



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

**Education of Tribal Students Shifted from
Multigrade Learning Centres in
Malappuram District**

Praveen Paul

Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

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CERTIFICATE

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **EDUCATION OF TRIBAL STUDENTS SHIFTED FROM MULTIGRADE LEARNING CENTRES IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Praveen Paul** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Irshana Shahnaz Ulladan**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by **SCERT, Kerala & Farook Training College, Kozhikode**

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I, **Praveen Paul.**, solemnly declare that this study report entitled as **‘EDUCATION OF TRIBAL STUDENTS SHIFTED FROM MULTIGRADE LEARNING CENTRES IN MALAPPURAM DISTRICT’**, is an original work done by me under the supervision and guidance of **Dr. Irshana Shahnaz Ulladan**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars’ Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

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Chapter 1

INTRODUCTION

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

Education is recognised as one of the powerful means of social and economic development. Education increases cognitive and non-cognitive skills, improves productivity, and helps individuals secure steady, well-paid jobs, combating social exclusion and promoting overall social and economic development (Schultz, 1964). Inequalities in education are inherent in Indian society. Educational achievements between males and females and between different social groups vary significantly. The literacy rates among tribal population are not only low but also shows higher level of gender disparity (Ahire & Chaudhari, 2016). Even today, the tribal literacy falls below national average. Recognizing education as a crucial input for the development of tribal communities, special focus has been given to education in several policy frameworks, such as the Tribal Sub Plan (Government of India, 1974), the National Policy on Education, and recently, in the national flagship program of Sarva Shiksha Abhiyan (Government of India, 2000). Still a large gap prevails between tribe and general group of population not only in its enrolment indicator but also in case of achievement indicator (Sujatha, 2001, Govinda, 2002)

Education helps in reducing the socio-economic gap between privileged and unprivileged. It helps in creating an egalitarian society where every individual has an equal chance to excel as per his/her capability. Education has special importance for the STs who are facing multiple challenges. Education helps them to adjust with the developing society and to progress economically, politically, and socially. Education gives them the awareness and strength to face the challenges of day-to-day life. The STs are backward in every walk of life. They have been marginalized and suppressed even before independence and are still being alienated. The main cause of this injustice is their illiteracy (Azad, 2014).

Tribal students possess distinctive qualities that stem from their rich cultural backgrounds and close connection to nature. Their unique perspectives often reflect a deep understanding of traditional ecological knowledge, sustainable practices, and community values. Many tribal students exhibit resilience, adaptability, and a strong sense of community and family bonds. These qualities contribute to their holistic approach to learning, encompassing not only academic knowledge but also practical skills and wisdom passed down through generations. Moreover, their cultural diversity fosters an inclusive and enriching educational environment, promoting a broader understanding of different ways of life. Efforts to recognize and nurture these special qualities can contribute to a more holistic and culturally sensitive education system for tribal students.

Various education policies and government initiatives have focused on improving the literacy rate of tribal communities. Major programs and schemes of the central government for Scheduled Tribes (STs) include: (a) National Fellowship and Scholarship for Higher Education of ST Students for colleges and universities (b) National Overseas Scholarship for ST candidates (Johny Sabu, 2019), (c) National Fellowship and Scholarship for Higher Education of ST Students (for identified top-class institutions), (d) Pre-Matric Scholarship for ST Students, (e) Ekalavya Residential Schools, (f) Support to Tribal Research Institutions, (g) Schemes of Centres of Excellence, (h) Institutional Support for Development and Marketing of Tribal Produce, (i) Minimum Support Price for Minor Forest Produce, (j) Scheme of Grant-in-Aid to Voluntary Organizations Working for the Welfare of STs, (k) Scheme of Strengthening Education among ST Girls in Low Literacy Districts, (l) Special Central Assistance to States Tribal Sub-Scheme, (m) Scheme of Development of Particularly Vulnerable Tribal Groups, (n) Vocational Training Centres in Tribal Areas, (o)

Establishment of Ashram Schools in Tribal Sub-Plan Areas, and (p) Centrally Sponsored Scheme of Hostels for ST Boys and ST Girls (Sabu J, 2019). The enactment of the Right to Education Act by the Government of India marked a significant step in recognizing education as a fundamental right for all citizens. In the context of tribal populations in India, these communities are officially termed Scheduled Tribes in the Indian Constitution. The process of identifying communities as Scheduled Tribes is governed by Article 342, which grants the authority to declare such communities. Additionally, Parliament, through legislative measures, has the power to amend the list of Scheduled Tribes. As of the 2011 census, tribal communities constitute 8.6% of the total population of India. However, the literacy rate among these tribes stands at 58.96%, underscoring the challenges they face in accessing education (Government of India, 2011). Education is not merely an economic catalyst; it serves as a crucial input for the holistic development and inner strength of tribal communities. It equips them to confront and navigate the evolving challenges of life. In the state of Kerala, tribal communities, which make up approximately 1.5% of the population, are particularly marginalized. Multi-Graded Learning Centres (MGLC) were launched as part of the Alternative and Innovative School (AIS) initiative under the Sarva Shiksha Abhiyan (SSA) to effectively intervene among the children of marginalized sections of society (Keerthika, 2019). Implemented in Kerala in 1997 as part of the District Primary Education Program (DPEP), MGLCs were established for tribal students to address unique challenges faced by these communities, such as geographic isolation, cultural diversity, and limited access to formal education (Keerthika, 2019). MGLCs offered a flexible and inclusive learning environment, accommodating students of different ages and academic levels within small tribal populations. These centers aimed to bridge the gap between formal education and the rich indigenous knowledge of tribal

communities by incorporating cultural contexts into the curriculum (Keerthika, 2019). Additionally, MGLCs promoted collaborative learning, allowing students to support and learn from each other in a shared educational space. By tailoring the approach to the specific needs and circumstances of tribal students, Multi-Graded Learning Centres contributed to improved access, engagement, and educational outcomes, fostering a more holistic and culturally sensitive learning experience for these communities (Keerthika, 2019). The discontinuation of the Multi-Grade Learning Centre (MGLC) schools by the government had profound consequences for tribal students. The transition to the regular school system posed numerous challenges, impacting the educational continuity and well-being of these students. Problems arose when tribal students had to travel longer distances to attend regular schools after the closure of MGLC schools. This change also meant leaving behind a familiar learning environment, making their educational journey more challenging. The decision to halt MGLC schools, while aiming to integrate tribal students into regular schools, revealed the need for comprehensive planning and support mechanisms to ensure a smooth transition. It underscores the broader imperative of addressing the unique educational needs and challenges faced by tribal communities, not only in Kerala but across the country. Initiatives that account for the socio-cultural context, linguistic diversity, and geographic considerations of tribal populations are essential to fostering inclusive and effective education for these communities.

Multi-grade teaching schools form the most neglected sector of the education system around the globe. As an important policy option for providing access to education for learners in remote areas multi-grade teaching needs to be recognized as such and be given the attention it deserves. However, achieving excellence in teaching and learning in rural contexts remains a challenge for teachers and other sectors of the

educational change endeavours. (Taole et al., 2014). The discontinuation of Multi-Graded Learning Centres (MGLCs) for tribal students has given rise to several challenges that have impacted the educational landscape in significant ways. One of the primary issues is the loss of the unique benefits that MGLCs provided, such as increased flexibility, personalized learning experiences, and the accommodation of students with varying ages and academic levels within small tribal communities. This cessation has led to a potential setback in fostering collaborative learning and addressing resource constraints in these communities. The absence of MGLCs also poses a risk of losing the integration of indigenous knowledge into the curriculum, which was a crucial aspect of creating a culturally sensitive educational environment. Moreover, the reversion to a traditional schooling model may reintroduce challenges related to maintaining standardized curriculum delivery, ensuring adequate teacher training for multi-grade teaching, and addressing potential social dynamics among students of different ages. The adequacy of resources, infrastructure, and administrative support becomes even more critical post-discontinuation, as the absence of the specialized learning centres could exacerbate pre-existing disparities in educational access and quality for tribal students. Overall, the cessation of Multi-Graded Learning Centres has created a void, making it crucial to address these challenges to ensure the continued educational development of tribal students in a manner that respects their cultural context and unique learning needs (Keerthika, 2019).

Despite the challenges posed by the cessation of Multi-Graded Learning Centres (MGLCs) for tribal students, there have been instances where integration into normal schools has brought about certain benefits. Transitioning into regular schools allows tribal students to experience a more standardized curriculum, which can provide a broader educational foundation. Interaction with a diverse student body

in conventional schools exposes them to different perspectives and fosters social integration. Additionally, access to specialized teachers and a wider range of educational resources can contribute to a more comprehensive learning experience. While challenges may persist, such as potential cultural disparities and the need for support systems to address varying academic levels, the shift to regular schools presents an opportunity for tribal students to adapt and thrive in a more mainstream educational setting (Keerthika, 2019). Ensuring that these schools are equipped to accommodate the unique needs of tribal students becomes essential in leveraging the benefits of mainstream education while preserving the cultural richness of these communities (Keerthika, 2019).

Tribal students in Malappuram, a district in Kerala, belong to indigenous communities with unique customs and ways of life. Malappuram especially Nilambur, is home to various tribes like the Kurichya, who contribute to the cultural diversity of the area. These students face specific challenges in accessing education, but there are ongoing efforts to provide them with educational opportunities while respecting and preserving their traditional heritage. Despite the hurdles, initiatives are being undertaken to ensure that tribal students in Nilambur can enjoy the benefits of formal education while maintaining their distinct cultural identities.

The education system for tribal students in Nilambur over the last three decades has undergone significant transformations. The education system was initially faced with challenges such as limited access to formal education and cultural disparities; there has been a commendable shift towards inclusive and community-centric educational initiatives. Over the years, government and non-governmental organizations have implemented various programs to enhance educational opportunities for tribal students, including the establishment of schools in remote

tribal areas, provision of scholarships, and initiatives to bridge the cultural gap between traditional knowledge and formal education (Keerthika, 2019). Efforts have been made to develop curriculum content that incorporates indigenous perspectives, fostering a more inclusive learning environment (Keerthika, 2019). Additionally, awareness campaigns and outreach programs have helped improve enrolment rates and educational outcomes among tribal students in Nilambur, contributing to a more equitable and culturally sensitive education system (Keerthika, 2019).

The goal of this research is to study on the impact of discontinuing Multi-Graded Learning Centres (MGLCs) among tribal students in Nilambur. This stems from the critical need to understand the repercussions of such policy changes on the educational landscape of this specific district. Nilambur, characterized by its diverse tribal communities, has historically been a focal point for initiatives aimed at providing inclusive and culturally sensitive education through MGLCs. The discontinuation of these centres raises questions about how the abrupt shift might have affected the learning experiences, academic outcomes, and cultural integration of tribal students. This research is all about understanding how things are different now and what that means for the students and their education.

Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development. Education, especially in its elementary form, is considered of utmost importance to the tribal's because it is crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. Hence all programs and policies that are made should be focusing their upliftment.

Need and Significance

The enactment of the Right to Education Act, the Government of India marked a significant step in recognizing education as a fundamental right for all citizens (Government of India, 2009). In the context of tribal populations in India, these communities are officially referred to as Scheduled Tribes in the Indian Constitution (Government of India, 1950). The process of identifying communities as scheduled tribes is governed by Article 342, which grants the authority to declare such communities. Additionally, Parliament, through legislative measures, has the power to amend the list of scheduled tribes. As of the 2011 census, tribal communities constitute 8.6% of the total population of India. However, the literacy rate among these tribes stands at 58.96%, underscoring the challenges they face in accessing education. Education is not merely an economic catalyst; it serves as a crucial input for the holistic development and inner strength of tribal communities. It equips them to confront and navigate the evolving challenges of life. In the state of Kerala, tribal communities are particularly marginalized. The discontinuation of the Multi-Grade Learning Centre (MGLC) schools by the government had profound consequences for tribal students. Multi-Graded Learning Centres (MGLC) were launched as part of the Alternative and Innovative School (AIS) initiative under the Sarva Shiksha Abhiyan (SSA) to effectively intervene among the children of marginalized sections of society. Implemented in Kerala in 1997 as part of the District Primary Education Program (DPEP), MGLCs were established for tribal students to address unique challenges faced by these communities, such as geographic isolation, cultural diversity, and limited access to formal education. MGLCs offered a flexible and inclusive learning environment, accommodating

students of different ages and academic levels within small tribal populations. These centres aimed to bridge the gap between formal education and the rich indigenous knowledge of tribal communities by incorporating cultural contexts into the curriculum. Additionally, MGLCs promoted collaborative learning, allowing students to support and learn from each other in a shared educational space. By tailoring the approach to the specific needs and circumstances of tribal students, Multi-Graded Learning Centres contributed to improved access, engagement, and educational outcomes, fostering a more holistic and culturally sensitive learning experience for these communities (Keerthika, 2019). The transition to the regular school system posed numerous challenges, impacting the educational continuity and well-being of these students. The problems arose when tribal students had to travel longer distances to attend regular schools after the closure of Multi-Grade Learning Centre (MGLC) schools. This change also meant leaving behind a familiar learning environment, making their educational journey more challenging. The decision to halt MGLC schools, while aiming to integrate tribal students into regular schools, revealed the need for comprehensive planning and support mechanisms to ensure a smooth transition. It underscores the broader imperative of addressing the unique educational needs and challenges faced by tribal communities, not only in Kerala but across the country. Initiatives that account for the socio-cultural context, linguistic diversity, and geographic considerations of tribal populations are essential to fostering inclusive and effective education for these communities.

Statement of the Problem

“EDUCATION OF TRIBAL STUDENTS SHIFTED FROM MULTIGRADE
LEARNING CENTERS IN MALAPPURAM DISTRICT”

Definitions of Key Terms

Education

Dewey's definition of education ' 'as the process of the reconstruction of experience, giving it a more socialized value through the medium of increased individual efficiency". In this research the investigator is considering the school-based education of students from first to tenth standard in tribal areas.

Tribal Students

A tribal student is a student who is a member of a recognized indigenous tribe often receiving specialized educational support and opportunities tailored to their unique culture and social backgrounds. Here the investigator studies about the educational environments of tribal students of Kerala especially in Malappuram district.

MGLC

The Multi Grade Learning Centres (MGLC), are single teacher schools in the remote tribal and coastal areas of the state. Here the investigator considers the pre-existed MGLC of Malappuram district.

Objectives of the Study

- To identify the tribal students shifted from Multi Grade Learning Center in Malappuram District
- To analyse social, economic, physical, and academic aspects of tribal students shifted from Multi Grade Learning Center in Malappuram District
- To collect suggestions on issues faced by tribal students shifted from Multi Grade Learning Center in Malappuram District.

Methodology

Type of the Study

- Qualitative research

Population

- Tribal students of Kerala

Sample

Sample used for the present study is 20 Tribal students, 20 parents and 20 teachers from Malappuram District-Nilambur shifted from MGLCs

Data Collection Methods

Interviews

Semi-structured interviews with students, parents, and teachers (open-ended questions are prepared to explore their problems and suggestions.)

Observation

Observed classroom interactions, school, and family environments to complement the data collected from the interview.

Tools of the Study

- School report (from different Multigrade Learning Centers at Malappuram District).
- Semi-structured interview schedule on educational experiences for parents.
- Semi-structured interview schedule on educational experiences for students.
- Semi-structured interview schedule on educational experiences for teachers and educational administrators.

Analytic Technique

Qualitative Analysis using Thematic Analysis

Thematic analysis is a qualitative analytic method used to identify, analyze, and report patterns within data. It involves a systematic process of coding and categorizing data to uncover significant themes that capture important aspects of the research questions. The process begins with familiarization, where the investigator immerses themselves in the data by reading and re-reading transcripts. Initial codes are then generated to highlight key features of the data, followed by searching for themes by grouping similar codes. These themes are reviewed to ensure they accurately represent the data and are then defined and named. The final step involves producing a detailed report that illustrates the themes with supporting evidence, providing a comprehensive understanding of the data.

Scope and Limitations of the Study

Scope of the Study

- Empowerment: education empowers tribal communities to assert their rights and improve their socio-economic status.
- Cultural preservation: education helps preserve tribal cultures, languages, and traditions.
- Economic development: education enhances employability and economic opportunities for tribal youth.
- Social inclusion: education promotes social inclusion and reduce inequality.
- Health and wellbeing: education improves health and well being outcomes in tribal communities.

