ഡോ. ബി.ആർ. അംബേദ്കർ

18. താഴെ പറയുന്ന ചരിത്ര സംഭവങ്ങളെ മുൻഗണന ക്രമത്തിൽ രേഖപ്പെടുത്തുക
 - 1) ഒന്നാം സ്വാതന്ത്ര്യ സമരം
 - 2) പ്ലാസിയുദ്ധം
 - 3) വാസ്കോഡ ഗാമ കോഴിക്കോട് എത്തി
 - 4) ബാകസർ യുദ്ധം
 - a) 2,3,1,4 b) 1,2,3,4 c) 4,3,1,2 d) 3,2,4,1
19. ഇന്ത്യയിലെ ഏറ്റവും ഉയരം കൂടിയ കൊടുമുടി
 - a) എവറസ്റ്റ് b) കാഞ്ചൻജംഗ c) മൗണ്ട് കെ2 d) ഹിമാലയം
20. ഇന്ത്യയുടെ ആദ്യത്തെ രാഷ്ട്രപതി
 - a) ഡോ.എസ്. രാധാകൃഷ്ണൻ b) ഡോ. രാജേന്ദ്ര പ്രസാദ്
 - c) ജവഹർലാൽനെഹ്രു d) മഹാത്മാഗാന്ധി
21. കല്ലുമാല സമരം, വില്ലുവണ്ടി സമരം എന്നിവ ഏത് നവോത്ഥാന നായകന്മാരായി ബന്ധപ്പെട്ടിരിക്കുന്നു.
 - a) ശ്രീ നാരായണഗുരു b) ചട്ടമ്പിസ്വാമികൾ
 - c) അയ്യങ്കാളി d) വൈകുണ്ഠ സ്വാമികൾ
22. ജാലിയൻവാലാബാഗ് കൂട്ടക്കൊല നടന്ന വർഷം
 - a) 1919 b) 1896 c) 1945 d) 1921
23. മനുഷ്യനിർമ്മിത ദുരന്തങ്ങൾക്ക് ഒരു ഉദാഹരണമാണ്
 - a) വെള്ളപ്പൊക്കം b) ഉരുൾപൊട്ടൽ
 - c) സാംക്രമിക രോഗങ്ങൾ d) വരൾച്ച
24. താഴെ തന്നിരിക്കുന്നവയിൽ ശ്രീതീയ മേഖലയിൽ പെടാത്തത് ഏത്
 - a) വ്യവസായം b) ഗതാഗതം c) ഹോട്ടൽ d) വാർത്താവിനിമയം
25. 'എനിക്ക് രക്തം തരു ഞാൻ നിങ്ങൾക്ക് സ്വാതന്ത്ര്യം തരാം' ആരുടെ വാക്കുകളാണിത്?
 - a) സുഭാഷ് ചന്ദ്രബോസ് b) ബാല ഗംഗാതര തിലക്
 - c) ഭഗത് സിംഗ് d) ലാല ലജ്പത് റായ്
26. കൂട്ടത്തിൽ പെടാത്തത് ഏത്
 - a) കബനി b) ഭവാനി c) പമ്പ d) പാമ്പാർ
27. വർധമാനമഹാവീരൻ പ്രചരിപ്പിച്ച മതം
 - a) ബുദ്ധമതം b) ജൈനമതം c) പാർസി മതം d) സിഖ് മതം
28. കേരളത്തിലെ ഏറ്റവും ചെറിയ ജില്ല ഏത്
 - a) വയനാട് b) ആലപ്പുഴ c) എറണാകുളം d) കൊല്ലം

ചേരുമ്പടി ചേർക്കുക (29 - 31)

- 29. ശുക്രൻ - a) ഏറ്റവും ചൂടുള്ള ഗ്രഹം
- 30. വ്യാഴം - b) ഏറ്റവും ചെറിയ ഗ്രഹം
- 31. ബുധൻ - c) ഏറ്റവും വലിയ ഗ്രഹം
d) നീല ഗ്രഹം
- 32. ഇന്ത്യയിൽ സാമ്പത്തികവർഷമായി കണക്കാക്കുന്നത്.
a) ജനുവരി 1 മുതൽ ഡിസംബർ 31 വരെ b) ജൂൺ 1 മുതൽ മെയ് 31 വരെ
c) ഏപ്രിൽ 1 മുതൽ മാർച്ച് 31 വരെ d) ഇവ ഒന്നുമല്ല
- 33. ഏറ്റവും വലിയ രണ്ടാമത്തെ വൻകര ഏത്
a) ആഫ്രിക്ക b) ഏഷ്യ c) ആസ്ട്രേലിയ d) യൂറോപ്പ്
- 34. കേരള ധനകാര്യമന്ത്രി ആര്?
a) പിണറായി വിജയൻ b) കെ.എം. മാണി
c) തോമസ് ഐസക്ക് d) സി. രവീന്ദ്രനാഥ്
- 35. പുതിയ 2000 രൂപയുടെ മുകളിൽ ആരുടെ ഒപ്പാണുള്ളത്
a) പ്രധാനമന്ത്രി b) ധനകാര്യമന്ത്രി
c) രാഷ്ട്രപതി d) റിസർവ് ബാങ്ക് ഗവർണർ
- 36. കൃഷിക്ക് ഏറ്റവും അനുയോജ്യമായ കേരളത്തിൽ കണ്ടുവരുന്ന മണ്ണിനമേത്?
a) വനമണ്ണ് b) ചെമ്മണ്ണ് c) എക്കൽമണ്ണ് d) ലാറ്ററൈറ്റ് മണ്ണ്
- 37. ഉല്പാദനപ്രക്രിയയിലെ ഉല്പാദനഘടകങ്ങളിൽ പെടാത്തത് ഏത്?
a) തൊഴിൽ b) മൂലധനം c) ലാഭം d) സംഘാടനം
- 38. ഭൂപടത്തിൽ ഇന്ത്യയുടെ സ്ഥാനം ഏതൊക്കെ അക്ഷാംശരേഖകളുടെ ഇടയിലാണ്?
a) 8 ഡിഗ്രി വടക്കിനും 38 ഡിഗ്രി വടക്കിനുമിടയിൽ
b) 8 ഡിഗ്രി വടക്കിനും 38 ഡിഗ്രി കിഴക്കിനുമിടയിൽ
c) 8 ഡിഗ്രി കിഴക്കിനും 38 ഡിഗ്രി കിഴക്കിനുമിടയിൽ
d) ഇവയൊന്നുമല്ല.
- 39. സഹാറ മരുഭൂമി ഏത് വൻകരയിലാണ്?
a) ഏഷ്യ b) ആഫ്രിക്ക c) തെക്കെ അമേരിക്ക d) യൂറോപ്പ്
- 40. നൈലിന്റെ ദാനം എന്നറിയപ്പെടുന്ന രാജ്യം?
a) കാനഡ b) ഈജിപ്ത് c) പോർച്ചുഗീസ് d) ബംഗ്ലാദേശ്

APPENDIX XIV
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Response Sheet for
Fundamental Knowledge Test in Social Science

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Name :

School :

Category :

Gender : M/F

SI	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
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9				
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11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

SI	a	b	c	d
21				
22				
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36				
37				
38				
39				
40				

APPENDIX XV**FAROOK TRAINING COLLEGE, KOZHIKODE****Research Centre in Education****Answer Key for****Fundamental Knowledge Test in Social Science**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Question number	Answer
1	a
2	c
3	b
4	b
5	c
6	d
7	c
8	b
9	b
10	d
11	c
12	c
13	b
14	d
15	c
16	a
17	b
18	d
19	b
20	b

Question number	Answer
21	c
22	a
23	c
24	c
25	a
26	b
27	b
28	b
29	a
30	c
31	b
32	c
33	a
34	c
35	d
36	c
37	c
38	a
39	b
40	b

APPENDIX XVI
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Fundamental Knowledge Test in Basic Science

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Total Marks: 40

Time: 45 mts.