Limitations of the Study

- The investigator took a small number of sample and it is evident that if greater number of samples had been used it could have revealed better results.
- The sample of study is not a state wide one, but confined to Malappuram district only.

Organization of the Report

- Chapter 1:** This chapter contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables of the study, and objectives of the study, methodology and scope and limitations of the study.
- Chapter 2:** This chapter gives a theoretical overview of tribal education and the review of related studies related to them.
- Chapter 3:** In this chapter the investigator discusses the methodology of the study in detail with description of variable, objectives, tools used for data collection, sample selected for the study, data collection procedures and data analysis.
- Chapter 4:** This chapter describes preliminary analysis, interpretation of data, comparison, and suggestions.
- Chapter 5:** This chapter contains summary of the study, educational implications of the study and suggestions for further research area.

Chapter 2

REVIEW OF RELATED LITERATURE

-
- *Theoretical Aspects of Education of Tribal Students*
 - *Studies Related to Education of Tribal Students*
 - *Conclusion*
-

Theoretical Aspect of Education of Tribal Students

The study titled "Education of Tribal Students Shifted from Multigrade Learning Centres in Malappuram District" explores the complex theoretical landscape of transitioning tribal students from Multigrade to mono-grade educational settings. Multigrade education, where one teacher instructs students from multiple grades in a single classroom, has been a practical solution in resource-limited and remote areas. This educational approach is underpinned by theories of inclusive education and community-based learning, which argue that Multigrade settings can foster a sense of community and peer support among students of different ages. Veenman (1995) highlighted that Multigrade classrooms could enhance social cohesion and peer learning, offering a unique educational experience that can be particularly beneficial in close-knit tribal communities.

However, the shift to mono-grade settings raises significant theoretical questions about educational quality and equity. Equity theory in education, as discussed by Coleman (1968), posits that equitable educational opportunities must be provided to all students, regardless of their socio-economic or cultural background. In the context of tribal education, this transition might offer more structured and grade-specific learning opportunities, potentially leading to improved academic outcomes. However, it also risks undermining the flexible and adaptive nature of Multigrade teaching that can cater to diverse learning needs within a single classroom.

From a socio-cultural perspective, theories by Vygotsky (1978) emphasize the importance of social context and cultural tools in learning. Multigrade classrooms in tribal areas often integrate local culture and knowledge, creating a learning environment that respects and incorporates students' cultural backgrounds. The shift to mono-grade settings could disrupt this integration, leading to a more standardized

and possibly less culturally relevant curriculum. This transition could affect students' engagement and identity formation, as education moves away from community-centered learning towards a more conventional model.

Pedagogically, the transition from Multigrade to mono-grade settings necessitates a re-evaluation of teaching strategies and curricular alignment. Theories of differentiated instruction (Tomlinson, 2001) support the idea that teaching should be tailored to meet the diverse needs of students. In Multigrade settings, teachers often employ differentiated instruction naturally due to the varied age and ability levels in their classrooms. However, in mono-grade settings, teachers might adopt more uniform teaching methods, potentially neglecting individual learning differences.

The policy implications of this shift are substantial, as highlighted by educational reform theories (Fullan, 2007). Effective policy-making should consider the unique needs of tribal students and aim to balance the benefits of structured, grade-specific education with the strengths of community-based, culturally relevant learning. Policymakers must ensure that teacher training programs include strategies for managing diverse classrooms and maintaining cultural relevance, even in mono-grade settings.

The shift to mono-grade settings raises significant theoretical questions about educational quality and equity. While this transition may provide more structured learning opportunities, it risks undermining the flexible and adaptive nature of Multigrade teaching that accommodates diverse learning needs (Baker et al., 2019). Recent studies highlight that Multigrade classrooms often integrate local culture and knowledge, fostering an environment that respects students' cultural backgrounds (Singh & Sharma, 2020). The shift to mono-grade settings could disrupt this

integration, leading to a more standardized curriculum that lacks cultural relevance (Mishra, 2021). This transition may negatively impact students' engagement and identity formation, moving education away from community-cantered approaches towards a conventional model (Rao, 2022). Ultimately, balancing educational structure with cultural sensitivity remains a critical challenge in the education of tribal students.

In conclusion, the theoretical exploration of shifting tribal students from Multigrade learning centres in Malappuram District underscores the need for an approach that addresses educational quality, equity, and cultural relevance. This transition must be carefully managed to ensure that the benefits of Multigrade education are not lost, and that tribal students continue to receive an education that respects and integrates their cultural heritage. Theoretical insights from inclusive education, equity theory, socio-cultural perspectives, differentiated instruction, and educational reform provide a robust framework for understanding and guiding this transition.

Studies Related to Tribal Education

The most crucial factor in any community's development is education. The world's highest concentration of tribal people is found in India. The government has provided several programs and initiatives to improve the tribal community's access to education. They remain substantially behind the general population and have not yet benefited from these policies and programs.

According to Singh and Sharma (2018), who investigated the role of education in enhancing the lives of tribal communities, school conditions are especially poor in the remote regions of tribal settlements (Singh & Sharma,

2018). These are poorly run, and most schools constantly struggle with a teacher shortage. Schools at the primary level are run by one instructor. In addition to overseeing school administration, teachers are responsible for teaching multiple classes in a single large room at the same time. It is impossible to achieve a high level of education in such circumstances. Lack of access to clean drinking water, a shortage of teachers, and a long commute from home to school cause students to lose interest in learning and eventually give up on their studies. He proposed that the infrastructure be improved in order to raise educational standards and eliminate dropout rates.

In order to investigate the issue of waste in tribal education, Gadgil and Dandekar (1991) followed up with a group of first-graders in a particular year and continued to follow them up until they reached the final grade. i.e., five dropouts from school before completing the final primary education grading are considered wastes, and the percentage of dropouts to first grade enrolling is used to calculate the incidence of waste. He came to the conclusion that a teacher's attentiveness can significantly reduce dropout rates. Only when students are pursuing their education with a more positive outlook will they be able to more readily gain entry to higher education.

The field of tribal education has benefited greatly from the work of the National Council of Educational Research and Training. The National Council of Educational Research and Training organized a seminar on tribal education in India in 1993. The seminar covered a wide range of topics, including the availability of facilities, coverage, waste and stagnation, use of financial assistance, basic issues with tribal education, socio-economic issues, curriculum, methods, and text books, as

well as the relative roles of the government and non-governmental organizations in the education of tribal people. The entire seminar has proposed a new, updated curriculum for education within tribes. Teachers' proficiency in the native tongue is also crucial to raising tribal students' educational attainment.

The many phases of tribal education in Kerala were examined by the evaluation committee on the welfare of scheduled castes, scheduled tribes, and other underprivileged populations in their Report (1993). Numerous recommendations were made about pre-primary education, primary education, higher education, and the welfare of tribal students, the enhancement of tribal schools, primary education that is required, educational concessions, ways to identify dropouts, and ways to encourage them to pursue their studies further.

In his study on tribal education, Bapat (1994) recommended a well-thought-out educational system for tribe members in order to eradicate the ignorance that permeates their culture. The author proposed a form of education for tribal children and adults after examining the causes of the delayed advancement in tribal education and proposing a solution to reduce the higher dropout rate among tribal youth. Their educational system ought to be grounded in the indigenous people's contemporary cultural past. The author concludes by making a few recommendations for how tribal education might be improved while primarily emphasizing tribal culture. Authorities ought to prioritize preserving their culture.

The corrective actions that should be taken to overcome the challenges that tribal students are likely to face in the sphere of higher education were advised by Tapse (1995). He begged that indigenous culture and religion be preserved and developed through tribal education. Srivastava (1996) argued that if appropriate steps

were taken for tribal development, integration would naturally occur when the percentage of literacy among the tribal communities rose when they reached sufficiently high levels of educational development and when they correctly understood their rights and privileges.

The numbers for tribal literacy have been provided by Burman (1996), who has also disclosed the literacy-related status of things in the sphere of education at the time. The author discovered that people always have the erroneous idea about tribal education when they don't use the tribal language properly. At every level of their education, students will be forced to quit their courses due to difficulties using the tribal languages.

According to Mitra and Singh (2006), education is a strong predictor of social and economic advancement among underprivileged groups, including tribes. Even with a number of programs designed to make education mandatory, particularly for SCs and STs, the incidence of illiteracy among these groups remains quite high.

Since education is a prerequisite for socioeconomic progress and a key component in maintaining social exclusion, it is imperative that the weaker segments of our society, particularly the tribes, receive an education. There is a significant difference in the literacy rates of Scheduled Tribes. According to Mitra and Singh (2008), these variances are a result of the various tribes' varied economic, social, cultural, religious, and demographic traits as well as their exposure to the forces of modernity, urbanization, and industrialization.

Gafoor and Madhu (2008) found that the poor academic performance was associated with family, school and person. Few personal problems were inferiority complex, lack of aim, torpidity, and child marriage etc. Talwar and Das (2014)

Studied about the Academic Achievement of Secondary School tribal in relation to their mental health. It was found a positive relationship between academic achievement and mental health., Mental health of tribal boys are greater than girls and also found mental health of urban tribal adolescent were greater than rural tribal adolescent.

In 2014, education among Scheduled tribes and schemes in Kerala was published by Asoora and she explained about the problems and developmental activities of Scheduled tribes. In 2015, alternative schooling of tribal education and the strengths and weaknesses of MGLC s in Wayanad, Kerala were discussed by Gafoor and Shelly (2017) in his study is describing about the adjustment of tribal student in their school. Prajina (2017) a study on the Academic Achievement Motivation among the tribal children with special reference to Kannur district Kerala. The majority of the respondents (69%) low academic achievement motivation, 31% only possess high academic achievement motivation. Statistical analysis showed the girl child had high academic achievement motivation than boys.

A study on the academic performance of Tribal students in Thrissur District was studies by Vineetha in 2019. The study found that the performance of the students was medium and more than one fourth of the parents were illiterate and were not able to motivate their students. In 2021, Vinu described about the issues and challenges of tribal education. She focused on the laws made by the government for upliftment of the tribes and discussed the major challenges to solve the educational problem. A review on the tribal education in India was published by Reddy in 2021. The problems faced by the tribals and suggestions to improve their education were discussed in it.

Studies Related to MGLC

Msimanga (2020) in his article provides a comprehensive examination of teaching and learning in multi-grade classrooms through the lens of the Learning Environment, Learning Processes, and Learning Outcomes (LEPO) conceptual framework. It reveals that creating an effective learning environment involves strategic grouping of students, establishment of learning and reading stations, efficient use of timetables, and adaptive teaching plans. Teaching processes in multi-grade settings benefit from differentiated curricula, self-directed learning, peer tutoring, cooperative learning, and catering to various learning styles. Assessment of learning outcomes requires both informal and formal evaluations tailored to different grades. Addressing criticisms of the LEPO framework, the study emphasizes the importance of teacher and learner interaction within these elements to enhance educational outcomes in multi-grade classrooms. The findings suggest that the successful implementation of the LEPO framework can significantly strengthen teaching and learning in such settings, offering valuable insights for educators working in multi-grade environments.

Msimanga (2019) investigates the management and utilization of resources by teachers in multi-grade classrooms within farm schools in the Free State province of South Africa, covering Grades 1 to 9. Through qualitative research, involving interviews with nine teachers, the study reveals several key insights. While the availability of resources has seen some improvement, there remains a significant shortage of textbooks designed for multi-grade settings. Additionally, many multi-grade schools face a general insufficiency of resources, and when resources are

available, they are often under-utilized or misused. Students frequently share resources across grades, and teachers resort to using personal resources, with smartphones playing a crucial role in their teaching activities. Despite these challenges, teachers strive to employ a variety of resources to address diverse learning styles, highlighting their commitment to enhancing educational experiences in resource-limited environments.

Olivares and Jiménez (2015) discusses the outcomes of a phase from an international research project (Project EDU2009-13460, Sub-programme EDUC, Spanish Ministry of Science and Innovation) involving Spain, France, Portugal, Chile, and Uruguay, focusing on teaching strategies and space organization in rural schools in Spain. Using qualitative research methods, interviews with teachers from multi-grade classrooms revealed insights into their understanding and application of active and participatory teaching methods. The study highlights various pedagogical strategies that accommodate differences in age and grade, and explores the possibilities of optimizing space organization within classrooms and educational centres. The findings contribute to a better understanding of effective teaching practices and spatial arrangements in rural, multi-grade educational settings.

Mpahla and Makena (2021) evaluates rural primary teachers' experiences with quality teaching and learning in multi-grade schools, where students of different grades are taught in the same classroom. Multi-grade teaching is recognized as a crucial pedagogical approach to address challenges faced by the Department of Basic Education in rural areas. Using qualitative methodology, the study gathered data through face-to-face semi-structured interviews with purposively sampled rural primary school teachers. The findings indicate that teachers face significant

challenges in the teaching and learning process, primarily due to the lack of specialized teacher education for multi-grade settings. The study concludes that it is inappropriate for the Department of Education to provide standard mono-grade teacher education to those teaching in multi-grade environments, underscoring the need for tailored training programs.

Jordan and Jourbert (2008) aims to share the analysis of multi-grade (MG) online training in South Africa, highlighting empirical data and first-hand experiences to contribute to the successful implementation of the Millennium Development Goals. In the Western Cape Province, a rural multi-grade intervention involved 335 schools and over 900 educators. The intervention focused on overcoming the challenges posed by the distances and isolation of teacher clusters (networks). Teachers were connected both in person and electronically, facilitating the exploration and discussion of topics, the sharing of information and strategies, and the identification and resolution of common issues. This collaborative approach proved to be a successful educational strategy, offering valuable insights for similar initiatives in other countries.

Multigrade classes, prevalent in geographically and demographically disadvantaged areas, face significant organizational and management challenges in Romania. These classes arise in sparsely populated, isolated regions with limited infrastructure, resulting in the combination of two to five primary grades under a single teacher's responsibility. The National Curriculum in Romania does not cater specifically to multigrade teaching, compelling teachers to adapt standard curricula to these unique settings. Governed by MECTS Order no. 3062 from 19.01.2012,

multigrade teaching is expanding due to the reorganization of school networks, affecting both rural and urban areas. A questionnaire survey of 140 teachers from 36 counties revealed insights into class organization, time management, resource availability, and activity planning. The findings highlighted that all surveyed teachers conduct morning classes, with 59.28% teaching all grades simultaneously, emphasizing the importance of methodological organization and subject integration. The study concluded that teachers' overall and multigrade-specific experience significantly influences the effectiveness of the teaching process, planning, and student skill development according to the curriculum (Acatrinei & Popovici, 2021).

Inclusion and diversity are crucial in creating quality and relevant education for all learners, especially in Multigrade classrooms where students vary widely in age and ability. This study explores the practices employed by teachers in Multigrade settings to ensure inclusivity and diversity and evaluates their effectiveness. Conducted as a qualitative multi-case study, it involved observations and semi-structured interviews in Multigrade primary schools from two districts in the North West province of South Africa. The thematic analysis of the data revealed that while teachers used differentiated assessment and same-grade grouping to manage diversity, large class sizes hindered the effectiveness of inclusive activities. Additionally, the reliance on teacher-centred methods and the lack of sufficient resources further impeded effective teaching. The study recommends prioritizing inclusive pedagogies in teacher training programs and revising initial teacher education to cover diversity management and inclusive classroom strategies comprehensively. Teachers need a diverse set of instructional strategies to address the needs of all learners in Multigrade contexts (Taole, 2018).

Chizumila (2015) investigates the challenges faced by teachers in Multigrade classes in three primary schools in Lughesho zone, Chitipa District. It aimed to identify the teachers' knowledge and skills for Multigrade teaching, the professional development they receive, the teaching strategies they employ, and the major challenges they encounter. Using a phenomenological qualitative design, thirteen purposively selected participants provided data through interviews and classroom observations. Interview data were transcribed, coded, and categorized into themes, while observation data, serving to triangulate interview findings, were carefully analysed. The study revealed significant challenges, including a lack of training, negative attitudes, insufficient professional support, high workloads, difficulties in using learner-centered methods, poor education quality, and the issue of teachers having to pay to support teachers themselves. The study concludes that Multigrade teachers face numerous challenges and recommends that stakeholders, including ministry officials, DTED, and college lecturers, intensify orientation and training for PEAs, head teachers, and primary school teachers on effective Multigrade teaching practices. Developing guideline modules could positively impact Multigrade teaching, potentially improving education quality in marginalized rural schools and contributing to the achievement of Education for All.

Achieving Education for All, especially for disadvantaged groups in remote areas, requires improving education quality in Multigrade schools, where teachers manage multiple grades simultaneously. Despite its prevalence, Multigrade teaching is often overlooked by policymakers and investigators. This study, focused on Nepal, reveals that while special in-service training for Multigrade teaching exists, classroom practices vary widely. Current training, inspired by diffusion-oriented models, improves knowledge and competence but has modest classroom impact. Detailed

observations identify five distinct Multigrade class organization patterns, offering insights for policymakers to enhance Multigrade teaching effectiveness (Suzuki, 2003).

Enayati et al. (2016) aimed to explore classroom management strategies in Multigrade schools, emphasizing the role of technology in Mazandaran province, Iran. The study surveyed 97 Multigrade school teachers from the eastern part of Mazandaran province, using a questionnaire with high reliability (0.90). Factor analysis identified ten key strategies influencing Multigrade classroom management, including utilizing classroom spaces, flexibility, and technology application, organizing the learning environment, evaluation methods, appropriate teaching methods, educational tools, delegation of authority, teacher experience, and enhancing the learning environment. The findings underscore the importance of integrating educational technology to enhance learning and performance in Multigrade classrooms, supporting the policy of Education for All.

Conclusion

The review of related literature helped the investigator to know various aspects regarding tribal education and Multigrade learning systems. It helped the investigator to know various tools and techniques used in the researches and shed light to prepare tools for the present study. The procedure adopted for the present study is explained in the next chapter.

Chapter 3

METHODOLOGY

-
- *Objectives of the Study*
 - *Method Used*
 - *Tool Used for Data Collection*
 - *Sample Selected for The Study*
 - *Data Collection Procedure*
 - *Qualitative Analysis Using Thematic Analysis*
-

Methodology serves as the backbone of educational research, providing a structured approach that ensures clarity, precision, and reliability in investigating educational phenomena. It begins with proper planning, guiding investigators in selecting appropriate methods to collect and analyse data. This systematic approach, as advocated by educational investigators like Stake (2005) and Hattie (2009), allows for the exploration of diverse educational issues across different contexts, from classroom dynamics to broader educational policies.

The choice of methodology – whether qualitative, quantitative, or mixed methods—depends on the research objectives and the nature of the educational inquiry. Qualitative methodologies, such as interviews, focus groups, and observations, delve deep into understanding the lived experiences and perspectives of students, teachers, parents and other stakeholders. On the other hand, quantitative methods, such as surveys and experimental designs, provide numerical data that can be statistically analysed to identify patterns, relationships, and trends within educational practices and outcomes (Cohen et al., 2013).

Moreover, methodological rigor ensures that research findings are robust and trustworthy, capable of withstanding scrutiny and contributing to the broader body of educational knowledge. Transparent documentation of research procedures, data collection instruments, and analytical techniques, as highlighted by LeCompte and Preissle (1993), fosters transparency and reproducibility in educational research. This transparency allows other investigators to replicate studies, verify findings, and build upon existing knowledge, thus advancing educational theory and practice.

Ethically, methodologies guide investigators in upholding principles of fairness, respect, and confidentiality when engaging with human subjects. Adherence to ethical guidelines, such as those set forth by professional organizations like AERA

(2011), ensures that research participants' rights are protected and that research contributes positively to educational communities.

In conclusion, methodology in educational research plays a pivotal role in generating credible evidence, informing educational policies, practices, and interventions, and ultimately improving educational outcomes. By employing rigorous methodologies and ethical practices, investigators contribute to the continuous improvement of educational systems, fostering an evidence-based approach to addressing challenges and promoting positive change in education worldwide.

The present study entitled as “EDUCATION OF TRIBAL STUDENTS SHIFTED FROM MULTIGRADE LEARNING CENTERS IN MALAPPURAM DISTRICT” attempts to explore educational experiences of tribal students. The methodology adopted for the study is described under the following headings.

- Objectives
- Method used
- Tools used for data collection
- Sample used for the study
- Data collection procedure
- Data analysis

Objectives of the Study

- To identify the tribal students shifted from Multi Grade Learning Centres in Malappuram District
- To analyse social, economic, physical, and academic aspects of tribal students shifted from Multi Grade Learning Centre in Malappuram District
- To collect suggestions on issues faced by tribal students shifted from Multi Grade Learning Centres in Malappuram District.

Method Used

The investigator used qualitative method for the present study.

Qualitative Research

Qualitative research is a systematic approach to understanding and interpreting social phenomena in their natural settings. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research emphasizes exploring complex human behaviours, beliefs, experiences, and interactions through methods such as interviews, focus groups, observations, and textual analysis. The goal is to uncover deep insights into how individuals perceive and make sense of their world.

Central to qualitative research is the concept of data saturation, where investigators continue gathering and analysing data until no new information or themes emerge—a process known as thematic saturation. This iterative approach allows investigators to delve deeply into the meanings and interpretations individuals attribute to their experiences, uncovering rich narratives and understanding social phenomena from the perspective of those directly involved. Qualitative research methods are particularly valuable in fields such as sociology, anthropology, psychology, and education, where understanding human behaviour, social dynamics, and cultural practices requires sensitivity to context, culture, and individual perspectives.

Here the investigator used Qualitative analysis using thematic analysis for the research. Thematic analysis is a qualitative analytic method used to identify, analyse, and report patterns within data. It involves a systematic process of coding and categorizing data to uncover significant themes that capture important aspects of the

research questions. The process begins with familiarization, where the investigator immerses themselves in the data by reading and re-reading transcripts. Initial codes are then generated to highlight key features of the data, followed by searching for themes by grouping similar codes. These themes are reviewed to ensure they accurately represent the data and are then defined and named. The final step involves producing a detailed report that illustrates the themes with supporting evidence, providing a comprehensive understanding of the data.

Population

Tribal students of Kerala were taken as the population of the research. 20 tribal students of Malappuram shifted from MGLCs were taken as the sample of the research.

Data Collection Methods

Interviews

Semi-structured interviews with students, parents, and teachers (open-ended questions are prepared to explore their problems and suggestions.)

Observation

Observed classroom interactions, school, and family environments to complement the data collected from the interview.

Tools of the Study

In qualitative research, utilizing an interview schedule and observation as tools provides a comprehensive approach to understanding complex phenomena. An interview schedule helps ensure consistency and depth during in-depth interviews by

providing a structured yet flexible framework for exploring participants' experiences, perceptions, and insights. This tool allows investigators to probe deeply into specific topics while adapting to the flow of conversation, capturing rich, detailed narratives. Meanwhile, observation allows investigators to immerse themselves in the natural settings of the subjects being studied, systematically recording behaviours, interactions, and contextual details that might not surface during interviews. Combining these tools enables a holistic view of the research subject, where interviews reveal personal perspectives and meanings, and observations offer contextual and behavioural insights, ensuring a deep understanding of the research topic.

Here the investigator used the following tools.

- School report (from different Multigrade Learning Centres at Malappuram District).
- Semi-structured interview schedule on educational experiences for parents whose children are shifted from MGLC. (Developed by Dr.Irshana Shahnaz Ulladan & Praveen Paul)
- Semi-structured interview schedule on educational experiences for students shifted from MGLC. (Developed by Dr.Irshana Shahnaz Ulladan & Praveen Paul)
- Semi-structured interview schedule on educational experiences for educational administrators (Developed by Dr.Irshana Shahnaz Ulladan & Praveen Paul)

Data Collection Techniques

Document Analysis

School Report

School reports from various Multigrade learning centres provide a comprehensive overview of the unique educational environments where students from different grade levels are taught together in a single classroom. These reports highlight the innovative teaching strategies employed to cater to diverse learning needs, such as differentiated instruction and peer tutoring. They also reflect the challenges faced, including limited resources and the need for teachers to manage a wide range of abilities and curricular requirements simultaneously. Additionally, these reports offer insights into the effectiveness of Multigrade teaching practices, showcasing examples of successful student engagement and academic progress, despite the complexities of the Multigrade setting. By compiling data and observations from different centres, these reports contribute valuable knowledge to the discourse on Multigrade education, informing policy decisions and educational strategies aimed at improving learning outcomes in such settings.

Semi-structured Interview Schedule on Educational Experiences for Parents Whose Children are Shifted from MGLCs

Utilizing a semi-structured interview schedule to explore the educational experiences of parents of Nilambur tribal students offered several benefits, particularly in the context of Multigrade learning environments. This approach allowed for a flexible yet focused exploration of parents' insights, enabling investigator to gather in-depth and rich qualitative data specific to this unique community. Parents shared detailed narratives about their initial impressions, their

child's academic progress, and the effectiveness of teaching methods, providing a comprehensive view of their experiences within the Multigrade setup. The semi-structured format ensured that key topics were covered while allowing for the emergence of unexpected themes and issues, which were crucial in understanding the unique dynamics of Multigrade classrooms in Nilambur. Additionally, by addressing demographic and background information, investigator was able to contextualize the parents' experiences within broader social and educational frameworks pertinent to the tribal community. This method not only facilitated the collection of data but also fostered a more personal and engaging interaction with parents, helping to build trust and elicit more honest and reflective responses. Overall, the insights gained from these interviews informed the investigator about the strengths and challenges of Multigrade learning in the Nilambur tribal context, ultimately contributing to the development of more effective educational strategies and support systems tailored to this community.

Semi-structured Interview Schedule on Educational Experiences for Students

Utilizing a semi-structured interview schedule to explore students' educational experiences in Multigrade classrooms offers several benefits, particularly in capturing a comprehensive and deep understanding of their learning environment. By starting with an introduction and background information, investigator established rapport with students and ensured a comfortable setting for them to share their thoughts openly. Questions helped to uncover students' first impressions and any apprehensions or excitement they feel about the Multigrade setup. Discussing daily classroom experiences allowed students to provide detailed insights into their routine, highlighted their favourite and most challenging subjects or activities. Additionally, questions

about interactions with teachers and peers revealed the dynamics of peer learning and the support systems in place, offered a complete picture of the social and academic environment. By concluding with challenges and suggestions, students were given the opportunity to voice their concerns and ideas for enhancing their learning experiences. This approach helped to know that the key topics were covered while allowing students' unique perspectives to emerge, providing valuable data to inform educational strategies and policies in Multigrade settings.

Semi-structured Interview Schedule on Educational Experiences for Educational Administrators

Utilizing a semi-structured interview schedule to explore the educational experiences of educational administrators offers several benefits, particularly in gaining comprehensive insights into the management and oversight of Multigrade learning environments. By beginning with an introduction and background information, investigator established rapport with administrators, ensuring a comfortable and open dialogue. Questions about the administrators' professional background and current roles provided context to their perspectives and decision-making processes. Discussing the institutional context allowed administrators to describe the unique characteristics and challenges of the schools they manage, particularly in relation to Multigrade settings. This approach ensured that key areas such as resource allocation, teacher support, and policy implementation are thoroughly explored. Additionally, focusing on specific experiences and challenges faced by administrators revealed systemic issues and potential areas for improvement in educational strategies. The semi-structured interview enabled administrators to share detailed narratives and practical insights, contributing valuable data to inform policy

decisions and enhance the effectiveness of Multigrade education. This method facilitated a deep understanding of the complexities and dynamics of educational administration in Multigrade contexts.

Sample

In research, a sample refers to a subset of individuals, items, or events selected from a larger population to gather data and draw conclusions about the whole population. The process of sampling is essential because it allows investigators to study a manageable group that represents the characteristics of the broader population, saving time and resources compared to studying every single member. The sample should ideally be chosen using a method that ensures it is representative and unbiased, enabling investigators to generalize their findings with confidence to the population from which the sample was drawn.

Tribal students, their parents, teachers from Malappuram District-Nilambur are taken as the sample for the study. (20 students, their parents and teachers (20))

Data Collection Procedure

The research journey began with a visit to the Block Resource Centre, where the necessary permission was obtained from the District Forest Officer. This approval was crucial for proceeding with the study and gaining access to the tribal communities and schools involved. The cooperation of the District Forest Officer ensured that the research could be conducted smoothly and ethically, respecting the regulations and guidelines set forth by the local authorities.

Following the approval, the investigator travelled to *Oorukal* to meet with parents and students in their natural setting. Establishing rapport was a key focus

during this phase, as it was essential to build trust and open lines of communication. The investigator engaged in conversations and activities that helped the parents and students feel comfortable and valued. This approach facilitated a deeper understanding of their experiences and perspectives, which was vital for the integrity of the study.

The next phase involved visiting the schools where the students are currently studying. These students had previously attended Multigrade Learning Centres (MGLCs) before transitioning to regular schools. The investigator interacted with teachers, administrators, and students to gather comprehensive data about the educational journey and the impact of the transition. The schools provided a contrasting environment to the MGLCs, offering insights into how students adapted and what challenges they faced.

The data collection process utilized open-ended questions and semi-structured interviews, allowing for detailed and sincere responses. Students, parents, and teachers shared their experiences and reflections sincerely, providing a rich dataset for analysis. The qualitative nature of the data collection methods enabled the investigator to capture the complexities and subtleties of the educational experiences of tribal students. This in-depth information was essential for understanding the broader context and implications of the transition from MGLCs to regular schools.

Data analysis was conducted through thematic analysis, identifying key themes and patterns within the collected data. The findings highlighted various aspects of the educational experiences, including adaptation challenges, learning outcomes, and the role of community and family support. Suggestions and comments from participants were also noted, offering valuable insights for future educational strategies and policies. The study underscored the importance of culturally

responsive education and the need for continued support for tribal students in their educational journeys.

Analytic Technique

Qualitative analysis using thematic analysis

Thematic analysis is a qualitative analytic method used to identify, analyse, and report patterns within data. It involves a systematic process of coding and categorizing data to uncover significant themes that capture important aspects of the research questions. The process begins with familiarization, where the investigator immerses themselves in the data by reading and re-reading transcripts. Initial codes are then generated to highlight key features of the data, followed by searching for themes by grouping similar codes. These themes are reviewed to ensure they accurately represent the data and are then defined and named. The final step involves producing a detailed report that illustrates the themes with supporting evidence, providing a comprehensive understanding of the data.

Chapter 4

ANALYSIS AND INTERPRETATION

-
- *Identification of Tribal Students Shifted from MGLC Using BRC Report*
 - *Social, Economic, Physical and Academic Aspects of Tribal Students Shifted from MGLC*
 - *Suggestions on Issues Faced by Tribal Students Shifted from Multi Grade Learning Centres in Malappuram District.*
 - *Investigator's Reflection*
-

Identification of Tribal Students Shifted from MGLC using BRC Report

The investigator visited the Block Resource Centre (BRC) officer in Nilambur to collect the BRC report. This report was important because it listed the tribal students who had moved from Multi Grade Learning Centres (MGLCs) in Malappuram District to other schools. It also gave details about why and how these students were moved. With this information, the investigator could plan the next steps of the study better.

Next, the investigator visited the students' homes, known as *Oorukal*, as well as their new schools and families. These visits were important for gathering firsthand information. By talking directly with the students, their families, and teachers, the investigator collected valuable details about their living conditions, the quality of their new schools, and their overall learning environment. These visits helped the investigator understand the real-life challenges and opportunities these students faced.

After collecting the data, the investigator used thematic analysis to study it. This method involved identifying and analyzing common themes or patterns in the data. The investigator looked at different aspects of the students' lives, including their social, economic, physical, and academic situations. By doing this, the investigator could see the main issues and experiences that these students had after moving from MGLCs to their new schools.

The analysis showed important information about the students' social lives, their families' economic conditions, the physical state of their homes and schools, and their academic performance. It revealed how their community and cultural practices affected their education.