1. What is the relationship between incident ray and reflected ray when light falls in one surface
 - a) Always angle of incidence is greater
 - b) Always angle of reflection is greater
 - c) Angle of incidence is equal to angle of reflection
 - d) None of these

2. What is the use of fuse in electric circuit
 - a) to facilitate electric current
 - b) to save electricity
 - c) to protect electric equipments
 - d) to regulate voltage

3. In which of the following representation all magnets are attracts

a)	N		S		N		S		N		S
b)	N		S		N		S		S		N
c)	S		N		N		S		S		N
d)	S		N		N		S		N		S

4. When body temperature measured, Ramu's body temperature was 98.6⁰F and Babu's was 37⁰C Which of the following statement is true?
 - a) body temperature of Ramu is greater than Babu.
 - b) body temperature of Babu is greater than Ramu.
 - c) both have same body temperature.
 - d) none of these
5. The small wheel in a sewing machine follows what type of motion
 - a) Rotational motion
 - b) linear motion
 - c) oscillation
 - d) circular motion

6. The to and fro motion of an object from its mean position is known as
a) linear motion b) Rotational motion c) circular motion d) oscillation
7. The slight bending of light as it passes around the edge of an object is known as
a) Diffraction b) reflection c) scattering d) dispersion
8. Which kind of mirror is used in a rear view mirror
a) Concave mirror b) convex mirror c) plain mirror d) none of these
9. When the Moon enters the line between the sun and the earth happens
a) Solar eclipse b) lunar eclipse c) new moon d) white moon
10. - - - - - is the pivot point around which a lever turns
a) fulcrum b) effort c) load d) slope
11. ----- is the way heat is transmitted without the help of the medium
a) Conduction b) convection c) radiation d) scattering
12. Which one is wrong statement
a) the gas expands when heated
b) the gas contracted when heated
c) the gas contracted when pressure applied on it
d) the gas contracted when cooled
13. The device used to measure atmospheric pressure
a) thermometer b) hygrometer c) barometer d) lactometer
14. As the gas moves faster, the pressure
- a) decreases b) increases c) first increase then decreases d) no change
15. The situation which shows gas exert pressure on all direction is
a) drinking water with straw b) Swelling of the balloon
c) steam going up d) wind
16. Which of the following could be the acid pH value
a) 2 b) 7 c) 10 d) 14
17. Which statement is not associated with acid
a) Hydrogen production b) CO₂ production
c) change blue litmus to red d) the taste of Kara
18. The gas causes acid rain
a) carbon monoxide b) oxides of nitrogen
c) hydrogen sulphate d) methyne

19. The acid used in the car battery is
a) H_2SO_4 b) HNO_3 c) HCl d) acetic acid
20. Plants convert solar energy into - - - - through photosynthesis.
a) electric energy b) chemical energy c) mechanical energy d) heat energy
21. The gas causes global warming is
a) CO_2 b) H_2 c) N_2 d) Ne
22. When thegas passes through lime water (Calcium hydroxide), it turns white.
a) CO_2 b) H_2 c) N_2 d) O_2
23. Which one is the example for physical change
a) fading of dress colour b) rusting
c) burning of Mg ribbon d) melting of Ice
24. In a solution the substance which is dissolved is called - - - - - and the substance in which dissolved is called - - - - -
a) solvent, solute b) solute, solvent c) solute, solute d) solvent, solvent
25. Which of the following is not an example for solution
a) soda water b) brass c) turquoise d) air
26. Which energy form is not produced during the work of electric motors
a) sound energy b) heat energy c) mechanical energy d) chemical energy
27. What is the color formed when iodine reacted with starch
a) blue b) green c) red d) yellow
28. How the amount of oxygen and carbon dioxide are maintained in atmosphere
a) Through the breathing of animals b) through photosynthesis
c) both breathing of animals and photosynthesis d) lack of plants
29. Respiratory organ of earthworm
a) skin b) lungs c) gill d) no special organ
30. 'Annapurna' is a hybrid of which crop
a) paddy b) brinjal c) potato d) wheat
31. Animals who live in both land and water
a) mammals b) amphibians c) reptiles d) parasites
32. The vitamin which helps to clot blood
a) Vitamin E b) Vitamin K c) Vitamin A d) Vitamin D

33. The smallest bone in the human body is situated in
a) in the little finger on the leg b) in the little finger on the hand
c) in ear d) in nose
34. In pasteurization process milk is -----
a) heated b) first heated then cooled
c) cooled d) first cooled then heated
35. If more than one fruit is formed from a flower, such fruits are called
a) simple fruits b) aggregate fruits c) multiple fruits d) false fruits
36. Which one of the following statement is true about cells
a) cells of child are smaller than adults
b) cells of adults are smaller than child
c) no difference in the size of the cells
d) all of the above
37. Which gas is released as a result of photosynthesis
a) O₂ b)CO₂ c)N₂ d)H₂
38. Which is an example of a plant that distributes seeds through water
a) mango tree b) guava tree c) coconut tree d) banyan tree
39. Which of the following is a mosquito borne disease
a) tuberculosis b) cholera c) filariasis d) chickenpox
40. Flowers that have only ----- is called female flowers
a) androecium b) gynoecium c) filament d) calyx

APPENDIX XVII
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Fundamental Knowledge Test in Basic Science

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Total Marks: 40

Time: 45 mts.

1. പ്രകാശം ഒരു പ്രതലത്തിൽ പതിക്കുമ്പോൾ ഉണ്ടാകുന്ന പതന കോണും പ്രതിപതന കോണും തമ്മിലുള്ള ബന്ധം എന്ത്?
 - a) പതനകോൺ എല്ലായ്പ്പോഴും കൂടുതലായിരിക്കും.
 - b) പ്രതിപതന കോൺ എല്ലായ്പ്പോഴും കൂടുതലായിരിക്കും
 - c) പതന കോണും പ്രതിപതന കോണും തുല്യമായിരിക്കും.
 - d) ഇവയൊന്നുമല്ല

2. വൈദ്യുത സർക്ലിൽ ഫ്യൂസ് ഉപയോഗിക്കുന്നത്
 - a) വൈദ്യുത പ്രവാഹം സുഗമമാക്കാൻ
 - b) വൈദ്യുതി ലാഭിക്കാൻ
 - c) വൈദ്യുതി ഉപകരണങ്ങളുടെ സംരക്ഷണത്തിന്
 - d) വോൾട്ടേജ് നിയന്ത്രിക്കുന്നതിന്

3. താഴെ തന്നിരിക്കുന്ന ഏത് ക്രമീകരണത്തിലാണ് എല്ലാ കാന്തങ്ങളും ആകർഷിക്കുന്നത്

a)	N		S		N		S		N		S
b)	N		S		N		S		S		N
c)	S		N		N		S		S		N
d)	S		N		N		S		N		S

4. ശരീരതാപനില പരിശോധിച്ചപ്പോൾ രാമുവിന്റേത് 98.6°F ഉം ബാബുവിന്റേത് 37°C ഉം ആണ് രേഖപ്പെടുത്തിയത്. താഴെ തന്നിരിക്കുന്നതിൽ ഏത് പ്രസ്താവനയാണ് ശരി
 - a) ശരീര താപനില രാമുവിന് ബാബുവിനേക്കാൾ കൂടുതലാണ്.
 - b) ശരീര താപനില ബാബുവിന് രാമുവിനേക്കാൾ കൂടുതലാണ്.
 - c) രണ്ടുപേരുടെയും താപനില തുല്യമാണ്
 - d) ഇവയൊന്നുമല്ല

5. തയ്യൽ മെഷീനിലെ ചെറിയ ചക്രം ഏത് തരം ചലനമാണ് ഉപയോഗപ്പെടുത്തുന്നത്?
 a) ഭ്രമണം b) നേർരേഖാ ചലനം c) ദോലനം d) വർത്തുള ചലനം
6. വസ്തു ഒരു തുലനസ്ഥാനത്തെ ആസ്പദമാക്കി ഇരുവശങ്ങളിലും ചലിക്കുന്നതാണ്
 a) നേർരേഖാ ചലനം b) ഭ്രമണം c) വർത്തുള ചലനം d) ദോലനം
7. പ്രകാശം ഒരു മാധ്യമത്തിൽ നിന്ന് വ്യത്യസ്തമായ മറ്റൊരു മാധ്യമത്തിലേക്ക് കടക്കുമ്പോൾ അതിന്റെ പാതക്ക് വ്യതിയാനം ഉണ്ടാകുന്ന പ്രതിഭാസമാണ്
 a) അപവർത്തനം b) പ്രതിഫലനം c) വിസരണം d) പ്രകീർണനം
8. വാഹനങ്ങളിൽ റിയർവ്യൂ മിറർ ഉപയോഗിക്കുന്ന ദർപ്പണം ഏത്
 a) കോൺകേവ് b) കോൺവെക്സ്
 c) സമതല ദർപ്പണം d) ഇവയൊന്നുമല്ല
9. സൂര്യനും ഭൂമിക്കുമിടയിൽ ചന്ദ്രൻ നേർരേഖയിൽ വരുമ്പോൾ സംഭവിക്കുന്നു.
 a) സൂര്യഗ്രഹണം b) ചന്ദ്രഗ്രഹണം
 c) കറുത്തവാവ് d) വെളുത്തവാവ്
10. ഉത്തോലകം ചലിക്കാൻ ഉപയോഗിക്കുന്ന ബിന്ദുവിനെ എന്നുവിളിക്കുന്നു.
 a) ധാരം b) യത്നം c) രോധം d) ചരിവതലം
11. മാധ്യമത്തിന്റെ സഹായമില്ലാതെ തന്നെ താപം പ്രേഷണം ചെയ്യപ്പെടുന്ന രീതിയാണ്?
 a) ചാലനം b) സംവഹനം c) വികിരണം d) വിസരണം
12. താഴെ തന്നിരിക്കുന്നതിൽ തെറ്റായ പ്രസ്താവന കണ്ടെത്തുക.
 a) ചൂടാക്കുമ്പോൾ വാതകം വികസിക്കുന്നു
 b) ചൂടാക്കുമ്പോൾ വാതകം ചുരുങ്ങുന്നു
 c) മർദ്ദം പ്രയോഗിക്കുമ്പോൾ വാതകം ചുരുങ്ങുന്നു
 d) തണുപ്പിക്കുമ്പോൾ വാതകം ചുരുങ്ങുന്നു
13. അന്തരീക്ഷ മർദ്ദം അളക്കാൻ ഉപയോഗിക്കുന്ന ഉപകരണം ഏത്?
 a) തെർമോമീറ്റർ b) ഹൈഗ്രോമീറ്റർ c) ബാരോമീറ്റർ d) ലാക്ടോമീറ്റർ
14. വായു വേഗത്തിൽ ചലിക്കുമ്പോൾ മർദ്ദം
 a) കുറയുന്നു b) കൂടുന്നു
 c) കൂടിയശേഷം പിന്നീട് കുറയുന്നു. d) മാറ്റമുണ്ടാവുന്നില്ല.