Table 1*Different BRCs and MGLCs in Malappuram district*

Sl. No	District	BRC Name	Udise Code	MGLC Name
1	Malappuram	Areacode	32050100319	Cheengannippali
2	Malappuram	Areacode	32050100320	Mailadi
3	Malappuram	Areacode	32050100414	Cholari
4	Malappuram	Areacode	32050100713	Melmuri
5	Malappuram	Manjeri	32050600230	Aie kolappad
6	Malappuram	Manjeri	32050600711	Koodakkara
7	Malappuram	Manjeri	32050601110	Aie tharikulam
8	Malappuram	Manjeri	32050601502	Arimangalam
9	Malappuram	Nilambur	32050400123	Alakkal
10	Malappuram	Nilambur	32050400221	Chalicolony
11	Malappuram	Nilambur	32050400418	Perumbilad
12	Malappuram	Nilambur	32050400419	Kotteppadam
13	Malappuram	Nilambur	32050400429	Thamburatti
14	Malappuram	Nilambur	32050400446	Kunnath
15	Malappuram	Nilambur	32050400612	Mylampara
16	Malappuram	Nilambur	32050400613	Nedumkayam
17	Malappuram	Nilambur	32050400614	Kuttimala
18	Malappuram	Nilambur	32050400615	Mundakadavu
19	Malappuram	Nilambur	32050400812	Pattakkarimbu
20	Malappuram	Nilambur	32050400813	Chettippadam
21	Malappuram	Nilambur	32050400926	Madam
22	Malappuram	Nilambur	32050400927	Amaraappalam
23	Malappuram	Nilambur	32050402508	Panapoyil
24	Malappuram	Nilambur	32050402511	Kallunda
25	Malappuram	Nilambur	32050402512	Ambumala

Sl. No	District	BRC Name	Udise Code	MGLC Name
26	Malappuram	Nilambur	32050402513	Adyanpra
27	Malappuram	Nilambur	32050402514	Vennekkode
28	Malappuram	Nilambur	32050402519	Athikkad
29	Malappuram	Nilambur	32050402710	Kodeeri
30	Malappuram	Nilambur	32050402712	Vaniyampuzha
31	Malappuram	Nilambur	32050402713	Narangapoyil
32	Malappuram	Nilambur	32050402714	Chembra
33	Malappuram	Nilambur	32050402715	Kodalipoyil
34	Malappuram	Parappanangadi	32051200126	Aviyil beach
35	Malappuram	Parappanangadi	32051200521	Talapara
36	Malappuram	Tanur	32051100137	Ossankadappuram
37	Malappuram	Tanur	32051100320	Kalamthiruthi
38	Malappuram	Tanur	32051101101	Kormanthala
39	Malappuram	Tanur	32051101104	Ottumpuram
40	Malappuram	Tanur	32051000214	Pandazhi
41	Malappuram	Vengara	32051300908	Kannamangalam
42	Malappuram	Wandoor	32050300802	Aiec thanducode
43	Malappuram	Wandoor	32050300803	Aiec keepada
44	Malappuram	Wandoor	32050300904	Aiec manjalpara
45	Malappuram	Wandoor	32050300907	Aiec arimanal

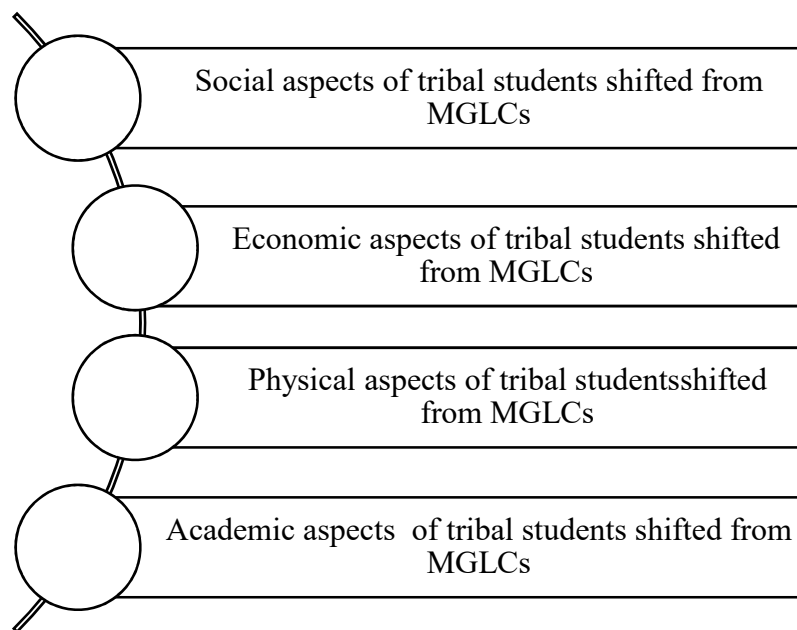
Table 2*Details of Tribal Students Shifted from Various MGLCs in Malappuram District*

Sl. No.	Formerly Studied Badal Schools	Present School	No of Students
1	MGLC Narangapoyil	GHS Munderi	5
2	MGLC Vennekode	GLPS Edivanna Estate	4
3	MGLC Kallunda	GLPS Edivanna Estate	2
4	MGLC Adyanpra	GLPS Perumbathur	6
5	MGLC Panapoyil	GLPS Perumbathur	1
6	MGLC Madam	GLPS Pullippadam	1
7	MGLC Panapoyil	GUPS Eranhimangad	9
8	MGLC Athikkad	GUPS Eranhimangad	3
9	MGLC Thampuratti	GUPS Kurumbalangode	6
10	MGLC Amarampalam	PUMLPS Odayikkal	3
11	MGLC Mundakadavu	MMMLPS East Kalkulam	12
12	MGLC Nedunkayam	MMMLPS East Kalkulam	16
13	MGLC Madam	AMUPS Mampad	6
14	MGLC Athikkad	GUPS Myladi	1
15	MGLC Vaniyampuzha	AUPS Nettikulam	21
16	MGLC Kodalipoyil	AUPS Nettikulam	2
17	MGLC Ambumala	AUPS Nettikulam	7
18	MGLC Kotteppadam	NSSUPS Uppada	5
19	MGLC Chalicolony	NSSUPS Uppada	3
20	MGLC Kunnath	ALPS Mundappadam	4
21	MGLC Madam	CKHS Manimooly	3
22	MGLC Cholara	CKHS Manimooly	1
23	MGLC Panapoyil	CKHS Manimooly	1
24	MGLC Chettippadam	GUPS Paramba	1

Social, Economic, Physical, and Academic Aspects of Tribal Students Shifted from MGLC

The investigator used thematic analysis to examine the data. This method involved finding and analysing common themes or patterns within the information collected. The investigator focused on various aspects of the students' lives, such as their social, economic, physical, and academic conditions. This approach helped the investigator to identify the key issues and experiences that the students encountered after transitioning from MGLCs to their new schools.

The themes originated from the thematic analysis are given below.



The main points under each theme are discussing here with detailed description.

Social Aspects

Social aspects refer to the various social factors and interactions that influence the lives and education of tribal students. Major social aspects regarding tribal students are discussing below.

Student Socialization

MGLCs provided an excellent environment for students to socialize and interact with each other. These centres fostered a sense of community and belongingness among students. It allowed students to mingle freely and build strong relationships. The supportive and inclusive atmosphere encouraged students to engage in collaborative learning, which not only enhanced their academic skills but also developed their social abilities. Through shared activities and group work, students at MGLCs experienced a positive and interactive learning environment.

More Interaction Opportunities

Students who knew about the benefits of their new school had more chances to meet and interact with students from other places. This helped them to make new friends and expand their social circles. This made their learning experience more enriching and enjoyable.

Parental Involvement

In the new schools, there is less parental involvement compared to what was seen before. This means that parents attend fewer meetings with teachers and are less likely to volunteer. When parents are less involved, it can affect students in several ways. Communication between parents and teachers might not happen as much, which can impact how well teachers understand and support their students. Parents noted the discipline instilled in their children through occasional motivation classes. Parents are provided with opportunities to meet teachers and actively monitor their children's progress in school.

Teacher Involvement

Teachers actively visit *Oorukalto* gain insights into students' family backgrounds and this enabled in fostering a better understanding and connection between teachers and the students' families. Teachers invested their time for supporting students personally. Teachers' consideration and encouragement serve as motivational factors for students inspiring them to strive for academic excellence.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has brought about several notable changes. While MGLCs provided a conducive environment for students to mingle and learn, the new schools have introduced students to a broader range of opportunities. Those who have gained awareness of the benefits of these new institutions now interact with peers from diverse areas, enriching their social experiences. However, parent involvement has decreased in the new schools, presenting a challenge. To bridge this gap, teachers have been proactive, visiting *Oorukal* to understand students' family backgrounds better. This approach has strengthened the connection between teachers and families, fostering a supportive educational environment. Teachers also invest significant personal time to support students individually, further enhancing their educational experience. Families who recognize the advantages of the new schools express satisfaction, noting the discipline instilled in their children through occasional motivation classes. Teacher encouragement acts as a powerful motivator, inspiring students to strive for academic excellence. Additionally, parents are given opportunities to engage with teachers and actively monitor their children's progress, contributing to a collaborative effort in their educational journey. This multifaceted support system highlights the positive impact of transitioning tribal students to mainstream schools, despite some challenges.

Economic Aspects

Economic aspects refer to the financial factors and conditions that influence individuals, communities, or organizations. In the context of students shifted from Multi Grade Learning Centres (MGLCs) in Nilambur, economic aspects would include:

Financial Assistance During the COVID Pandemic in New Schools

During the COVID-19 pandemic, new schools provided financial assistance to support students and their families who are facing economic challenges. This assistance aimed to alleviate financial burdens caused by the pandemic, such as loss of income or increased expenses for healthcare and basic needs. This support was important in maintaining students' enrollment and participation in learning activities during a period of widespread economic uncertainty.

ITDP Support for Students in New Schools

Under the Integrated Tribal Development Project (ITDP), each student received Rs 1090 twice a year, along with grants and free uniforms in the new schools. This initiative aimed to support tribal students financially and to ensure they had necessary resources for their education. The grants and uniforms provided through ITDP helped to reduce financial barriers and promote equal access to education for tribal students in their new school environments.

Financial Support for Students

Students received financial support twice a year, with hostel residents receiving Rs 900 and others receiving Rs 1750 credited to their accounts. This grant

aims to assist students with their educational expenses and to ensure that they have the resources they need to succeed in their studies.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has also brought significant financial benefits, especially crucial during the COVID-19 pandemic. In the new schools, students receive financial assistance, including ITDP grants amounting to Rs 1090 per student, twice a year, and free uniforms. This financial support is credited to students' accounts semi-annually, with hostel residents receiving Rs 900 and others Rs 1750. These funds play a vital role in alleviating the financial burden on families, ensuring that students have the necessary resources for their academic and living expenses. The consistent financial aid has been instrumental in enabling students to continue their education without interruption, reflecting a strong commitment to supporting the educational advancement of tribal communities.

Physical Aspects

Physical aspects refer to the tangible or material conditions that impact individuals, communities, or environments.

Enhanced Opportunities for Sports and Arts in New Schools

In their new schools, students experienced increased opportunities to engage in sports and arts activities. These schools emphasized extracurricular programs that fostered students' physical fitness, creativity, and teamwork skills. Participation in sports offered opportunities for physical development and healthy competition. The involvement in arts activities encouraged artistic expression and cultural exploration. These opportunities not only enriched students' overall educational experience but also contributed to their social and personal growth, promoting a well-rounded

development beyond academic studies. Participation in extracurricular activities are promoted in the new schools.

Improved Nutrition Availability in New Schools

Nutrition availability has significantly improved in the new schools. This enhancement ensures that students have access to balanced and nutritious meals, which are important for their health and academic performance. Better nutrition supports students' well-being, and helped them stay focused and energized throughout the school day. This improvement reflects a commitment to promote healthy lifestyles and creating a conducive learning environment for students in their new school settings. Technology integration into classroom learning is possible in the new schools.

Use of Projectors and Laptops as Learning Tools

Projectors and laptops are utilized in classrooms as essential learning tools. These technologies enhanced teaching by allowing educators to present multimedia content, conduct interactive lessons, and engaged students more effectively. Projectors facilitated visual learning experiences, while laptops enabled access to digital resources and interactive educational software. By integrating these tools into classroom instruction, schools support modern teaching methods that cater to diverse learning styles and promote interactive learning environments conducive to student engagement and academic success.

Hostel Facilities Provided in New Schools

The new schools offered hostel facilities for students. These hostels provided a safe and supportive living environment. These allowed students to reside close to

their educational institutions. With access to accommodation, students can focus more on their studies without the stress of long commutes.

Positive Feedback for the Gothrasarathi Initiative

The government's Gothrasarathi initiative has received positive feedback. It aimed to support and empower marginalized groups, providing them with opportunities for education, skill development, and socio-economic advancement. The initiative's success is reflected in the improved livelihoods and enhanced quality of life among students.

Creating a Conducive Learning Atmosphere in the Hostel

The hostel prioritized maintaining a clean, organized, and supportive environment that fostered concentration and encouraged a positive attitude towards education. By providing a structured and nurturing environment, the hostel aimed to support students in their educational journey, promoting focus, discipline, and a sense of community.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has provided a multitude of new opportunities and resources. In the new schools, students have greater access to participate in sports and arts, significantly enhancing their extracurricular engagement. This holistic approach to education includes better nutrition and the integration of technology into classroom learning, with tools like projectors and laptops becoming commonplace. Teachers are strong advocates for continued improvements, seeking enhanced hostel facilities, free meals, and uniforms to further support Adivasi students. The new schools boast significant infrastructure upgrades,

such as modern classrooms and a supportive learning environment. Hostel facilities are available, ensuring that students have a secure place to stay. The government's Gothrasarathi initiative has received positive feedback, helping to streamline educational support for tribal students. These hostels are equipped with essential learning materials, stationery, and other resources to facilitate effective learning. Maintaining a clean, organized, and supportive atmosphere within the hostels is a priority, fostering concentration and a positive attitude towards education. Overall, these changes represent substantial improvements in the educational experience and opportunities available to tribal students.

Academic Aspects

Academic aspects refer to the educational components and factors that impact students' learning and academic progress.

Challenges and Attitudes in Transitioning from MGLCs to New Schools

Most students have shown hesitancy in transitioning to the new schools. This reluctance may originate from unfamiliarity with the new environment, concerns about academic performance, or difficulties in adapting to different educational settings. Despite this, a positive attitude has been expressed by the majority of teachers and parents regarding the discontinuation of Multi Grade Learning Centres (MGLCs). Teachers have faced significant challenges in the new schools, particularly in addressing educational gaps observed among Adivasi students. These gaps include difficulties in reading, writing, and completing homework and assignments. Overcoming these challenges required targeted support and strategies to ensure that all students, especially those from marginalized communities, receive equitable educational opportunities and support in their new learning environments.

Padippurasy Scheme: Bridging Language Gaps in New Schools

The government initiated the "Padippurasy" scheme to address language barriers between teachers and students in the new schools. This scheme aimed to improve communication and understanding by providing support and resources that help both teachers and students to manage linguistic challenges effectively.

Educational Advancements and Support in Transitioning Schools

The transition from Multi Grade Learning Centres (MGLCs) to new schools has marked a significant improvement in learning standards. While MGLCs struggled with educational quality, the new schools are noted for providing higher-quality education. To further enhance academic achievement, tuition facilities are available in the hostels, aiming to support students in their studies. The schools are provided with a team of trained and qualified teachers.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has faced mixed reactions and challenges. Despite the positive attitude from teachers and parents towards ending MGLCs, the majority of students were initially reluctant to attend the new schools. Teachers encountered significant difficulties in addressing the educational gaps among Adivasi students, who often lagged in reading, writing, and completing homework. To address these issues, the government initiated the "Padippurasy" scheme to bridge the language gap between teachers and students. Despite initial reluctance, Adivasi students in the new schools have shown a strong desire to learn. The quality of education in the new schools surpasses that of the MGLCs, offering better resources and facilities. Hostels provide tuition facilities to improve academic achievement, and schools pride themselves on having a team of trained and qualified

teachers. Although the transition has been challenging, the new schools offer a more supportive and enriched educational environment, with initiatives aimed at helping students overcome their initial resistance and educational deficiencies.

Suggestions and Comments based on the Analysed Data

The investigator employed thematic analysis to analyse the data, aiming to identify recurring themes or patterns present in the collected information. This method focused on different facets of the students' lives, including their social, economic, physical, and academic conditions. By using this approach, the investigator aimed to pinpoint the primary issues and experiences faced by students following their transition from MGLCs to new schools. Based on the details provided, here are some relevant suggestions to address the challenges and enhance the benefits of transitioning tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district, noting existing measures and areas for improvement:

Increase Parent Involvement

Existing efforts include opportunities for parents to meet teachers and monitor their children's progress. To improve, schools could organize more frequent and structured parent-teacher meetings and develop programs to educate parents on the benefits of mainstream education and how they can support their children's learning at home. These steps will ensure parents are actively engaged in their children's education, bridging the gap that has emerged with the transition to new schools.

Enhance Teacher Support

Currently, teachers visit *Oorukalto* to understand students' family backgrounds, which has strengthened connections. To further support teachers, provide

professional development opportunities focused on addressing educational gaps and teaching strategies for diverse learners. Encourage teachers to continue visiting students' homes to build trust and understand their backgrounds. This approach will better equip teachers to support tribal students and address their specific needs effectively.

Strengthen Financial Support

Financial assistance, including ITDP grants and free uniforms, is already provided. To improve, ensure timely disbursement of financial assistance to prevent any disruptions in students' education. Explore additional funding opportunities or partnerships to increase the amount of financial support available. Sustained and enhanced financial aid will alleviate the burden on families and ensure students have the necessary resources for their studies.

Promote Extracurricular Activities

Students currently have greater access to participate in sports and arts. To further enhance this, develop a more structured program for sports and arts to ensure all students can participate. Create after-school clubs or activities that cater to various interests and talents. This holistic approach will enrich students' educational experiences and promote well-rounded development.

Improve Nutrition and Health

Nutrition has improved in the new schools. To build on this, monitor the quality and quantity of food provided in schools to ensure students receive adequate nutrition. Introduce regular health check-ups and wellness programs to maintain students' physical and mental well-being. Proper nutrition and health care are essential for students to thrive academically and personally.

Integrate Technology in Education

Technology, such as projectors and laptops, is already being used in classrooms. To improve, provide ongoing training for teachers on using technology effectively in the classroom. Ensure all classrooms are equipped with the necessary technological tools. Integrating technology will enhance learning experiences and prepare students for a tech-driven world.

Enhance Hostel Facilities

Hostels are equipped with essential learning materials and resources. To improve, continue to enhance hostel accommodations, ensuring they are clean, organized, and conducive to learning. Provide additional learning materials and resources within the hostels to support students' studies. A supportive and resource-rich hostel environment will facilitate effective learning outside the classroom.

Language and Academic Bridging Programs

The "Padippurasy" scheme is already in place to bridge the language gap. To further support students, expand this scheme to include more comprehensive language and academic support. Offer remedial classes or tutoring for students who need extra help with reading, writing, and homework. These programs will bridge educational gaps and help students catch up with their peers.

Encourage Student Motivation

Occasional motivational classes are already provided, instilling discipline in students. To build on this, organize more frequent motivational workshops and classes to inspire students to strive for academic excellence. Recognize and celebrate students' achievements to boost their confidence and motivation. Positive

reinforcement and motivational support will encourage students to aim high and achieve their goals.

Monitor and Evaluate Progress

Currently, there is an effort to monitor and evaluate student progress. To enhance this, regularly assess the progress of students who have transitioned to mainstream schools to identify areas needing improvement. Use feedback from students, parents, and teachers to make necessary adjustments to programs and support services. Continuous monitoring and evaluation will ensure that the transition process is effective and responsive to students' needs.

Increase Community Engagement

Existing community involvement can be strengthened by involving local community leaders and organizations in supporting educational initiatives. Create awareness campaigns within the community to highlight the importance and benefits of education. Engaging the community will foster a supportive environment and enhance the overall educational experience for tribal students.

By acknowledging the existing measures and focusing on these suggestions for improvement, the transition of tribal students to mainstream schools can be more effective, ensuring they receive the support and opportunities necessary for their educational success.

Investigator's Reflection

The research journey began with a permission from the District Forest Officer at the Block Resource Centre, an important step to access tribal communities and schools. This approval ensured the study could proceed ethically and in compliance

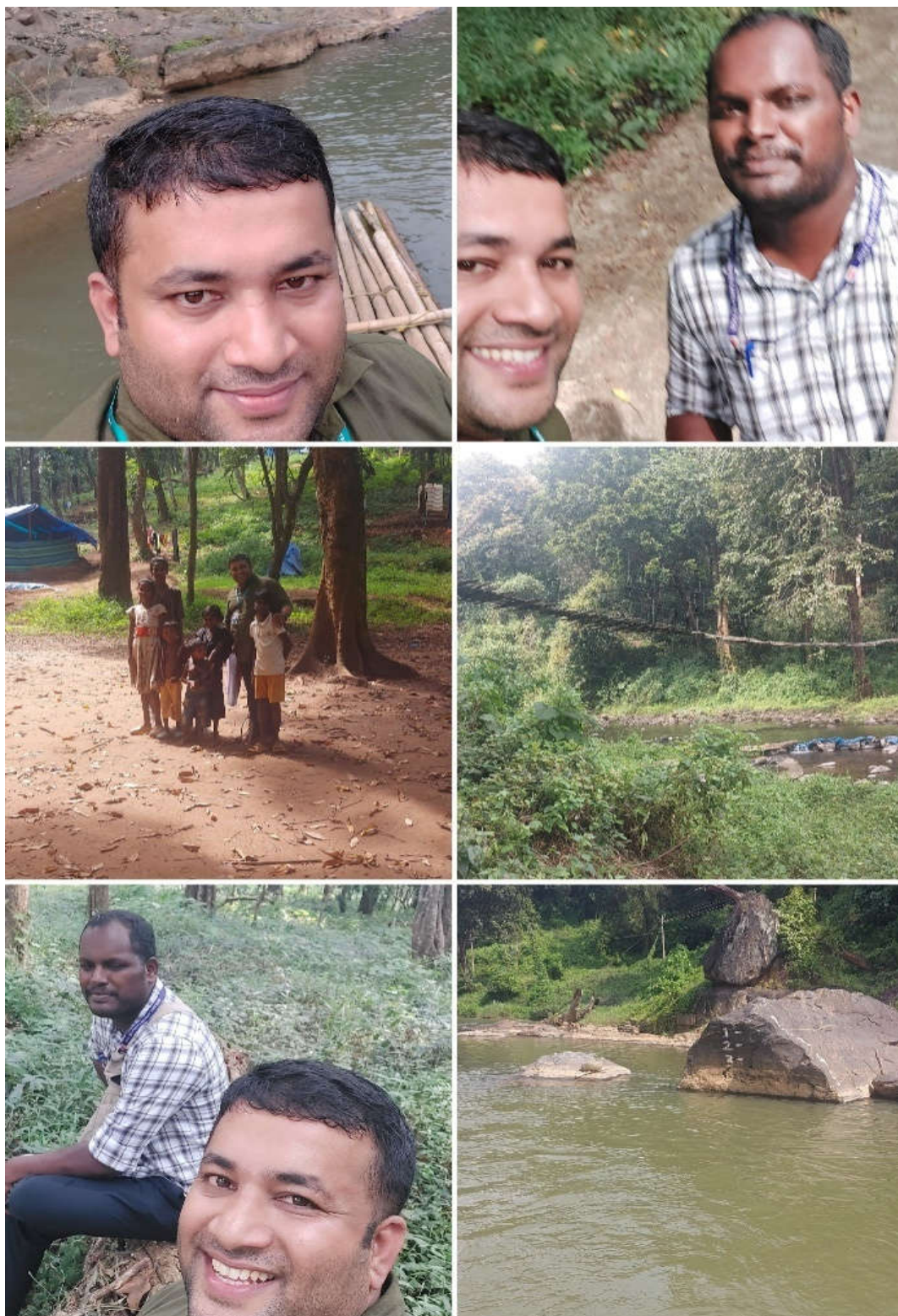
with local regulations. In *Oorukal*, efforts focused on establishing trust and rapport with parents and students through open dialogue and interactions. This approach aimed to create a comfortable environment for sharing their experiences and perspectives, which was essential for the study's integrity.

Next, the investigator visited schools where students had transitioned from Multigrade Learning Centres (MGLCs) provided contrasting insights into their educational journey. Interactions with teachers, administrators, and students provided comprehensive data on the challenges and adaptations faced in new school environments compared to MGLCs. Using open-ended questions and semi-structured interviews, the investigator gathered sincere reflections from students, parents, and teachers.

Thematic analysis was employed to analyse the qualitative data, identifying significant themes such as adaptation difficulties and the impact of community support. These findings underscored the importance of culturally responsive educational practices and highlighted areas where continued support for tribal students is crucial. The study's insights and recommendations aim to inform future educational strategies and policies, emphasizing the need for inclusive and supportive environments that foster academic success for all students, especially those from marginalized communities like the tribal students in Nilambur.

Figure 1

Snapshots of Schools and Related Sites Visited for the Study











Chapter 5

SUMMARY, CONCLUSION AND SUGGESTIONS

-
- *Study in Retrospect.*
 - *Objectives of the Study,*
 - *Methodology*
 - *Inferences from the Study*
 - *Suggestions on Solution to Problems
Faced by Tribal Students*
 - *Educational Implications for the Study.*
 - *Suggestions for Further Research.*
-

In the concluding chapter of this study on the education of tribal students who have transitioned from Multigrade Learning Centres (MGLCs) in Malappuram District, a comprehensive synthesis of the thematic analysis is presented. This chapter covers the critical insights and patterns that emerged from the data, offering a deep understanding of the educational experiences and challenges faced by these students.

Study in Retrospect

The present study entitled as “EDUCATION OF TRIBAL STUDENTS SHIFTED FROM MULTIGRADE LEARNING CENTERS IN MALAPPURAM DISTRICT”.

Objectives of the Study

- To identify the tribal students shifted from Multi Grade Learning Center in Malappuram District
- To analyse social, economic, physical, and academic aspects of tribal students shifted from Multi Grade Learning Center in Malappuram District
- To collect suggestions on issues faced by tribal students shifted from Multi Grade Learning Center in Malappuram District.

Methodology

Type of the Study

- Qualitative research

Population

Tribal students of Kerala shifted from MGLCs

Sample

Tribal students from Malappuram District-Nilambur (20)

Data Collection Methods

Interviews

Semi-structured interviews with students, parents, and teachers (open-ended questions are prepared to explore their problems and suggestions.)

Observation

Observed classroom interactions, school, and family environments to complement the data collected from the interview.

Tools of the Study

- School report (from different Multigrade Learning Centers at Malappuram District).
- Semi-structured interview schedule on educational experiences for parents prepared by Dr.Irshana Shahnaz Ulladan & Praveen Paul.
- Semi-structured interview schedule on educational experiences for students prepared by Dr.Irshana Shahnaz Ulladan & Praveen Paul.
- Semi-structured interview schedule on educational experiences for educational administrators prepared by Dr.Irshana Shahnaz Ulladan & Praveen Paul.

Analytic Technique

Qualitative Analysis using Thematic Analysis

Thematic analysis is a qualitative analytic method used to identify, analyze, and report patterns within data. It involves a systematic process of coding and categorizing data to uncover significant themes that capture important aspects of the research questions. The process begins with familiarization, where the investigator immerses themselves in the data by reading and re-reading transcripts. Initial codes

are then generated to highlight key features of the data, followed by searching for themes by grouping similar codes. These themes are reviewed to ensure they accurately represent the data and are then defined and named. The final step involves producing a detailed report that illustrates the themes with supporting evidence, providing a comprehensive understanding of the data.

Discussions

Nilambur Adivasi Colony in Kerala, India, is a lively community surrounded by greenery. It is home to different Adivasi tribes who live in harmony with nature. The people here follow traditional practices, staying connected to their cultural roots. The colony, embraced by dense forests, offers a peaceful setting, and residents are often involved in eco-friendly activities like farming and crafting. Nilambur Adivasi Colony is a symbol of the Adivasi communities' strength and cultural richness, highlighting a life closely tied to the beauty of the natural environment. In Nilambur Adivasi Colony, many tribal men engage in drinking, while a majority of women are betel nut chewers. The primary occupations include honey collection and gathering wild resources. The tribal communities of Nilambur Forest, including Kaattunaykkal, Cholanaykkal, and Paniyaar, embody a rich cultural heritage deeply connected to the lush surroundings. In the Pothkallu Panchayath, the AUP School accommodates 127 students, fostering education in the region. Additionally, the Mundery Government High School, with 177 students, plays a crucial role in providing education to the tribal youth. Adivasi oorukal such as Iruttukuthi, Vaaniyappuzha, Karippappetti, Abumala, and Supreme Colony bring diversity and strength to the area. They live a strong and varied way of life, making Nilambur's cultural fabric richer.

A Multi-Grade Learning Centre (MGLC) is an educational institution designed to accommodate and support students of different grades or levels within a single classroom setting. In MGLCs, a teacher typically instructs and interacts with students who may be at various grade levels simultaneously. This approach is often employed in contexts where there are limited resources, a small number of students, or challenges in establishing separate classrooms for each grade. Multi-grade teaching requires the teacher to use flexible and adaptive instructional strategies to meet the diverse learning needs of students across different grade levels within the same learning environment. Multi-Grade Learning Centres (MGLCs) are indeed referred to by various names such as "single teacher schools," "alternative schools," or "badal schools." These terms highlight the characteristic of having a single teacher responsible for instructing students across different grade levels in a shared classroom setting. Such schools often emerge in situations where there are resource constraints or challenges in establishing separate classes for each grade. Despite the various names, the underlying concept is to provide education in environments where conventional, single-grade classrooms may not be feasible.

Reasons for Stopping MGLC

The decision to cancel Multi-Grade Learning Centres (MGLCs) can be influenced by several reasons. One primary concern is that with a single teacher responsible for multiple grade levels, students not currently in session may become idle, affecting their learning time. Additionally, teachers at MGLCs may have lower levels of education and training compared to their counterparts in traditional schools. The need for teachers to assist in non-teaching tasks, such as preparing lunch, can further impact the quality of education provided in these centres. These challenges

highlight the complexity of managing multi-grade classrooms and the potential impact on the overall educational experience for students.

Teachers' Educational Experiences

In the tribal villages of Oorukal, a significant shift has been witnessed in the educational dynamics, with all tribal students now attending new schools while the Multi-Grade Learning Centres (MGLCs) have been discontinued. According to some teachers, the decision to stop MGLCs has been beneficial, citing a perceived improvement in the learning status compared to the lower performance observed in MGLCs. However, the transition to new schools presents challenges, with some students finding it difficult to integrate with their peers, particularly in comparison to the smoothness experienced in MGLCs. Despite these challenges, overall student satisfaction has increased, as they are now actively participating in sports and arts, and receiving food three times a day, a notable improvement from the previous once-daily provision in Oorukal. Parents, in general, express satisfaction, supported by financial assistance, ITDP grants, and free uniforms for all students. However, teaching in new schools poses additional difficulties, especially in addressing the educational gap observed among Adivasi students who lag behind in reading, writing, and completing homework assignments. Communication barriers also persist, necessitating awareness classes and language training for both students and teachers. Teachers, while generally content, acknowledge the need for increased efforts to understand and bridge the language gap with Adivasi students. Despite the challenges, Adivasi students exhibit a strong desire to learn, although the language barrier hinders their progress. To address this, teachers have incorporated technology by using projectors in classrooms and providing laptops during the COVID-19

pandemic. However, some students are leaving school, indicating the importance of awareness classes in Oorukal. Teachers advocate for enhanced facilities such as improved hostels, free food, and uniforms to further support Adivasi students. Although parents are not actively involved in school-related matters, teachers demonstrate a proactive approach by visiting Oorukal to understand students' family backgrounds and ensuring personal interaction. In their commitment to uplift the educational status, teachers are investing time, offering personalized support, and encouraging student participation in extracurricular activities, reflecting a collective effort to improve the overall educational experience in tribal Oorukal.

Students' Educational Experiences

Students' views on MGLC and the new school show big differences. At MGLC, they only knew nearby students and had few chances for sports and arts. But the new school is way better, with new classrooms, teachers, friends, uniforms, and three meals a day. Students can now join in arts and sports, and there's financial help too. Not everyone switched to the new school, though. Some find it hard to make friends and their parents aren't interested. The chance to actively participate in arts and sports, along with the provision of grants, marked a significant improvement in their overall learning environment.