15. വാതകം എല്ലാ ഭാഗത്തേക്കും മർദ്ദം പ്രയോഗിക്കുന്നു എന്ന് മനസ്സിലാക്കാൻ കഴിയുന്ന സന്ദർഭം ഏത്
 - a) സ്ത്രോ ഉപയോഗിച്ച് വെള്ളം കുടിക്കുന്നത്
 - b) ബലൂൺ വീർപ്പിക്കുന്നത്
 - c) നീരാവി മുകളിലേക്ക് പോകുന്നത്
 - d) കാറ്റ് വീശുന്നത്
16. താഴെ തന്നിരിക്കുന്നതിൽ ആസിഡിന്റെ P^H മൂല്യമാകാൻ സാധ്യതയുള്ളതേത്?
 - a) 2
 - b) 7
 - c) 10
 - d) 14
17. താഴെ തന്നിരിക്കുന്നതിൽ ആസിഡുകളുമായി ബന്ധമില്ലാത്ത പ്രസ്താവന ഏത്?
 - a) ഹൈഡ്രജൻ ഉത്പാദനം
 - b) കാർബൺ ഡൈ ഓക്സൈഡ് ഉത്പാദനം
 - c) നീല ലിറ്റ്മസിനെ ചുവപ്പാക്കുന്നു
 - d) കാര രൂപി
18. അമ്ല മഴക്ക് കാരണമാകുന്ന വാതകം
 - a) കാർബൺ മോണോക്സൈഡ്
 - b) ഓക്സൈഡ് ഓഫ് നൈട്രജൻ
 - c) ഹൈഡ്രജൻ സൾഫേറ്റ്
 - d) മീഥേൻ
19. വാഹനങ്ങളുടെ ബാറ്ററിയിൽ ഉപയോഗിക്കുന്ന ആസിഡ് ഏത്?
 - a) സൾഫ്യൂറിക് ആസിഡ്
 - b) നൈട്രിക് ആസിഡ്
 - c) ഹൈഡ്രോക്ലോറിക് ആസിഡ്
 - d) അസെറ്റിക് ആസിഡ്
20. പ്രകാശ സംശ്ലേഷമം വഴി സസ്യങ്ങൾ സൗരോർജ്ജം ആക്കി മാറ്റുന്നു.
 - a) വൈദ്യുതോർജ്ജം
 - b) രാസോർജ്ജം
 - c) യാന്ത്രികോർജ്ജം
 - d) താപോർജ്ജം
21. ആഗോള താപനത്തിന് കാരണമാകുന്ന വാതകം
 - a) കാർബൺ ഡൈ ഓക്സൈഡ്
 - b) ഹൈഡ്രജൻ
 - c) നൈട്രജൻ
 - d) നിയോൺ
22. ചുണ്ണാമ്പ് വെള്ളത്തിലൂടെ (കാത്സ്യം ഹൈഡ്രോക്സൈഡ്) വാതകം കടത്തിവിട്ടാൽ ലായനി വെള്ള നിറമായി മാറുന്നു.
 - a) കാർബൺ ഡൈ ഓക്സൈഡ്
 - b) ഹൈഡ്രജൻ
 - c) നൈട്രജൻ
 - d) ഓക്സിജൻ
23. താഴെ തന്നിരിക്കുന്നവയിൽ ഭൗതിക മാറ്റത്തിന് ഉദാഹരണം ഏത്?
 - a) വസ്ത്രങ്ങൾ വെയിലേറ്റ് നിറം മങ്ങുന്നു
 - b) ഇരുമ്പ് കമ്പികൾ തുരുമ്പെടുക്കുന്നു

- c) മഗ്നീഷ്യം റിബൺ കത്തുന്നു
- d) ഐസ് വെള്ളമായി മാറുന്നു
- 24. ഒരു ലായനിയിൽ ലയിക്കുന്ന വസ്തുവിനെ എന്നും ഏതിലാണോ ലയിക്കുന്നത് അതിനെ എന്നും വിളിക്കുന്നു.
 - a) ലായകം, ലീനം
 - b) ലീനം, ലായകം
 - c) ലീനം, ലീനം
 - d) ലായകം, ലായകം
- 25. താഴെ തന്നിരിക്കുന്നവയിൽ ലായനിക്ക് ഉദാഹരണമല്ലാത്തത് ഏത്
 - a) സോഡ
 - b) പിച്ച്
 - c) തുരിശ്
 - d) വായു
- 26. ഇലക്ട്രിക് മോട്ടോർ പ്രവർത്തിക്കുമ്പോൾ ഉണ്ടാകാത്ത ഊർജ്ജരൂപം ഏത്?
 - a) ശബ്ദോർജ്ജം
 - b) താപോർജ്ജം
 - c) യാന്ത്രികോർജ്ജം
 - d) രാസോർജ്ജം
- 27. അന്നജം (Starch) അയഡിനുമായി പ്രവർത്തിക്കുമ്പോൾ കളർ ഉണ്ടാകുന്നു.
 - a) നീല
 - b) പച്ച
 - c) ചുവപ്പ്
 - d) മഞ്ഞ
- 28. അന്തരീക്ഷത്തിൽ ഓക്സജനേയും കാർബൺ ഡൈ ഓക്സൈഡിനേയും അളവ് നിലനിർത്തുന്നതെങ്ങനെ?
 - a) മൃഗങ്ങളുടെ ശ്വസനം കാരണം
 - b) സസ്യങ്ങളുടെ പ്രകാശ സംശ്ലേഷണം കാരണം
 - c) മൃഗങ്ങളുടെ ശ്വസനവും പ്രകാശ സംശ്ലേഷണവും കാരണം
 - d) സസ്യങ്ങളുടെ കുറവ് കാരണം
- 29. മണ്ണിരയുടെ ശ്വസിക്കാൻ സഹായിക്കുന്ന അവയവം
 - a) തൊലി
 - b) ശ്വാസകോശം
 - c) ചെകിള
 - a) പ്രത്യേക അവയവം ഇല്ല
- 30. 'അന്നപൂർണ്ണ' ഏത് വിളയുടെ സങ്കരയിനമാണ്
 - a) നെല്ല്
 - b) വഴുതന
 - c) തക്കാളി
 - d) ഗോതമ്പ്
- 31. കരയിലും ജലത്തിലും ജീവിക്കുന്ന ജീവികൾ അറിയപ്പെടുന്ന പേര്
 - a) സസ്തനി
 - b) ഉഭയജീവികൾ
 - c) ഉരഗങ്ങൾ
 - d) പരാദങ്ങൾ
- 32. രക്തം കട്ടപിടിക്കാൻ സഹായിക്കുന്ന വിറ്റാമിൻ ഏത്
 - a) വിറ്റാമിൻ ഇ
 - b) വിറ്റാമിൻ കെ
 - c) വിറ്റാമിൻ എ
 - d) വിറ്റാമിൻ ഡി
- 33. മനുഷ്യ ശരീരത്തിലെ ഏറ്റവും ചെറിയ അസ്ഥി സ്ഥിതിചെയ്യുന്നതെവിടെ
 - a) കാലിലെ ചെറുവിരലിൽ
 - b) കൈയിലെ ചെറുവിരലിൽ
 - c) ചെവിയിൽ
 - d) മൂക്കിൽ