However, not all students have transitioned to the new school, citing difficulties in mingling with unfamiliar peers and a lack of parental interest. The Gothra Sarathi initiative by the government received positive feedback, especially from students whose parents recognized the importance of education. Yet, others failed to reap educational benefits due to a lack of awareness.

The new school emerged as a platform for societal explorations, enabling students to broaden their horizons. Teachers in the new school played a pivotal role, providing facilities conducive to quality education. Their consideration and encouragement motivated students to strive for academic excellence, fostering a sense of familial connection between students and teachers.

While the hostel environment offered an excellent learning space, allowing students to build relationships and engage in activities, language barriers emerged as a challenge. The language problem not only affected student interactions but also impacted teachers. Recognizing this, new policies were introduced to enhance teachers' proficiency in cultural languages, aiming to bridge the communication gap and facilitate better understanding between teachers and students. Despite these challenges, the new school stands as a testament to positive change, offering a holistic learning experience for students.

Parents' Educational Experiences

Parents express enthusiasm for the positive changes brought about by the new school, observing their children's enjoyment of the novel experiences. They appreciate the facilities provided for sports and arts, a contrast to the limitations at MGLC. The hostel goes the extra mile, offering tuition, breakfast, learning equipment, uniforms, and a conducive learning environment. Parents note the discipline instilled in their children and occasional motivation classes. They feel equipped to effectively address their children's challenges and actively participate in societal development. Financial support, including grants credited to each student's accounts twice a year (900 for hostel students and 1750 for others), aids in their

children's education. Teaching staff contribute by offering support, and parents have opportunities to meet teachers to monitor their children's progress, though some parents may not be willing. The overarching goal is to integrate their children into mainstream society, and parents express a strong reluctance to revert to the MGLC experience.

The shifting of tribal students from Multi-Grade Learning Centers (MGLCs) in the Malappuram district marks a significant transformation in the educational landscape for indigenous communities in the region. This transition is part of a broader initiative to integrate these students into mainstream educational institutions, thereby enhancing their access to quality education and broader academic resources. MGLCs, initially established to provide basic education to tribal children in remote areas, often faced challenges such as inadequate infrastructure, limited teaching resources, and a lack of trained educators. These limitations hindered the comprehensive development of tribal students, affecting their academic performance and future opportunities. By moving tribal students to regular schools, the aim is to offer them a more robust and inclusive educational experience, supported by better facilities, experienced teachers, and a diverse curriculum. This shift also reflects a commitment to educational equity, recognizing the need to bridge the gap between tribal and non-tribal students. However, this transition must be managed carefully to ensure that tribal students are adequately supported in their new environments, with measures to address potential cultural and linguistic barriers. Overall, this initiative holds the promise of empowering tribal communities through improved education, ultimately contributing to their social and economic upliftment. The shift of tribal students from Multi-Grade Learning Centres (MGLCs) in Malappuram district to

mainstream schools highlights a critical step towards educational inclusivity and integration. MGLCs were initially created to cater to the unique needs of tribal children in isolated regions, offering flexible learning tailored to their lifestyles. However, these centers often faced isolation themselves, limiting students' exposure to diverse perspectives and broader social interactions. Moving tribal students to mainstream schools fosters greater social integration, encouraging interactions with a wider peer group and helping break down societal barriers. Total number of tribal schools in Malappuram district is given here.

Inferences from the Study

Summary of the Objectives

The investigator visited the Block Resource Centre (BRC) officer in Nilambur to collect a report listing tribal students who had moved from Multi Grade Learning Centres (MGLCs) in Malappuram District to other schools, detailing the reasons and processes behind these moves. Then the investigator visited the students' homes (Oorukal), their new schools, and families to gather first-hand information. These visits allowed the investigator to collect valuable details about the students' living conditions, the quality of their new schools, and their overall learning environment by speaking directly with the students, their families, and teachers. The data collected was then analysed using thematic analysis, which involved identifying and examining common themes or patterns related to the students' social, economic, physical, and academic situations. The analysis revealed key insights into the students' social lives, economic conditions, the state of their homes and schools, academic performance, and how their community and cultural practices influenced their education.

Table 3*Different BRCs and MGLCs in Malappuram District*

SL.NO	District Name	BRC Name	UDISE CODE	MGLC NAME
1	Malappuram	AREACODE	32050100319	MGLC CHEENGANNIPPALI
2	Malappuram	AREACODE	32050100320	MGLC MAILADI
3	Malappuram	AREACODE	32050100414	MGLC CHOLARA
4	Malappuram	AREACODE	32050100713	MGLC MELMURI
5	Malappuram	MANJERI	32050600230	AIE KOLAPPAD
6	Malappuram	MANJERI	32050600711	MGLC KOODAKKARA
7	Malappuram	MANJERI	32050601110	AIE THARIKULAM
8	Malappuram	MANJERI	32050601502	MGLC ARIMANGALAM
9	Malappuram	NILAMBUR	32050400123	M.G.L.C. ALAKKAL
10	Malappuram	NILAMBUR	32050400221	M.G.L.C. CHALICOLONY
11	Malappuram	NILAMBUR	32050400418	M.G.L.C. PERUMBILAD
12	Malappuram	NILAMBUR	32050400419	M.G.L.C. KOTTEPPADAM
13	Malappuram	NILAMBUR	32050400429	M.G.L.C. THAMBURATTY
14	Malappuram	NILAMBUR	32050400446	M.G.L.C. KUNNATH
15	Malappuram	NILAMBUR	32050400612	M.G.L.C. MYLAMPARA
16	Malappuram	NILAMBUR	32050400613	M.G.L.C. NEDUMKAYAM
17	Malappuram	NILAMBUR	32050400614	M.G.L.C. KUTTIMALA
18	Malappuram	NILAMBUR	32050400615	M.G.L.C. MUNDAKADAVU
19	Malappuram	NILAMBUR	32050400812	M.G.L.C. PATTAKKARIMBU
20	Malappuram	NILAMBUR	32050400813	M.G.L.C. CHETTIPPADAM
21	Malappuram	NILAMBUR	32050400926	M.G.L.C. MADAM
22	Malappuram	NILAMBUR	32050400927	M.G.L.C. AMARAAPPALAM
23	Malappuram	NILAMBUR	32050402508	M.G.L.C. PANAPOYIL
24	Malappuram	NILAMBUR	32050402511	M.G.L.C. KALLUNDA
25	Malappuram	NILAMBUR	32050402512	M.G.L.C. AMBUMALA
26	Malappuram	NILAMBUR	32050402513	M.G.L.C. ADYANPARA
27	Malappuram	NILAMBUR	32050402514	M.G.L.C. VENNEKKODE
28	Malappuram	NILAMBUR	32050402519	M.G.L.C. ATHIKKAD
29	Malappuram	NILAMBUR	32050402710	M.G.L.C. KODEERI
30	Malappuram	NILAMBUR	32050402712	M.G.L.C. VANIAMPUZHA
31	Malappuram	NILAMBUR	32050402713	M.G.L.C. NARANGAPOYIL
32	Malappuram	NILAMBUR	32050402714	M.G.L.C. CHEMBRA
33	Malappuram	NILAMBUR	32050402715	M.G.L.C. KODALIPOYIL
34	Malappuram	PARAPPANANGADI	32051200126	MGLC AVIYIL BEACH
35	Malappuram	PARAPPANANGADI	32051200521	MGLC TALAPARA
36	Malappuram	TANUR	32051100137	MGLC OSSANKADAPPURAM
37	Malappuram	TANUR	32051100320	MGLC KALAMTHIRUTHI
38	Malappuram	TANUR	32051101101	MGLC KORMANTHALA
39	Malappuram	TANUR	32051101104	MGLC OTTUMPURAM
40	Malappuram	TIRUR	32051000214	MGLC PANDAZHI
41	Malappuram	VENGARA	32051300908	MGLC KANNAMANGALAM
42	Malappuram	WANDOOR	32050300802	AIEC THANDUCODE
43	Malappuram	WANDOOR	32050300803	AIEC KEEPADA
44	Malappuram	WANDOOR	32050300904	AIEC MANJALPARA
45	Malappuram	WANDOOR	32050300907	AIEC ARIMANAL

Table 4*Details of Tribal Students Shifted from Various MGLCs in Malappuram District*

Sl No	Formerly Studied Badal Schools	Present School	No of Students
1	MGLC Narangapoyil	GHS Munderi	5
2	MGLC Vennekode	GLPS Edivanna Estate	4
3	MGLC Kallunda	GLPS Edivanna Estate	2
4	MGLC Adyanpra	GLPS Perumbathur	6
5	MGLC Panapoyil	GLPS Perumbathur	1
6	MGLC Madam	GLPS Pullippadam	1
7	MGLC Panapoyil	GUPS Eranhimangad	9
8	MGLC Athikkad	GUPS Eranhimangad	3
9	MGLC Thampuratti	GUPS Kurumbalangode	6
10	MGLC Amarampalam	PUMLPS Odayikkal	3
11	MGLC Mundakadavu	MMMLPS East Kalkulam	12
12	MGLC Nedunkayam	MMMLPS East Kalkulam	16
13	MGLC Madam	AMUPS Mampad	6
14	MGLC Athikkad	GUPS Myladi	1
15	MGLC Vaniyampuzha	AUPS Nettikulam	21
16	MGLC Kodalipoyil	AUPS Nettikulam	2
17	MGLC Ambumala	AUPS Nettikulam	7
18	MGLC Kotteppadam	NSSUPS Uppada	5
19	MGLC Chalicolony	NSSUPS Uppada	3
20	MGLC Kunnath	ALPS Mundappadam	4
21	MGLC Madam	CKHS Manimooly	3
22	MGLC Cholara	CKHS Manimooly	1
23	MGLC Panapoyil	CKHS Manimooly	1
24	MGLC Chettippadam	GUPS Paramba	1

Social, Economic, Physical, and Academic Aspects of Tribal Students

Social Aspects

Social aspects refer to the various social factors and interactions that influence the lives and education of tribal students. Major social aspects regarding tribal students are discussing below.

Student Socialization

MGLCs provided an excellent environment for students to socialize and interact with each other. These centres fostered a sense of community and belongingness among students. It allowed students to mingle freely and build strong relationships. The supportive and inclusive atmosphere encouraged students to engage in collaborative learning, which not only enhanced their academic skills but also developed their social abilities. Through shared activities and group work, students at MGLCs experienced a positive and interactive learning environment.

More Interaction Opportunities

Students who knew about the benefits of their new school had more chances to meet and interact with students from other places. This helped them to make new friends and expand their social circles. This made their learning experience more enriching and enjoyable.

Parental Involvement

In the new schools, there is less parental involvement compared to what was seen before. This means that parents attend fewer meetings with teachers and are less

likely to volunteer. When parents are less involved, it can affect students in several ways. Communication between parents and teachers might not happen as much, which can impact how well teachers understand and support their students. Parents noted the discipline instilled in their children through occasional motivation classes. Parents are provided with opportunities to meet teachers and actively monitor their children's progress in school.

Teacher Involvement

Teachers actively visit Oorukal to gain insights into students' family backgrounds and this enabled in fostering a better understanding and connection between teachers and the students' families. Teachers invested their time for supporting students personally. Teachers' consideration and encouragement serve as motivational factors for students inspiring them to strive for academic excellence.

The transition of tribal students from Multi-Grade Learning Centres (MGLCs) to mainstream schools in Malappuram district has brought about several notable changes. While MGLCs provided a conducive environment for students to mingle and learn, the new schools have introduced students to a broader range of opportunities. Those who have gained awareness of the benefits of these new institutions now interact with peers from diverse areas, enriching their social experiences. However, parent involvement has decreased in the new schools, presenting a challenge. To bridge this gap, teachers have been proactive, visiting Oorukal to understand students' family backgrounds better. This approach has strengthened the connection between teachers and families, fostering a supportive educational environment. Teachers also invest significant personal time to support students individually, further enhancing their educational experience. Families who recognize the advantages of the new schools'

express satisfaction, noting the discipline instilled in their children through occasional motivation classes. Teacher encouragement acts as a powerful motivator, inspiring students to strive for academic excellence. Additionally, parents are given opportunities to engage with teachers and actively monitor their children's progress, contributing to a collaborative effort in their educational journey. This multifaceted support system highlights the positive impact of transitioning tribal students to mainstream schools, despite some challenges.

Economic Aspects

Economic aspects refer to the financial factors and conditions that influence individuals, communities, or organizations. In the context of students shifted from Multi Grade Learning Centres (MGLCs) in Nilambur, economic aspects would include:

Financial Assistance During the COVID Pandemic in New Schools

During the COVID-19 pandemic, new schools provided financial assistance to support students and their families who are facing economic challenges. This assistance aimed to alleviate financial burdens caused by the pandemic, such as loss of income or increased expenses for healthcare and basic needs. This support was important in maintaining students' enrolment and participation in learning activities during a period of widespread economic uncertainty.

ITDP Support for Students in New Schools

Under the Integrated Tribal Development Project (ITDP), each student received Rs 1090 twice a year, along with grants and free uniforms in the new schools. This initiative aimed to support tribal students financially and to ensure they had necessary resources for their education. The grants and uniforms provided

through ITDP helped to reduce financial barriers and promote equal access to education for tribal students in their new school environments.

Financial Support for Students

Students received financial support twice a year, with hostel residents receiving Rs 900 and others receiving Rs 1750 credited to their accounts. This grant aims to assist students with their educational expenses and to ensure that they have the resources they need to succeed in their studies.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has also brought significant financial benefits, especially crucial during the COVID-19 pandemic. In the new schools, students receive financial assistance, including ITDP grants amounting to Rs 1090 per student, twice a year, and free uniforms. This financial support is credited to students' accounts semi-annually, with hostel residents receiving Rs 900 and others Rs 1750. These funds play a vital role in alleviating the financial burden on families, ensuring that students have the necessary resources for their academic and living expenses. The consistent financial aid has been instrumental in enabling students to continue their education without interruption, reflecting a strong commitment to supporting the educational advancement of tribal communities.

Physical Aspects

Physical aspects refer to the tangible or material conditions that impact individuals, communities, or environments.

Enhanced Opportunities for Sports and Arts in New Schools

In their new schools, students experienced increased opportunities to engage in sports and arts activities. These schools emphasized extracurricular programs that

fostered students' physical fitness, creativity, and teamwork skills. Participation in sports offered opportunities for physical development and healthy competition. The involvement in arts activities encouraged artistic expression and cultural exploration. These opportunities not only enriched students' overall educational experience but also contributed to their social and personal growth, promoting a all-rounded development beyond academic studies. Participation in extracurricular activities is promoted in the new schools.

Improved Nutrition Availability in New Schools

Nutrition availability has significantly improved in the new schools. This enhancement ensures that students have access to balanced and nutritious meals, which are important for their health and academic performance. Better nutrition supports students' well-being, and helped them stay focused and energized throughout the school day. This improvement reflects a commitment to promote healthy lifestyles and creating a conducive learning environment for students in their new school settings. Technology integration into classroom learning is possible in the new schools.

Use of Projectors and Laptops as Learning Tools

Projectors and laptops are utilized in classrooms as essential learning tools. These technologies enhanced teaching by allowing educators to present multimedia content, conduct interactive lessons, and engaged students more effectively. Projectors facilitated visual learning experiences, while laptops enabled access to digital resources and interactive educational software. By integrating these tools into classroom instruction, schools support modern teaching methods that cater to diverse learning styles and promote interactive learning environments conducive to student engagement and academic success.

Hostel Facilities Provided in New Schools

The new schools offered hostel facilities for students. These hostels provided a safe and supportive living environment. These allowed students to reside close to their educational institutions. With access to accommodation, students can focus more on their studies without the stress of long commutes.

Positive Feedback for the Gothrasarathi Initiative

The government's Gothrasarathi initiative has received positive feedback. It aimed to support and empower marginalized groups, providing them with opportunities for education, skill development, and socio-economic advancement. The initiative's success is reflected in the improved livelihoods and enhanced quality of life among students.

Creating a Conducive Learning Atmosphere in the Hostel

The hostel prioritized maintaining a clean, organized, and supportive environment that fostered concentration and encouraged a positive attitude towards education. By providing a structured and nurturing environment, the hostel aimed to support students in their educational journey, promoting focus, discipline, and a sense of community.