34. പാസ്റ്ററൈസേഷൻ (Pasteurization) പ്രവർത്തനത്തിൽ പാലിനെ.....
- a) ചൂടാക്കുന്നു b) ചൂടാക്കിയ ശേഷം തണുപ്പിക്കുന്നു
- c) തണുപ്പിക്കുന്നു d) തണുപ്പിച്ച ശേഷം ചൂടാക്കുന്നു.
35. ഒരു പൂവിൽ നിന്ന് ഒന്നിലധികം ഫലം ഉണ്ടാവുന്നു എങ്കിൽ അത്തരം ഫലങ്ങളെ എന്നു പറയുന്നു.
- a) ലഘുഫലം b)പൂഞ്ജഫലം c) സംയുക്തഫലം d) കപട ഫലം
36. കോശങ്ങളെക്കുറിച്ച് താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനയിൽ ശരിയായത് ഏത്?
- a) കുട്ടികളുടെ കോശം മുതിർന്നവരേക്കാൾ ചെറുതായിരിക്കും.
- b) മുതിർന്നവരുടെ കോശം കുട്ടികളുടേതിനേക്കാൾ ചെറുതായിരിക്കും
- c) കോശത്തിന്റെ വലിപ്പത്തിൽ വ്യത്യാസമുണ്ടാവില്ല
- d) എല്ലാ പ്രസ്താവനകളും ശരിയാണ്
37. പ്രകാശ സംശ്ലേഷണത്തിന്റെ ഫലമായി പുറത്തുവരുന്ന വാതകം ഏത്?
- a) ഓക്സിജൻ b) കാർബൺ ഡൈ ഓക്സൈഡ്
- c) നൈട്രജൻ d) ഹൈഡ്രജൻ
38. ജലം വഴി വിത്തുവിതരണം നടത്തുന്ന സസ്യത്തിന് ഉദാഹരണം ഏത്?
- a) പ്ലാവ് b) പേര c) തെങ്ങ് d) ആൽമരം
39. താഴെ പറയുന്നവയിൽ കൊതുക് പരത്തുന്ന രോഗം ഏത്?
- a) ക്ഷയം b) കോളറ c) മന്ത് d) ചിക്കൻപോക്സ്
40. മാത്രമുള്ള പൂക്കളെ പെൺ പൂക്കൾ എന്നുപറയുന്നു.
- a) കേസര പൂടം b) ജനിപൂടം c) തന്തുകം d) വിദളം

APPENDIX XVIII
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Response Sheet for
Fundamental Knowledge Test in Basic Science

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Name :

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Gender : M/F

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APPENDIX XIX
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Answer Key for
Fundamental Knowledge Test in Basic Science

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Question number	Answer
1	c
2	c
3	a
4	c
5	a
6	d
7	a
8	b
9	b
10	a
11	c
12	b
13	c
14	b
15	b
16	a
17	d
18	b
19	a
20	b

Question number	Answer
21	a
22	a
23	d
24	b
25	c
26	d
27	a
28	c
29	a
30	a
31	b
32	b
33	c
34	b
35	b
36	c
37	a
38	c
39	c
40	b

APPENDIX XX

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Fundamental Knowledge Test in Mathematics

Dr. T. Mohamed Saleem
Supervising Teacher

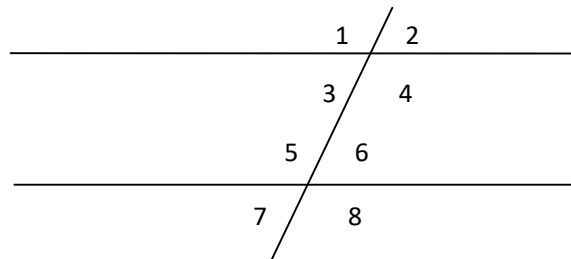
Muneer V
Research Scholar

Total Marks: 25

Time: 60 mts.

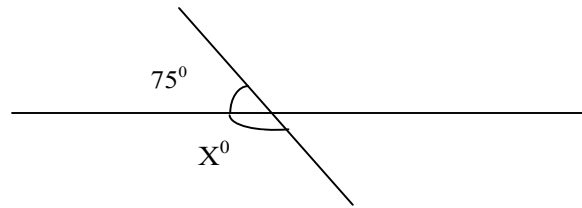
1. $308 - 410 + 160 = ?$
a) 52 b) 58 c) 68 d) 62
2. $1 + 2 \times 25 \div 5 - 2 = ?$
a) 11 b) 8 c) 9 d) 13
3. Which is the largest number
a) $\frac{3}{4}$ b) $\frac{7}{8}$ c) $\frac{1}{2}$ d) $\frac{3}{2}$
4. $\frac{15}{7} + \frac{7}{3} = ?$
a) $\frac{22}{10}$ b) $\frac{105}{21}$ c) $\frac{94}{21}$ d) $\frac{22}{21}$
5. Parasuram Express, which departs from Kozhikode, will reach Thiruvananthapuram at 10pm, by traveling 10 hours and 30 minutes. Then what is the time of departure of the train.
a) 10.30 am b) 12.30 am c) 10.30 pm d) 12.30 pm
6. A quarter liter of milk will be purchased every day in Hari's house. If the milk was not purchased for 11 days in December, then what is the amount of the total milk purchased in that month.
a) 5 liter b) $5 \frac{1}{4}$ liter c) $5 \frac{1}{2}$ liter d) 6 liter
7. Since the flood relief camp is being held at Kaiveli school, the school will be open after a week and four days from July 25. If so, when will the school open
a) August 3 b) August 4 c) August 5 d) August 6
8. $3 \times 2 \times 1$ If all the numbers in this are doubled, the answer will be increase to how many times.
a) 8 b) 6 c) 2 d) 7

18. Vijesh borrowed Rs 3000 from a bank with a 15% interest rate. How much to repay after a year.
 a) 3250 b) 3450 c) 3600 d) 3750
19. What is the percentage of marks when a student gets 35 out of 50 marks in the exam
 a) 60 b) 65 c) 70 d) 75
20. $\sqrt{9} + \sqrt{81} =$
 a) 90 b) $\sqrt{90}$ c) 9 d) 12
21. $\frac{3}{4} - \frac{1}{4} \div \frac{1}{4} =$
 a) $\frac{1}{4}$ b) $\frac{-1}{4}$ c) $\frac{3}{4}$ d) $\frac{-3}{4}$
22. 0.5, 2, 3.5, 5. . . What's the next number?
 a) 6.5 b) 7 c) 7.5 d) 8
23. Chairs are arranged in a wedding hall as 15 columns and 20 rows. The rest of the chair is divided into 6 stacks of 25 each. What is the total number of chairs.
 a) 350 b) 400 c) 450 d) 475
24. Aravindan received Rs 5 lakh from the bank in the form of Rs 2000 notes. If so, how many number of notes he have
 a) 200 b) 250 c) 350 d)500
25. Find the pair that is not opposite angles



- a) 5,8 b) 6,7 c) 1,2 d)2,3

9. 9 മുട്ട കൊടുത്താൽ 2 തേങ്ങ കിട്ടും 12 തേങ്ങ കിട്ടാൻ എത്ര മുട്ട കൊടുക്കണം.
 a) 44 b) 54 c) 48 d) 56
10. ഒരു സ്ഥലത്തെ താപനില വൈകുന്നേരം 5 മണിക്ക് 10°C ആയിരുന്നു. പിറ്റേദിവസം രാവിലെ താപനില -3°C ആയി എങ്കിൽ താപനില എത്ര ഡിഗ്രി സെൽഷ്യസ് കുറഞ്ഞു.
 a) 3 b) 8 c) 13 d) -3
11. $35 \times \underline{\hspace{1cm}} = 10 \times 7$
 a) 1 b) 2 c) 3 d) 4
- 12.



x ന്റെ വില എത്ര

- a) 75 b) 85 c) 95 d) 105
13. തിങ്കൾ മുതൽ ശനി വരെ ട്യൂഷൻ ക്ലാസിൽ ഹാജരായ കുട്ടികളുടെ എണ്ണം 9, 12, 8, 10, 12, 9 എന്നിവയാണ്. ഓരോ ദിവസവും ശരാശരി എത്ര കുട്ടികൾ ക്ലാസിൽ ഹാജരായി
 a) 9 b) 10 c) 11 d) 12
14. $\frac{3}{5} \times \frac{4}{9} = ?$
 a) $\frac{4}{14}$ b) $\frac{4}{15}$ c) $\frac{7}{45}$ d) $\frac{5}{15}$
15. ഒരു മട്ട ത്രികോണത്തിന്റെ ഒരു കോണളവ് 54° ആയാൽ മൂന്നാമത്തെ കോണളവെത്ര?
 a) 26 b) 34 c) 36 d) 38
16. 5000 രൂപയ്ക്ക് വാങ്ങിയ അലമാര 6000 രൂപയ്ക്ക് വിൽപ്പന നടത്തിയെങ്കിൽ ലാഭശതമാനമെത്ര?
 a) 10% b) 15% c) 20% d) 25%
17. അർസൽ 7.4 ഗ്രാം തൂക്കമുള്ള വളയും 10.8 ഗ്രാം തൂക്കമുള്ള ഒരു മാലയും ഒരു മോതിരവും വാങ്ങി മൂന്നിന്റെയും കൂടി ആകെ ഭാരം 20 ഗ്രാമാണ്. എങ്കിൽ മോതിരത്തിൻറെ ഭാരം എത്രയാണ്?
 a) 1.8g b) 2.0g c) 2.2g d) 2.4g

APPENDIX XXII
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Response Sheet for
Fundamental Knowledge Test in Mathematics

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Name :

School :

Category :

Gender : M/F

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APPENDIX XXIII
FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Answer Key for

Fundamental Knowledge Test in Mathematics

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Question number	Answer
1	b
2	c
3	d
4	c
5	d
6	a
7	c
8	a
9	b
10	c
11	b
12	d
13	b

Question number	Answer
14	b
15	c
16	c
17	a
18	b
19	c
20	d
21	b
22	a
23	c
24	b
25	c

APPENDIX XXIV

CAREER ASPIRATION SCALE

FAROOK TRAINING COLLEGE , RESEARCH CENTRE IN EDUCATION

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

Direction: The following are a few statements about your future and learning. Mark how true the following statements are about you. Your responses will be kept confidential and used only for research purpose.

1. When I see officers from a high-level job, I want to reach that level.
2. I am trying to figure out what to do after 10th grade to get a job that I love.
3. I want to get into a job that people respect.
4. Parents and teachers say that you can get a good job in the future only if you study well but I don't want to work hard for that.
5. I have a clear idea of what to do after studying.
6. I feel that I should start thinking about getting a job from right now.
7. I feel like I can't get to the job I wish.
8. I feel like that I can reach somewhere without taking any efforts.
9. I discuss about future job and higher study with friends.
10. I don't think I can reach my goal by deciding alone.
11. I have decided to take the course that the parents decide.
12. I am willing to work hard to reach the goal when there are difficulties.
13. I get despaired when others make fun of my goals.
14. I have discussions with teachers and adults about which courses to choose in the future.
15. When I know about a course, I am interested in learning completely about it.
16. To get a job, I felt that money was more important than hard work.
17. I don't see any difference between those who have jobs and those who don't.
18. I don't think there is no use of schooling.
19. I am so disappointed that I had to go to school without having to go to work and make money.
20. I spend the time to read articles in the newspaper related to Career Guidance.
21. I give more importance to do my level best rather than beating others.

22. My goal is to get a good job with the best education possible.
23. I think there is no need to pre-prepared plan for success in life.
24. I only study because of the pressure of the parents.
25. I decided to take the course my friends chose to study.
26. I believe that choosing the course that gets me easily is better than the hard working for getting admission to my favorite course.
27. I am prepared to do my level best to get a good education.
28. I am inspired by the autobiographies of those who have succeeded in adversity.
29. I do everything only after proper planning.
30. Recognizing my shortcomings and doing things to correct them.
31. I feel that the reason for my failures is because I didn't put in enough effort.
32. I believe it is the responsibility of the government to provide me with job.
33. If I engage in an activity, I will be 100% committed.
34. I am confident that higher education will bring about social upliftment of the tribals.
35. I have felt that good job is a necessity of this period.
36. I want to reach the top wherever I enter any job.
37. I am confident that I will be able to get a good job no matter what the obstacles are.
38. I am interested in attending career awareness classes.
39. I'm interested in hearing career-related discussions.
40. I think it is better to go to another job immediately after studying than waiting of interested job.
41. I have the knowledge that I can get a good job in the future only if study well.
42. I will not compromise to get a job that is not accordance with my potential.
43. I thought that if I didn't get a good education, I would miss a lot of opportunities in the future.
44. I never seemed to have the ability to get a good job in the future.
45. As a tribal student I have found it difficult to get a better job.
46. I feel like I don't have to study well because I get the benefit of reservation.
47. Instead of going to school, I would like to spend time in the hamlet.
48. I try to improve the performance of the study every step of the way.

APPENDIX XXV

FAROOK TRAINING COLLEGE, KOZHIKODE

Research Centre in Education

Career Aspiration Scale

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

നിങ്ങളുമായി ബന്ധപ്പെട്ട ചില ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഓരോ ചോദ്യങ്ങളും ശ്രദ്ധയോടെ വായിച്ച് അനുയോജ്യമായ ഏതെങ്കിലും ഒരു ഉത്തരത്തിൽ (✓) അടയാളം രേഖപ്പെടുത്തുക. നിങ്ങൾ എഴുതുന്ന ഉത്തരം പൂർണ്ണമായും രഹസ്യമാക്കി വെയ്ക്കുമെന്നതിനാൽ ആവശ്യമായ സമയമെടുത്ത് സത്യസന്ധമായി എഴുതാവുന്നതാണ്.

1. ഉർന്നപദവിയിൽ ജോലി ചെയ്യുന്ന ഉദ്യോഗസ്ഥരെ കാണുമ്പോൾ ഇങ്ങനെ ഒരു സ്ഥാനത്ത് എത്തിച്ചേരണമെന്ന് തോന്നാറുണ്ട്.
2. എനിക്ക് ഇഷ്ടപ്പെട്ട ഒരു ജോലി നേടുന്നതിന് പത്താം ക്ലാസ്സിന് ശേഷം എന്തൊക്കെ ചെയ്യണമെന്ന് അന്വേഷിക്കാറുണ്ട്.
3. ആളുകൾ ബഹുമാനിക്കുന്ന തരത്തിലുള്ള ജോലിയിൽ എത്തണമെന്ന് ആഗ്രഹമുണ്ടാവാറുണ്ട്.
4. നന്നായി പഠിച്ചാൽ മാത്രമേ നല്ലൊരു ജോലി നേടാൻ സാധിക്കുകയുള്ളൂ എന്ന് മാതാപിതാക്കളും അധ്യാപകരും പറയുമെങ്കിലും അതിനായി കഠിനാധ്വാനം ചെയ്യാൻ എനിക്ക് താൽപര്യമില്ല.
5. പഠനത്തിന് ശേഷം എന്തായി തീരണമെന്നതിനെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ബോധ്യമുണ്ട്.
6. ജോലിനേടുന്നതിനെക്കുറിച്ച് ഇപ്പോൾ തന്നെ ചിന്തിച്ച് തുടങ്ങണമെന്ന് തോന്നിയിട്ടുണ്ട്.
7. എനിക്ക് ഞാൻ ആഗ്രഹിക്കുന്ന ജോലിയിൽ എത്തിച്ചേരാൻ പറ്റില്ല എന്ന തോന്നലുണ്ടാവാറുണ്ട്.
8. പരിശ്രമം ചെയ്തില്ലെങ്കിലും എവിടെയെങ്കിലും എത്തിപ്പെടാം എന്ന ചിന്ത ഉണ്ടാകാറുണ്ട്.
9. കൂട്ടുകാരുമായി തടർ പഠനത്തെയും ജോലിയെയും കുറിച്ച് ചർച്ചചെയ്യാറുണ്ട്.
10. ഞാൻ മാത്രം തീരുമാനിച്ചതുകൊണ്ട് എനിക്ക് എന്റെ ലക്ഷ്യങ്ങളിൽ എത്തിച്ചേരാൻ സാധിക്കുമെന്ന് തോന്നുന്നില്ല.
11. വീട്ടുകാർ തീരുമാനിക്കുന്ന കോഴ്സ് തിരഞ്ഞെടുത്തു മുന്നോട്ട് പോകാനാണ് എനിക്ക് താൽപര്യം.