The transition of tribal students from Multi-Grade Learning Centres (MGLCs) to mainstream schools in Malappuram district has provided a multitude of new opportunities and resources. In the new schools, students have greater access to participate in sports and arts, significantly enhancing their extracurricular engagement. This holistic approach to education includes better nutrition and the integration of technology into classroom learning, with tools like projectors and

laptops becoming commonplace. Teachers are strong advocates for continued improvements, seeking enhanced hostel facilities, free meals, and uniforms to further support Adivasi students. The new schools boast significant infrastructure upgrades, such as modern classrooms and a supportive learning environment. Hostel facilities are available, ensuring that students have a secure place to stay. The government's Gothrasarathi initiative has received positive feedback, helping to streamline educational support for tribal students. These hostels are equipped with essential learning materials, stationery, and other resources to facilitate effective learning. Maintaining a clean, organized, and supportive atmosphere within the hostels is a priority, fostering concentration and a positive attitude towards education. Overall, these changes represent substantial improvements in the educational experience and opportunities available to tribal students.

Academic Aspects

Academic aspects refer to the educational components and factors that impact students' learning and academic progress.

Challenges and Attitudes in Transitioning from MGLCs to New Schools

Most students have shown hesitancy in transitioning to the new schools. This reluctance may originate from unfamiliarity with the new environment, concerns about academic performance, or difficulties in adapting to different educational settings. Despite this, a positive attitude has been expressed by most teachers and parents regarding the discontinuation of Multi Grade Learning Centres (MGLCs). Teachers have faced significant challenges in the new schools, particularly in addressing educational gaps observed among Adivasi students. These gaps include difficulties in reading, writing, and completing homework and assignments.

Overcoming these challenges required targeted support and strategies to ensure that all students, especially those from marginalized communities, receive equitable educational opportunities and support in their new learning environments.

Padippurasy Scheme: Bridging Language Gaps in New Schools

The government initiated the "Padippurasy" scheme to address language barriers between teachers and students in the new schools. This scheme aimed to improve communication and understanding by providing support and resources that help both teachers and students to manage linguistic challenges effectively.

Educational Advancements and Support in Transitioning Schools

The transition from Multi Grade Learning Centres (MGLCs) to new schools has marked a significant improvement in learning standards. While MGLCs struggled with educational quality, the new schools are noted for providing higher-quality education. To further enhance academic achievement, tuition facilities are available in the hostels, aiming to support students in their studies. The schools are provided with a team of trained and qualified teachers.

The transition of tribal students from Multi-Grade Learning Centers (MGLCs) to mainstream schools in Malappuram district has faced mixed reactions and challenges. Despite the positive attitude from teachers and parents towards ending MGLCs, most students were initially reluctant to attend the new schools. Teachers encountered significant difficulties in addressing the educational gaps among Adivasi students, who often lagged in reading, writing, and completing homework. To address these issues, the government initiated the "Padippurasy" scheme to bridge the language gap between teachers and students. Despite initial

reluctance, Adivasi students in the new schools have shown a strong desire to learn. The quality of education in the new schools surpasses that of the MGLCs, offering better resources and facilities. Hostels provide tuition facilities to improve academic achievement, and schools pride themselves on having a team of trained and qualified teachers. Although the transition has been challenging, the new schools offer a more supportive and enriched educational environment, with initiatives aimed at helping students overcome their initial resistance and educational deficiencies.

Suggestions Derived from this Study

The investigator employed thematic analysis to analyse the data, aiming to identify recurring themes or patterns present in the collected information. This method focused on different facets of the students' lives, including their social, economic, physical, and academic conditions. By using this approach, the investigator aimed to pinpoint the primary issues and experiences faced by students following their transition from MGLCs to new schools. Based on the details provided, here are some relevant suggestions to address the challenges and enhance the benefits of transitioning tribal students from Multi-Grade Learning Centres (MGLCs) to mainstream schools in Malappuram district, noting existing measures and areas for improvement:

Increase Parent Involvement

Existing efforts include opportunities for parents to meet teachers and monitor their children's progress. To improve, schools could organize more frequent and structured parent-teacher meetings and develop programs to educate parents on the benefits of mainstream education and how they can support their children's learning

at home. These steps will ensure parents are actively engaged in their children's education, bridging the gap that has emerged with the transition to new schools.

Enhance Teacher Support

Currently, teachers visit *Oorukal* to understand students' family backgrounds, which has strengthened connections. To further support teachers, provide professional development opportunities focused on addressing educational gaps and teaching strategies for diverse learners. Encourage teachers to continue visiting students' homes to build trust and understand their backgrounds. This approach will better equip teachers to support tribal students and address their specific needs effectively.

Strengthen Financial Support

Financial assistance, including ITDP grants and free uniforms, is already provided. To improve, ensure timely disbursement of financial assistance to prevent any disruptions in students' education. Explore additional funding opportunities or partnerships to increase the amount of financial support available. Sustained and enhanced financial aid will alleviate the burden on families and ensure students have the necessary resources for their studies.

Promote Extracurricular Activities

Students currently have greater access to participate in sports and arts. To further enhance this, develop a more structured program for sports and arts to ensure all students can participate. Create after-school clubs or activities that cater to various interests and talents. This holistic approach will enrich students' educational experiences and promote well-rounded development.

Improve Nutrition and Health

Nutrition has improved in the new schools. To build on this, monitor the quality and quantity of food provided in schools to ensure students receive adequate nutrition. Introduce regular health check-ups and wellness programs to maintain students' physical and mental well-being. Proper nutrition and health care are essential for students to thrive academically and personally.

Integrate Technology in Education

Technology, such as projectors and laptops, is already being used in classrooms. To improve, provide ongoing training for teachers on using technology effectively in the classroom. Ensure all classrooms are equipped with the necessary technological tools. Integrating technology will enhance learning experiences and prepare students for a tech-driven world.

Enhance Hostel Facilities

Hostels are equipped with essential learning materials and resources. To improve, continue to enhance hostel accommodations, ensuring they are clean, organized, and conducive to learning. Provide additional learning materials and resources within the hostels to support students' studies. A supportive and resource-rich hostel environment will facilitate effective learning outside the classroom.

Language and Academic Bridging Programs

The "Padippurasy" scheme is already in place to bridge the language gap. To further support students, expand this scheme to include more comprehensive language and academic support. Offer remedial classes or tutoring for students who

need extra help with reading, writing, and homework. These programs will bridge educational gaps and help students catch up with their peers.

Encourage Student Motivation

Occasional motivational classes are already provided, instilling discipline in students. To build on this, organize more frequent motivational workshops and classes to inspire students to strive for academic excellence. Recognize and celebrate students' achievements to boost their confidence and motivation. Positive reinforcement and motivational support will encourage students to aim high and achieve their goals.

Monitor and Evaluate Progress

Currently, there is an effort to monitor and evaluate student progress. To enhance this, regularly assess the progress of students who have transitioned to mainstream schools to identify areas needing improvement. Use feedback from students, parents, and teachers to make necessary adjustments to programs and support services. Continuous monitoring and evaluation will ensure that the transition process is effective and responsive to students' needs.

Increase Community Engagement

Existing community involvement can be strengthened by involving local community leaders and organizations in supporting educational initiatives. Create awareness campaigns within the community to highlight the importance and benefits of education. Engaging the community will foster a supportive environment and enhance the overall educational experience for tribal students.

By acknowledging the existing measures and focusing on these suggestions for improvement, the transition of tribal students to mainstream schools can be more effective, ensuring they receive the support and opportunities necessary for their educational success.

Investigator's Reflection

The research journey began with a permission from the District Forest Officer at the Block Resource Centre, an important step to access tribal communities and schools. This approval ensured the study could proceed ethically and in compliance with local regulations. In *Oorukal*, efforts focused on establishing trust and rapport with parents and students through open dialogue and interactions. This approach aimed to create a comfortable environment for sharing their experiences and perspectives, which was essential for the study's integrity.

Next, the investigator visited schools where students had transitioned from Multigrade Learning Centres (MGLCs) provided contrasting insights into their educational journey. Interactions with teachers, administrators, and students provided comprehensive data on the challenges and adaptations faced in new school environments compared to MGLCs. Using open-ended questions and semi-structured interviews, the investigator gathered sincere reflections from students, parents, and teachers.

Thematic analysis was employed to analyse the qualitative data, identifying significant themes such as adaptation difficulties and the impact of community support. These findings underscored the importance of culturally responsive educational practices and highlighted areas where continued support for tribal

students is crucial. The study's insights and recommendations aim to inform future educational strategies and policies, emphasizing the need for inclusive and supportive environments that foster academic success for all students, especially those from marginalized communities like the tribal students in Nilambur.

Educational Implications

Here are educational implications based on the provided suggestions for addressing the challenges and enhancing the benefits of transitioning tribal students from Multi-Grade Learning Centres (MGLCs) to mainstream schools in Malappuram District:

Enhanced Parent Engagement Programs

Schools should organize frequent and structured parent-teacher meetings and develop educational programs for parents to better support their children's learning at home.

Professional Development for Teachers

Teachers should receive ongoing professional development opportunities focused on addressing educational gaps and implementing effective teaching strategies for diverse learners.

Home Visits by Teachers

Encouraging teachers to continue visiting students' homes to build trust and understand their backgrounds can strengthen the teacher-student relationship and support tailored educational strategies.

Timely Disbursement of Financial Aid

Ensuring the timely disbursement of financial assistance, including ITDP grants and free uniforms, will prevent disruptions in students' education and alleviate financial burdens on families.

Increased Financial Support

Exploring additional funding opportunities or partnerships to enhance financial aid can provide students with the necessary resources for their studies.

Structured Extracurricular Programs

Developing structured programs for sports and arts, including after-school clubs, will ensure all students have opportunities to participate and develop their talents.

Quality Nutrition and Health Programs

Monitoring the quality and quantity of food provided in schools and introducing regular health check-ups and wellness programs will ensure students' physical and mental well-being.

Effective Integration of Technology

Providing ongoing training for teachers on using technology effectively in the classroom and ensuring all classrooms are equipped with necessary technological tools will enhance learning experiences.

Improved Hostel Accommodations

Continuously enhancing hostel facilities to be clean, organized, and conducive to learning, along with providing additional learning materials, will support students' studies outside the classroom.

Expanded Language and Academic Support Programs

Expanding language and academic support programs, such as the "Padippurasy" scheme, and offering remedial classes or tutoring will help bridge educational gaps and support students' progress.

Frequent Motivational Workshops

Organizing more frequent motivational workshops and classes, and recognizing students' achievements, will boost their confidence, motivation, and academic performance.

Regular Monitoring and Evaluation

Implementing regular assessments of students' progress and using feedback from students, parents, and teachers will help identify areas for improvement and ensure the effectiveness of support services.

Community Involvement in Education

Involving local community leaders and organizations in educational initiatives and creating awareness campaigns within the community will foster a supportive environment for students.

Culturally Responsive Pedagogy

Incorporating culturally relevant materials and teaching methods will make the curriculum more engaging and relatable for tribal students, enhancing their learning experiences.

Holistic Development Approach

Emphasizing a holistic approach to education that includes academic, extracurricular, and personal development will ensure all-rounded growth for tribal students and better prepare them for future challenges.

Suggestions for Further Studies

Here are suggestions for further studies based on the research titled "Education of Tribal Students Shifted from Multigrade Learning Centres in Malappuram District":

- Conduct longitudinal studies to track the academic progress and outcomes of tribal students over several years. This will provide insights into the long-term impacts of transitioning from Multigrade Learning Centres (MGLCs) to mainstream schools and help identify factors contributing to sustained academic success or challenges.
- Compare the educational outcomes and experiences of tribal students in different educational models, such as MGLCs, mainstream schools, and alternative education systems. This comparative analysis can help identify best practices and areas for improvement in each model.
- Investigate the impact of integrating tribal culture and traditions into the mainstream school curriculum on students' engagement, identity, and academic performance. This study can provide valuable insights into the effectiveness of culturally responsive pedagogy.
- Explore the role of technology in enhancing the learning experiences of tribal students, particularly focusing on how digital tools and resources can be used to bridge educational gaps and support personalized learning.
- Study the effects of increased parental involvement and community engagement on the educational outcomes of tribal students. This research can identify strategies for strengthening family-school-community partnerships and their impact on students' academic and personal development.

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APPENDICES

Appendix I

**BRC REPORT OF LIST OF STUDENTS
WHO ENTERED NEW SCHOOLS FROM MGLCS**

സമഗ്ര ശിക്ഷ കേരള						
ബി ആർ സി നിലമ്പൂർ						
ബദൽ സ്കൂളുകളിൽ നിന്നും (എം ജി എൽ സി) ഈ വർഷം പ്രവേശനം നേടിയ വിദ്യാർത്ഥികളുടെ വിവരങ്ങൾ						
ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ സ്കൂൾ	വിഭാഗം (എസ്.ടി./ എസ്.സി./ ബി.സി /ജനത)	മുൻ പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരായോ	സ്കൂളിന്റെ പേര്
1	JISHMA	4	ST	MGLC NARANGAPOVIL	YES	GHS MUNDERI
2	SUNEESH	3	ST	MGLC NARANGAPOVIL	YES	GHS MUNDERI
3	GOPAKUMAR	3	ST	MGLC NARANGAPOVIL	YES	GHS MUNDERI
4	JISHNA	4	ST	MGLC NARANGAPOVIL	YES	GHS MUNDERI
5	ANUMOL	4	ST	MGLC NARANGAPOVIL	YES	GHS MUNDERI
6	Dhanish	1	ST	MGLC VENNEKODE	Yes	GLPS EDIVANNA ESTATE
7	Nibin	1	ST	MGLC VENNEKODE	No	GLPS EDIVANNA ESTATE
8	Manu	1	ST	MGLC VENNEKODE	yes	GLPS EDIVANNA ESTATE
9	Adithya. K	2	ST	MGLC KALLUNDA	Yes	GLPS EDIVANNA ESTATE
10	Arjana. K	2	ST	MGLC KALLUNDA	YES	GLPS EDIVANNA ESTATE
11	Anupriya.K	2	ST	MGLC VENNEKODE	yes	GLPS EDIVANNA ESTATE
12	ANJANA	2	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
13	SNEHA	3	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
14	ARCHANA. C	4	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
15	SARADA	3	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
16	SREEDURGA	3	ST	MGLC PANAPOVIL	YES	GLPS PERUMBATHUR