12. പ്രയാസങ്ങളും ബുദ്ധിമുട്ടുകളും ഉണ്ടാകുമ്പോൾ ലക്ഷ്യം പൂർത്തീകരിക്കാൻ കഠിനാധ്വാനം ചെയ്യാൻ ഞാൻ തയ്യാറാണ്.
13. എന്റെ ലക്ഷ്യങ്ങളെ മറ്റുള്ളവർ കളിയാക്കിയാൽ ഞാൻ തളർന്ന് പോവാറുണ്ട്.
14. അധ്യാപകരോടും മുതിർന്നവരോടും ഭാവിയിൽ തെരഞ്ഞെടുക്കേണ്ട കോഴ്സുകളെക്കുറിച്ച് ചർച്ച ചെയ്യാറുണ്ട്.
15. ഒരു കോഴ്സിനെക്കുറിച്ച് കേട്ടാൽ അതിനെക്കുറിച്ച് പൂർണ്ണമായി അറിയുന്നുള്ള താല്പര്യമുണ്ടാവാറുണ്ട്.
16. ഒരു നല്ല ജോലി നേടാൻ കഠിനാധ്വാനത്തേക്കാൾ കൂടുതൽ ആവശ്യം പണമാണെന്ന് തോന്നാറുണ്ട്.
17. ജോലിയുള്ളവരും ജോലി ഇല്ലാത്തവരുമായി ഒരു വ്യത്യാസവും ഉള്ളതായി തോന്നാറില്ല.
18. സ്കൂൾ പഠനം കൊണ്ട് ഒരു നേട്ടവുമില്ല എന്ന് എനിക്ക് തോന്നാറില്ല.
19. പണിക്ക് പോയി പണം സമ്പാദിക്കാതെ സ്കൂളിൽ വന്ന് സമയം കളയുന്നതിൽ എനിക്ക് നിരാശയുണ്ട്.
20. കരിയർ ഗൈഡ്സുമായി ബന്ധപ്പെട്ട് പത്രങ്ങളിൽ വരുന്ന ലേഖനങ്ങൾ വായിക്കാൻ സമയം കണ്ടെത്താറുണ്ട്.
21. മറ്റുള്ളവരേക്കാൾ മുന്നിലാകുക എന്നതിനേക്കാളും ഞാൻ പ്രാധാന്യം നൽകുന്നത് എന്റെ കഴിവിന്റെ പരമാവധി ചെയ്യുക എന്നതിനാണ്.
22. ഏറ്റവും മികച്ച ഒരു വിദ്യാഭ്യാസത്തിലൂടെ മികച്ച ഒരു ജോലി എന്നതാണ് എന്റെ ലക്ഷ്യം.
23. ജീവിത വിജയം നേടാൻ മുൻകൂട്ടിയുള്ള തയ്യാറെടുപ്പുകളുടെ ആവശ്യമില്ല.
24. വീട്ടുകാരുടെ നിർബന്ധത്തിനും അവരെ പേടിയുള്ളതും കൊണ്ട് മാത്രമാണ് ഞാൻ പഠിക്കുന്നത്.
25. കൂട്ടുകാർ തിരഞ്ഞെടുക്കുന്ന കോഴ്സ് എടുത്ത് പഠിക്കാനാണ് ഞാൻ ഉദ്ദേശിക്കുന്നത്.
26. ഇഷ്ടമുള്ള കോഴ്സിന് അഡ്മിഷൻ കിട്ടാൻ വേണ്ടി അധ്വാനിക്കുന്നതിലും നല്ലത് കിട്ടുന്ന മാർക്കിനനുസരിച്ചുള്ള കോഴ്സ് തിരഞ്ഞെടുക്കുന്നതാണ്.
27. മികച്ച വിദ്യാഭ്യാസം ലഭിക്കാൻ ഞാൻ എന്റെ കഴിവിന്റെ പരമാവധി അധ്വാനിക്കാൻ ശ്രമിക്കാറുണ്ട്.
28. കഷ്ടപ്പാടുകളിൽ നിന്നും ഉന്നത് സ്ഥാനങ്ങളിൽ എത്തിയവരുടെ ജീവിതകഥകൾ ആവേശം പകരാറുണ്ട്.
29. ഞാൻ ഓരോ കാര്യങ്ങൾ ചെയ്യുമ്പോഴും കൃത്യമായി ആസൂത്രണം ചെയ്യാറുണ്ട്.
30. എന്റെ കുറവുകൾ തിരിച്ചറിഞ്ഞ് അത് പരിഹരിക്കാൻ വേണ്ടി പരിശ്രമിക്കാറുണ്ട്.

- 31. എന്നിക്കുണ്ടാകുന്ന പരാജയങ്ങൾ വേണ്ടത്ര പരിശ്രമിക്കാത്തത് കൊണ്ടാണെന്ന് എനിക്ക് തോന്നിയിട്ടുണ്ട്.
- 32. എനിക്ക് ജോലി നൽകുക എന്നത് സർക്കാരിന്റെ മാത്രം കടമയാണ് എന്നാണ് എന്റെ വിശ്വാസം.
- 33. ഒരു പ്രവർത്തനത്തിൽ ഏർപ്പെട്ടാൽ അതിനോടു നൂറുശതമാനം കൂറ് പുലർത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.
- 34. ഉന്നതവിദ്യാഭ്യാസത്തിലൂടെ ഗോത്ര വിഭാഗങ്ങളുടെ സാമൂഹിക നിലവാരത്തിൽ മാറ്റം വരുത്താൻ സാധിക്കുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.
- 35. നല്ല രീതിയിലുള്ള ജോലി ഈ കാലഘട്ടത്തിൽ ആവശ്യമാണെന്ന് എനിക്ക് തോന്നാറുണ്ട്.
- 36. ഭാവിയിൽ ഏതൊരു ജോലി മേഖലയിൽ എത്തിയാലും അതിന്റെ ഉയർന്ന സ്ഥാനത്തെ എത്താൻ ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.
- 37. എന്തൊക്കെ തടസ്സങ്ങൾ ഉണ്ടായാലും നല്ലൊരു ജോലി നേടിയെടുക്കാൻ സാധിക്കുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.
- 38. കരിയർ ബോധവൽക്കരണ ക്ലാസുകളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്.
- 39. ജോലി സംബന്ധമായ ചർച്ചകൾ കേൾക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്.
- 40. പഠന ശേഷം അതിന്റെ അടിസ്ഥാനത്തിൽ ഒരു ജോലി കരസ്ഥമാക്കുന്നതിനേക്കാൾ നല്ലത് മറ്റു ജോലികൾക്ക് പോയി പണം സമ്പാദിക്കുന്നതാണ്.
- 41. നന്നായി പഠിച്ചാൽ മാത്രമേ ഭാവിയിൽ നല്ല നിലയിലുള്ള ഒരു ജോലി കരസ്ഥമാക്കുവാൻ സാധിക്കുകയുള്ളൂ എന്ന അറിവ് എനിക്കുണ്ട്.
- 42. തന്റെ കഴിവിനനുസരിച്ചുള്ള ഒരു ജോലിയിൽ തന്നെ എത്തിപ്പെടണമെന്ന വാഗ്ദാനം എനിക്കുണ്ട്.
- 43. നല്ല വിദ്യാഭ്യാസം നേടിയില്ലെങ്കിൽ ഒരുപാട് ജോലിയവസരങ്ങൾ ജീവിതത്തിൽ നഷ്ടമാകുമെന്ന് ഞാൻ കരുതുന്നു.
- 44. ഭാവിയിൽ നല്ല നിലയിലുള്ള ഒരു ജോലി നേടാനുള്ള കഴിവ് എനിക്കുള്ളതായി തോന്നിയിട്ടില്ല.
- 45. മെച്ചപ്പെട്ട ഒരു ജോലി എന്ന സ്വപ്നം പട്ടികവർഗ വിദ്യാർത്ഥിയായ തനിക്ക് നേടിയെടുക്കാൻ ബുദ്ധിമുട്ടാണെന്ന് തോന്നാറുണ്ട്.
- 46. സംവരണാനുകൂല്യം ലഭിക്കുന്നതിനാൽ കൂടുതൽ പഠിച്ച് കഷ്ടപ്പെടേണ്ടതില്ല എന്ന ചിന്ത എനിക്ക് ഉണ്ടാവാറുണ്ട്.
- 47. സ്കൂളിൽ വരുന്നതിലും എനിക്ക് ഇഷ്ടം ഉറുകളിൽ കറങ്ങി നടക്കാനാണ്.
- 48. പാവ്യ വിഷയങ്ങളിലെ പ്രകടനം ഓരോ ഘട്ടം കഴിയുമ്പോഴും മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്.

APPENDIX XXVI
FAROOK TRAINING COLLEGE, KOZHIKODE
Research Centre in Education
Response Sheet for
Career Aspiration Scale

Dr. T. Mohamed Saleem
 Supervising Teacher

Muneer V
 Research Scholar

Name :

School :

Category :

Gender : M/F

SI	Always	Sometimes	Never
1			
2			
3			
4			
5			
6			
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23			
24			

SI	Always	Sometimes	Never
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APPENDIX XXVII
ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS

(A.K.P. Sinha and R.P. Singh, 2013)

Instruction: Below are some questions related to situations you may encounter in school. Read each question carefully and mark (✓) mark for an appropriate answer. Your responses will be kept confidential and used only for research purpose.

1. Are you afraid of something in your school?
2. Do you avoid meeting your classmates?
3. Do you forget soon what you have read?
4. Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them?
5. Are you of a shy nature?
6. Are you afraid of examination?
7. Do you worry your teacher scolding you for your mistakes?
8. Do you hesitate in asking a question when you don't understand something?
9. Is it difficult for you to understand the lessons taught in the class?
10. Are you jealous of those friends whom teacher appreciates very much?
11. When some of your teachers are together, do you go there without any complex?
12. Can you note down the lessons taught in class correctly?
13. Do you envy those classmates whom you think better than you?
14. Do you feel sometimes, as if you have no friend in your school?
15. Do you yawn when lesson is taught in your class?
16. When you see, some students talking themselves, do you think they are gossiping about you?
17. Are you able to get friendly with everyone easily?
18. Are you satisfied with the method of teaching of your teachers of this school?

19. Do you express your anger to others when you are not asked to come forward in any programme in your school?
20. When some students are together, do you join them freely.
21. Do you think that the teachers in the school do not pay any attention to your problems?
22. Are you often sad and distressed in the school?
23. Do you like to join your classmates working together?
24. Are you satisfied with the progress in your studies?
25. Do you feel the teachers neglect you?
26. Do you try to attract the attention of your teacher to yourself in the class?
27. Is it a burden for you to study something?
28. Do you get yourself worked up and try to harm a student when he complains against you?
29. Do you often like to be alone?
30. Are your teachers always ready to solve your problems concerning your studies?
31. Are you often dissatisfied with your school?
32. Do you establish a friendly relationship with the students in the school?
33. Do your teachers in the school praise you?
34. Do you try to rationalize your mistake?
35. Do you like to sit in the front seats in the class?
36. Do you often get less marks in examination?
37. Do you resent it when your teachers ask you a question in the class?
38. Do you have a friendly association with your fellow students?
39. Do you like the idea of having more holidays in the school?
40. Do you get wild when one of your classmates jokes with you? -
41. Do you openly take part in the school assemblies?
42. Do you often quarrel with your classmates?
43. Do you sometimes go home before the schools closes?

44. Do you take part in the school sports?
45. Do some of your teachers often keep on scolding you for the studies?
46. Do you often have doubt on others in the schools?
47. Are you shy of talking to the senior students in school?
48. Do you look at your teachers respectfully? -
49. Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well?
50. Do you have some intimate friends in this school?
51. Do you pay attention to the lesson being taught in class?
52. Do you develop resentful feelings towards your teachers when you get less marks?
53. Are you always ready to help your classmates in everyway?
54. Do you borrow books and magazines from the school library and read them?
55. Are you often afraid meeting the senior students?
56. Do you enjoy irritating other students in the school?
57. Do you take part in the debates?
58. Do you feel mentally depressed when you meet the senior students?
59. Do you lend your books or note-books gladly when your classmates ask for it?
60. Are you interested in the things regarding education?

APPENDIX XXVIII
ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS
(Malayalam Version)

നിങ്ങൾ വിദ്യാലയത്തിൽ അഭിമുഖീകരിക്കേണ്ടി വന്നിട്ടുണ്ടാവുന്ന ചില പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഓരോ ചോദ്യങ്ങളും ശ്രദ്ധയോടെ വായിച്ച് അനുയോജ്യമായ ഏതെങ്കിലും ഒരു ഉത്തരത്തിൽ (✓) അടയാളം രേഖപ്പെടുത്തുക. നിങ്ങൾ എഴുതുന്ന ഉത്തരം പൂർണ്ണമായും രഹസ്യമാക്കി വെയ്ക്കുമെന്നതിനാൽ ആവശ്യമായ സമയമെടുത്ത് സത്യസന്ധമായി എഴുതാവുന്നതാണ്.

1. സ്കൂളിൽ എന്തിനെപ്പറ്റിയെങ്കിലും എല്ലായ്പ്പോഴും പേടി തോന്നാറുണ്ടോ?
2. താങ്കൾ സഹപാഠികളുടെ അടുത്ത് നിന്നും ഒഴിഞ്ഞ് മാറി നടക്കാറുണ്ടോ?
3. താങ്കൾ വായിക്കുന്ന കാര്യങ്ങൾ പെട്ടെന്ന് മറന്ന് പോകാറുണ്ടോ?
4. താങ്കളുടെ സഹപാഠി അബദ്ധത്തിൽ അനുചിതമായി എന്തെങ്കിലും ചെയ്തുവെന്ന് കരുതുക, താങ്കൾ ആ സുഹൃത്തിനോട് ദേഷ്യപ്പെടുമോ?
5. താങ്കൾ ലജ്ജാശീലനാണോ?
6. താങ്കൾ പരീക്ഷയെ ഭയപ്പെടാറുണ്ടോ?
7. തങ്കളുടെ തെറ്റുകൾക്ക് അധ്യാപകൻ വഴക്ക് പറഞ്ഞാൽ വിഷമിക്കാറുണ്ടോ?
8. ഒരു കാര്യം മനസ്സിലാക്കാതിരിക്കുന്ന സമയം അതേപറ്റി ചോദ്യങ്ങൾ ചോദിക്കുമ്പോൾ താങ്കൾക്ക് എതിർപ്പ് തോന്നാറുണ്ടോ?
9. പാഠഭാഗങ്ങൾ മനസ്സിലാക്കുന്നതിന് ബുദ്ധിമുട്ടുണ്ടാവാറുണ്ടോ?
10. അധ്യാപകരുടെ അഭിനന്ദനത്തിന് പാത്രമാകുന്ന സുഹൃത്തുക്കളോട് അസൂയ തോന്നാറുണ്ടോ?
11. അധ്യാപകർ കൂടിയിരിക്കുന്ന സമയത്ത് മടിയില്ലാതെ അവരെ സമീപിക്കാൻ കഴിയാറുണ്ടോ?
12. ക്ലാസിൽ നൽകുന്ന നോട്ടുകൾ കൃത്യമായി എഴുതിയെടുക്കാൻ കഴിയാറുണ്ടോ?
13. താങ്കളേക്കാൾ മിടുക്കരെന്ന് തോന്നുന്ന സഹപാഠികളോട് അസൂയ തോന്നാറുണ്ടോ?
14. സ്കൂളിൽ കൂട്ടുകാരാരുമില്ലെന്ന് നിങ്ങൾക്ക് എപ്പോഴെങ്കിലും തോന്നിയിട്ടുണ്ടോ?
15. ക്ലാസ് സമയങ്ങളിൽ താങ്കൾ കോട്ടുവാ ഇടാറുണ്ടോ?

16. മറ്റു കുട്ടികൾ സംസാരിച്ച് കൊണ്ടിരിക്കുന്നത് കാണുമ്പോൾ തന്നെക്കുറിച്ച് കുറ്റം പറയുകയാണെന്ന് തോന്നാറുണ്ട്?
17. എല്ലാവരുമായും പെട്ടെന്ന് സൗഹൃദം സ്ഥാപിക്കാൻ താങ്കൾക്ക് സാധിക്കാറുണ്ടോ?
18. സ്കൂളിലെ അധ്യാപകരുടെ അധ്യാപന രീതിയിൽ താങ്കൾ സംതൃപ്തനാണോ?
19. സ്കൂളിലെ പരിപാടികൾക്ക് താങ്കളെ പരിഗണിക്കപ്പെടാതിരിക്കുമ്പോൾ മറ്റുള്ളവരോട് ദേഷ്യം പ്രകടിപ്പിക്കാറുണ്ടോ?
20. മറ്റു വിദ്യാർത്ഥികൾ കൂട്ടമായി സംസാരിച്ച് കൊണ്ടിരിക്കുമ്പോൾ താങ്കൾ അവരോടൊപ്പം കൂടാറുണ്ടോ?
21. നിങ്ങളുടെ അധ്യാപകൻ നിങ്ങളുടെ പ്രശ്നങ്ങൾക്ക് വേണ്ടത്ര ശ്രദ്ധ നൽകുന്നില്ലെന്ന് താങ്കൾ കരുതുന്നുണ്ടോ?
22. സ്കൂളിൽ താങ്കൾക്ക് കൂടെ കൂടെ മനഃപ്രയാസവും ദുഃഖവും ഉണ്ടാവാറുണ്ടോ?
23. കൂട്ടുകാരോടൊപ്പം ഒരുമിച്ച് ചേർന്ന് പ്രവർത്തിക്കാൻ താങ്കൾ ഇഷ്ടപ്പെടുന്നുണ്ടോ?
24. താങ്കളുടെ പഠന പുരോഗതിയിൽ താങ്കൾ സംതൃപ്തനാണോ.
25. അധ്യാപകർ താങ്കളെ അവഗണിക്കുന്നതായി തോന്നിയിട്ടുണ്ടോ.
26. ക്ലാസിൽ അധ്യാപകരുടെ ശ്രദ്ധ പിടിച്ചുപറ്റാൻ താങ്കൾ ശ്രമിക്കാറുണ്ടോ.
27. എന്തെങ്കിലും പഠിക്കുക എന്നത് താങ്കൾക്ക് ക്ലേശകരമായി തോന്നിയിട്ടുണ്ടോ.
28. താങ്കളെക്കുറിച്ച് ഒരു വിദ്യാർത്ഥി ആരോപണം ഉന്നയിച്ചാൽ അയാളെ ഉപദ്രവിക്കാനും എതിരെ പ്രവർത്തിക്കാനും താങ്കൾ ശ്രമിക്കാറുണ്ടോ?
29. താങ്കൾ മിക്കപ്പോഴും തനിമിടിച്ചിരിക്കാൻ ആഗ്രഹിക്കാറുണ്ടോ.
30. പഠനവുമായി ബന്ധപ്പെട്ട താങ്കളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ അധ്യാപകർ എപ്പോഴും തയ്യാറുണ്ടോ?
31. സ്വന്തം സ്കൂളിനെപ്പറ്റി കൂടെ കൂടെ അസംതൃപ്തി തോന്നിയിട്ടുണ്ടോ?
32. സ്കൂളിലെ മറ്റു വിദ്യാർത്ഥികളുമായി സൗഹൃദപരമായ ബന്ധം സ്ഥാപിക്കാറുണ്ടോ.
33. സ്കൂളിലെ അധ്യാപകർ താങ്കളെ പ്രശംസിക്കാറുണ്ടോ.
34. സ്വന്തം തെറ്റുകളെ യുക്തിപൂർണ്ണമായി വിശകലനം ചെയ്യാൻ ശ്രമിക്കാറുണ്ടോ.
35. ക്ലാസിലെ മുൻ ബെഞ്ചിൽ ഇരിക്കാൻ താങ്കൾ ഇഷ്ടപ്പെടാറുണ്ടോ.
36. പരീക്ഷകളിൽ താങ്കൾക്ക് പലപ്പോഴും കുറഞ്ഞ മാർക്കുകൾ ലഭിക്കാറുണ്ടോ?

37. ക്ലാസിൽ അധ്യാപകർ നിങ്ങളോട് ചോദ്യം ചോദിക്കുമ്പോൾ അവരോട് ഇഷ്ടക്കേട് തോന്നാറുണ്ടോ?
38. സഹപാഠികളുമായി താങ്കൾക്ക് സൗഹാർദ്ദപരമായ ബന്ധം ഉണ്ടാവാറുണ്ടോ.
39. സ്കൂളിൽ കൂടുതൽ ഒഴിവ് ദിവസങ്ങൾ ലഭിക്കുന്നത് താങ്കൾ ഇഷ്ടപ്പെടുന്നുണ്ടോ.
40. സഹപാഠികൾ ആരെങ്കിലും താങ്കളോട് തമാശ പറയുമ്പോൾ താങ്കൾ ദേഷ്യപ്പെടാറുണ്ടോ.
41. യാതൊരു മടിയും കൂടാതെ സ്കൂൾ അസംബ്ലിയിൽ പങ്കെടുക്കാറുണ്ടോ.
42. നിങ്ങൾ സഹപാഠികളുമായി കൂടെ കൂടെ വഴക്കിടാറുണ്ടോ.
43. സ്കൂൾ സമയം തീരുന്നതിനു മുമ്പായി ഹോസ്റ്റലിലേക്ക് പോകുന്ന ശീലമുണ്ടോ.
44. സ്കൂൾ കായിക മത്സരങ്ങളിൽ താങ്കൾ പങ്കെടുക്കാറുണ്ടോ.
45. പഠനകാര്യവുമായി ബന്ധപ്പെട്ട് അധ്യാപകർ സ്ഥിരമായി താങ്കളെ വഴക്ക് പറയാറുണ്ടോ.
46. സ്കൂളിലെ മറ്റുള്ളവരെ കുറിച്ച് താങ്കൾക്ക് കൂടെ കൂടെ സംശയങ്ങൾ തോന്നാറുണ്ടോ.
47. സ്കൂളിലെ മുതിർന്ന വിദ്യാർത്ഥികളുമായി സംസാരിക്കുമ്പോൾ നാണം തോന്നാറുണ്ടോ.
48. താങ്കൾക്ക് അധ്യാപകരെ ബഹുമാനത്തോടെ കാണാൻ കഴിയാറുണ്ടോ.
49. താങ്കളുമായി നല്ല ബന്ധമില്ലാതെ നല്ലത് പറഞ്ഞാലും ഇഷ്ടക്കേട് കാണിക്കാറുണ്ടോ.
50. താങ്കൾക്ക് സ്കൂളിൽ ആത്മസുഹൃത്തുക്കളായി ആരെങ്കിലും ഉണ്ടോ.
51. ക്ലാസിൽ പഠിപ്പിക്കുന്ന ഭാഗങ്ങൾക്ക് വേണ്ട ശ്രദ്ധ താങ്കൾ നൽകാറുണ്ടോ.
52. പരീക്ഷയിൽ മാർക്ക് കുറയുമ്പോൾ അധ്യാപകരോട് അമർഷം തോന്നാറുണ്ടോ.
53. സഹപാഠികളെ എല്ലാ തരത്തിലും സഹായിക്കാൻ താങ്കൾ എപ്പോഴും തയ്യാറാവറുണ്ടോ.
54. സ്കൂൾ ലൈബ്രറിയിൽ നിന്നും മാഗസിനുകളും ബുക്കുകളും വായിക്കുന്ന പതിവ് താങ്കൾക്കുണ്ടോ.
55. മുതിർന്ന വിദ്യാർത്ഥികളെ അഭിമുഖീകരിക്കുന്നതിന് താങ്കൾക്ക് ഭയമുണ്ടാവാറുണ്ടോ.
56. സ്കൂളിലെ മറ്റു വിദ്യാർത്ഥികളെ അഭിമുഖീകരിക്കുന്നതിന് താങ്കൾക്ക് ഭയമുണ്ടാവാറുണ്ടോ.
57. താങ്കൾ വാദപ്രതിവാദങ്ങളിൽ പങ്കെടുക്കാറുണ്ടോ.

58. മുതിർന്ന വിദ്യാർത്ഥികളെ അഭിമുഖീകരിക്കുമ്പോൾ മാനസികമായി വിഷംബ്ബനാവാനുണ്ടോ.
59. സഹപാഠികൾ ചോദിക്കുമ്പോൾ പുസ്തകങ്ങളും മറ്റും സന്തോഷപൂർവ്വം നൽകാനുണ്ടോ.
60. വിദ്യാഭ്യാസവുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ താങ്കൾക്ക് താൽപര്യമുണ്ടോ.

APPENDIX XXIX
Response Sheet for
ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS
(A.K.P. Sinha and R.P. Singh, 2013)

SI	Always	Sometimes	Never
1			
2			
3			
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5			
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25			
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30			

SI	Always	Sometimes	Never
31			
32			
33			
34			
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APPENDIX XXX**FAROOK TRAINING COLLEGE, KOZHIKODE****Research Centre in Education****School Data Profile**

Dr. T. Mohamed Saleem
Supervising Teacher

Muneer V
Research Scholar

I. Primary information

Name of School :

Year of establishment :

Type of school : MRS Ashram school EMRS

Level : Upper primary High school higher secondary

Admission type : From Ist std

From Vth standard

From VIth standard

Category : Boys only Girls only Mixed

Name of TDO/ITDP :

II. Condition of Infrastructural Facilities and Services

Si No.	Item	Good	Average	Poor
1	School building			
2	Class room			
3	Staff room			
4	Office room			
5	Library			
6	Smart class room			

7	Laboratory			
8	Auditorium			
9	Toilets			
10	Drinking water			
11	Play ground			
12	Play equipments			
13	Boundary wall(school)			
14	Hostel building			
15	Hostel facilities			
16	Study hall			
17	Sick room			
18	Staff quarters			
19	Boundary wall(hostel)			
20	Hostel hygiene			
21	Service of MCRT			
22	Service of Counselor			
23	Food			
24	Distribution of learning aids			
25	Study tour			
26	Club activities			
27	Sargolssavam & School youth festival			
28	Sports meets			
29	Phone facility			
30	Vehicle facilities			

III. Dropout data sheet

CLASS ⇨ Academic year ⇩	I	II	III	IV	V	VI	VII	VIII	IX	X
2013-14										
2014-15										
2015-16										
2016-17										
2017-18										
Total										

IV. School achievements