ക്രമ നമ്പർ	പിദ്യർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ ക്ലാസ്	പിദ്യം (എസ് ടി/ എസ് സി/ ജെ സി/ എസ് സി/ ജെ സി)	മുൻ പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	പിദ്യർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിന്റെ പേര്
17	SAJEESH	3	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
18	HARIKRISHNAN	2	ST	MGLC ADYANPARA	YES	GLPS PERUMBATHUR
19	SANJANA K S	2	ST	MGLC MADAM	YES	GLPS PULLIPPADAM
20	ASWATHY A P	2	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
21	VYGHAKSHMI S	2	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
22	VIVEK C	3	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
23	BABITH	3	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
24	MANEESH	3	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
25	NIRANJAN K	4	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
26	SREEJITH P	4	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
27	ANANYA C	4	ST	MGLC ATHIKKAD	YES	GUPS ERANHIMANGAD
28	UDAYA KRISHNAN	4	ST	MGLC ATHIKKAD	YES	GUPS ERANHIMANGAD
29	RANJUSHA	4	ST	MGLC ATHIKKAD	YES	GUPS ERANHIMANGAD
30	RAJISHMA	4	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
31	SOORAJ KRISHNAN	4	ST	MGLC PANAPOYIL	YES	GUPS ERANHIMANGAD
32	NIMISHA K R	4	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE
33	NANDHANA S	4	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE
34	SOUMYA K B	4	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE
35	SANGEETHA	1	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശന നമ്പർ	വിഭാഗം (എസ് ടി/എസ് സി/എസ് സി ബി സി /ജനറൽ)	മുമ്പ് പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി കളാസ്സിൽ പങ്കെടുക്കുന്നു	സ്കോളർഷിപ്പ് പേര്
36	RAJITHA	1	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE
37	VINEESH V	2	ST	MGLC AMARAMPALAM	YES	PUMILPS ODAYIKKAL
38	RAJESH K	3	ST	MGLC AMARAMPALAM	YES	PUMILPS ODAYIKKAL
39	SHIGA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
40	SREYA CHANDRABABU C	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
41	MANOMAYI M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
42	SRAVANI	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
43	NIDHEESHNA SN	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
44	SAIMESH	2	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
45	SUMITH M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
46	MOHINI M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
47	MONISHA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
48	MAHESH K	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
49	ARCHANA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
50	ATHULYA N	2	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
51	SANJANA N K	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
52	NIDIYA N K	2	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
53	RANJISHA N K	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
54	ROHINI	1	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ ഫോൺ	വിഭാഗം (എസ് ടി / എസ് സി / ജെ സി / ജെ സി)	മുൻപ് പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിന്റെ പേര്
36	RAJITHA	1	ST	MGLC THAMPURATTI	YES	GUPS KURUMBALANGODE
37	VINEESH V	2	ST	MGLC AMARAMPALAM	YES	PUMPLS ODAYIKKAL
38	RAJESH K	3	ST	MGLC AMARAMPALAM	YES	PUMPLS ODAYIKKAL
39	SHIGA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
40	SREYA CHANDRABABU C	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
41	MANOMAYI M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
42	SRAVANI	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
43	NIDHEESHNA SN	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
44	SAIMESH	2	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
45	SUMITH M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
46	MOHINI M	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
47	MONISHA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
48	MAHESH K	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
49	ARCHANA	1	ST	MGLC MUNDAKADAVU	YES	MMMLPS EAST KALKULAM
50	ATHULYA N	2	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
51	SANJANA N K	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
52	NIDIYA N K	2	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
53	RANJISHA N K	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
54	ROHINI	1	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശന നേടിയ ഓസ്പ്	വിഭാഗം (എസ് സി/ എസ് സി/ ഒ ബി സി /ജനറൽ)	മുൻ പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി കളാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിന്റെ പേര്
55	ROHITH	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
56	SAI KRISHNA N K	1	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
57	ANUGRAHA	1	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
58	RAGENDHU N	3	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
59	NAVANEETH P	4	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
60	VIBINEESH	4	ST	MGLC NEDUMKAYAM	YES	MMMLPS EAST KALKULAM
61	ANHA FATHIMA V K	1	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
62	NIHMA M	1	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
63	AHALYA V	1	SC	MGLC KODALIPOYIL	NO	ST.PAUL'S ALPS CHEMBANKOLLY
64	UDAYA KRISHNAN	1	SC	MGLC KODALIPOYIL	NO	ST.PAUL'S ALPS CHEMBANKOLLY
65	MINHA K K	1	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
66	SILHA K K	1	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
67	MUHAMMED SABEEH A K	2	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
68	HATHIB SIRAJ A K	2	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
69	MIHLA SHERIN K	1	OBC	MGLC KODALIPOYIL	YES	ST.PAUL'S ALPS CHEMBANKOLLY
70	AJAY K A	4	ST	MGLC MADAM	YES	AMUPS MAMPAD
71	SREENAJA M V	2	ST	MGLC MADAM	YES	AMUPS MAMPAD
72	SUJITH V R	4	ST	MGLC MADAM	YES	AMUPS MAMPAD
73	NADHANA V	4	ST	MGLC MADAM	YES	AMUPS MAMPAD

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ ക്ലാസ്	വിഭാഗം (എസ് ടി / എസ് സി / ഒ ജി സി / ജനറൽ)	മുമ്പ് പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സമീപമായി ക്ലാസ്സിൽ പാജരാകുന്നു	സ്കൂളിന്റെ പേര്
74	POURNAMI V	4	ST	MGLC MADAM	YES	AMUPS MAMPAD
75	RAJITHA	2	ST	MGLC ATHIKKAD	YES	GUPS MYLADI
76	MANOJ KV	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
77	RAMESH KR	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
78	NISHITHA SN	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
79	ABIN SV	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
80	SANDRA	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
81	NIMISHA IS	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
82	SUMEESH S	2	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
83	SAJIL BS	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
84	ANEESHA AK	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
85	SAJESH SP	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
86	AVANI VK	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
87	HARI AK	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
88	NEELIMA CM	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
89	NIKHILA MN	3	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
90	KARTHIK	4	ST	MGLC VANIVAMPUZHA	YES	AUPS NETTIKKULAM
91	AMNA SHERIN K K	1	OBC	MGLC KODALIPOVIL	YES	AUPS NETTIKKULAM
92	AFTAH ASIF	2	OBC	MGLC KODALIPOVIL	YES	AUPS NETTIKKULAM

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശന നം നേടിയ ഷോസ്	വിഭാഗം (എസ് ടി / എസ് സി / സി ഓ ബി സി / ജനറൽ)	മുമ്പ് പഠിച്ചിരുന്ന ബാൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിന്റെ പേര്
93	ASHWIN KRISHNA V	2	SC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
94	MUHAMMED ADNAN K	2	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
95	MUHAMMED ARFAN K	2	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
96	MUHAMMED RIFAN K G	2	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
97	SREESH T	2	SC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
98	ASNA SHERIN	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
99	LIYA FATHIMA K	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
100	NADHIRA SHEREEF K	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
101	SAHAD P	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
102	SHIFANA P	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
103	THAHIRA A P	3	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
104	ANIRUDH P B	4	ST	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
105	DILSHA PRAMOD	4	SC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
106	DIYA MEHRIN A P	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
107	LUKMAN HAKEEM N K	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
108	NAFLA FATHIMA P	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
109	NAJA N K	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
110	RAJA N K	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
111	NASHVA SHERIN	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ ഓസ്ട്രേലിയൻ	വിഭാഗം (എസ് ടി/ എസ് സി/ എസ് സി ടി/ ജനറൽ)	മുമ്പ് പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിന്റെ പേര്
112	RINSHANA FATHIMA V K	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
113	SHIFIN P	4	OBC	MGLC KODALIPOYIL	YES	AUPS NETTIKKULAM
114	RAJESH KV	4	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
115	SARATH VT	4	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
116	SNEHA AS	4	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
117	AMALA	2	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
118	SOBHINI	2	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
119	SREYA	3	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
120	SUNITHA MOL	4	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
121	SINI MOL	4	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
122	ABHINAV	4	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
123	ADHIL KRISHNA	1	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
124	MUTHULAKSHMI	1	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
125	RAKESH	1	ST	MGLC AMBUMALA	YES	AUPS NETTIKKULAM
126	SUGANDHINI	1	ST	MGLC VANIYAMPUZHA	YES	AUPS NETTIKKULAM
127	Jiya Mehbin	3	GENERAL	MGLC KODALIPOYIL	YES	MKMMILPS VELUMBIYAMPADAM
128	Safa	2	GENERAL	MGLC KODALIPOYIL	YES	MKMMILPS VELUMBIYAMPADAM
129	FATHIMA SHAHMA KC	3	OBC	MGLC THARIKKULAM	YES	GMLPS PANTHALINGAL
130	RAHUL R	2	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശനം നേടിയ ക്ലാസ്	വിഭാഗം (എസ് ടി/ എസ് സി/ ഒ ബി സി /ജനറൽ)	മുൻ പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ ഹാജരാകുന്നു	സ്കൂളിൻറെ പേര്
131	RJITH	2	ST	MGLC CHALI COLONY	YES	NSSUPS UPPADA
132	SREETHU	3	ST	MGLC CHALI COLONY	YES	NSSUPS UPPADA
133	SUJITHRA	3	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA
134	SIVATHA S	3	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA
135	MALAVIKA	3	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA
136	RJIL	4	ST	MGLC CHALI COLONY	YES	NSSUPS UPPADA
137	SIVANI	3	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA
138	SUJITHA S	3	ST	MGLC KOTTEPPADAM	YES	NSSUPS UPPADA
139	DEVANANDA	2	ST	MGLC KUNNATH	YES	ALPS MUNDAPPADAM
140	PRAVEEN	2	ST	MGLC KUNNATH	YES	ALPS MUNDAPPADAM
141	VEENA	2	ST	MGLC KUNNATH	YES	ALPS MUNDAPPADAM
142	VIDHYA	2	ST	MGLC KUNNATH	YES	ALPS MUNDAPPADAM
143	ARANYA K	5	ST	MGLC MADAM	YES	CKHS MANIMOOLY
144	JISHNA JM	5	ST	MGLC MADAM	YES	CKHS MANIMOOLY
145	MRUDHULA K	5	ST	MGLC MADAM	YES	CKHS MANIMOOLY
146	DEVISHA D	5	ST	MGLC CHOLARA	YES	CKHS MANIMOOLY
147	THRSHA	5	ST	MGLC PANAPOYIL	YES	CKHS MANIMOOLY
148	MUHAMMED HANI M	1	O B C	MGLC MYLAMPARA	YES	UMALPS PALANAGARA
149	ANSHID SAHAL K	2	O B C	MGLC MYLAMPARA	YES	UMALPS PALANAGARA

ക്രമ നമ്പർ	വിദ്യാർത്ഥിയുടെ പേര്	പ്രവേശന നം നേടിയ ക്ലാസ്	വിഭാഗം (എസ്.ടി/എസ്.സി/ഒ.ബി.സി/ജനറൽ)	മുമ്പ് പഠിച്ചിരുന്ന ബദൽ സ്കൂൾ	വിദ്യാർത്ഥി സ്ഥിരമായി ക്ലാസ്സിൽ പങ്കെടുക്കുന്നു	സ്കൂളിന്റെ പേര്
169	MUHAMMED HASHIR M	3	OBC	MGLC CHETTIPPADAM	YES	GUPS PARAMBA
170	SAURABHYA M	3	SC	MGLC CHETTIPPADAM	YES	GUPS PARAMBA
171	FARSANA M	4	OBC	MGLC CHETTIPPADAM	YES	GUPS PARAMBA
172	SREENANDHA K	4	SC	MGLC CHETTIPPADAM	YES	GUPS PARAMBA
173	SREENIVED KS	4	ST	MGLC CHETTIPPADAM	YES	GUPS PARAMBA
174	SANAND	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE
175	DHYANRAJ.P	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE
176	FATHIMA ANHA . P	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
177	SIDARATHUL MUMTHAHA.A	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
178	DEEPIKA.P	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE
179	RIFA FATHIMA K.P	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
180	NIVEDIDA.P	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE
181	MUHAMMED SAJIL	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
182	SHAHIR.P	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
183	SIKHA.M	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE
184	SHAHIL.K.P	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
185	MUHAMMED SHAHABAN	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
186	MUHAMMED SHAMIL .K.T	2	OBC	MGLC KUTTIMALA	YES	SAUPS CHELODE
187	ANAKHA SUNIL	2	SC	MGLC KUTTIMALA	YES	SAUPS CHELODE

Appendix II

FAROOK TRAINING COLLEGE

Research Centre in Education

University of Calicut

**Semi Structured Interview Schedule on Educational
Experiences for Tribal Students Shifted from MGLC**

Praveen Paul

M.Ed. Student

Dr. Irshana Shahnaz Ulladan

Assistant Professor

Suggestions

The government of Kerala has discontinued the operation of Multi- Grade Learning Centers (MGLC) also known as single teacher schools in Kerala. The Kerala government decided to phase out MGLC which was started in 1997 as part of the District Primary Education Program (DPEP), resulting in the downgrading of 344 MGLC teachers to the status of sweepers. Official say effective changes envisaged under RTE will be ensured through barrel measures like hostel, transport facilities and upgrading of some MGLCs to LP schools. Below are the questions that capture the learning experience of tribal students when MGLC was discontinued. Please read and understand the questions and give accurate and honest answers.

PERSONAL INFORMATION

Name :

Age :

Address :

Educational Qualification :

Name of the School :

Place of the School :

Previously Studied MGLC :

1. Please explain your learning experiences when you are at MGLC centers?
2. Please explain your learning experiences after stopping MGLC?
3. Did all students who studied with you reached the new schools? If do not, what do you think the reasons behind it?
4. What is your opinion about the effectiveness of 'Gothrasarathy', the scheme initiated by the government to reduce your travel inconveniences?

5. What did you feel when there is a need to move from your own natural setting to the new school for education?
6. What are the special features that you find in the new schools other than MGLCs?
7. How the teachers of the new school consider your learning needs?
8. Please explain your experiences in the new school. (about friends, teachers, motivation, and aim)
9. Please explain your experiences in the hostel which is situating near your new school.
10. How would you evaluate the learning styles of new schools?

Appendix III

FAROOK TRAINING COLLEGE

Research Centre in Education

University of Calicut

Semi Structured Interview Schedule on Educational Experiences for Students Shifted from MGLCs

Praveen Paul
M.Ed. Student

Dr. Irshana Shahnaz Ulladan
Assistant Professor

നിർദ്ദേശങ്ങൾ: കേരളത്തിലെ ഏകാധ്യാപക വിദ്യാലയങ്ങൾ എന്നറിയപ്പെടുന്ന മൾട്ടി-ഗ്രേഡ് ലേണിംഗ് സെന്ററുകളുടെ (MGLC) പ്രവർത്തനം കേരള സർക്കാർ അവസാനിപ്പിച്ചു. 1997-ൽ ജില്ലാ പ്രൈമറി എജ്യൂക്കേഷൻ പ്രോഗ്രാമിന്റെ (ഡിപി ഇപി) ഭാഗമായി ആരംഭിച്ച എംജിഎൽസി ഘട്ടംഘട്ടമായി നിർമ്മാണത്തിന് കേരള സർക്കാർ തീരുമാനിച്ചതോടെ 344 എംജിഎൽസി അധ്യാപകരെ സ്വീപ്പർ പദവിയിലേക്ക് മാറ്റാൻ അത് കാരണമായി. ഹോസ്റ്റൽ, ഗതാഗത സൗകര്യങ്ങൾ, ചില എംജിഎൽസികൾ എൽപി സ്കൂളായി ഉയർത്തൽ തുടങ്ങിയ ബദൽ സംവിധാനങ്ങളിലൂടെ ആർടീജി പ്രകാരം വിഭാവനം ചെയ്യുന്ന ഫലപ്രദമായ മാറ്റങ്ങൾ ഉറപ്പാക്കുമെന്ന് അധികൃതർ പറയുന്നു. MGLC നിർമ്മാണത്തിലേറ്റാഴ്ന്ന അധ്യാപകരുടെയും അക്കാദമിക വിദഗ്ദ്ധരുടെയും പഠനാനുഭവത്തെ രേഖപ്പെടുത്തുന്ന ചോദ്യങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ദയവായി ചോദ്യങ്ങൾ വായിച്ചു മനസ്സിലാക്കിയതിന് ശേഷം കൃത്യമായതും സത്യസന്ധവുമായ ഉത്തരങ്ങൾ നൽകുക.

PERSONAL INFORMATION

പേര് :

വയസ്സ് :

മേൽവിലാസം :

വിദ്യാഭ്യാസ യോഗ്യത :

വിദ്യാലയത്തിന്റെ പേര് :

വിദ്യാലയം സ്ഥിതി ചെയ്യുന്ന സ്ഥലം:

മുൻപ് പഠിച്ചിരുന്ന MGLC:

1. MGLC യിൽ ആയിരുന്നപ്പോഴുള്ള പഠനാനുഭവങ്ങൾ എങ്ങനെ ആയിരുന്നു?
2. MGLC നിർത്തലാക്കിയതിനു ശേഷമുള്ള നിങ്ങളുടെ പഠനാനുഭവം ഒന്ന് വിവരിക്കാമോ?
3. നിങ്ങളോടൊപ്പം പഠിച്ചിരുന്ന എല്ലാ കുട്ടികളും സ്കൂളുകളിൽ എത്തിച്ചേർന്നുവോ? എത്താൻ സാധിക്കാത്തവർ എന്തുകൊണ്ട് ആയിരിക്കും വരാത്തത്?
4. സ്കൂളിലേക്കുള്ള യാത്ര ക്ലേശങ്ങൾ പരിഹരിക്കാൻ ഗവൺമെന്റ് കൊണ്ടുവന്ന ഗോത്ര സാരഥി എന്ന പദ്ധതി നിങ്ങൾക്ക് ഗുണം ചെയ്തോ?
5. ജന്മനാ കണ്ടുവളർന്ന ചുറ്റുപാടുകളിൽ നിന്നും വിദ്യാഭ്യാസത്തിനുവേണ്ടി മാറി താമസിക്കേണ്ടി വന്നപ്പോൾ നിങ്ങൾക്ക് എന്ത് അനുഭവപ്പെട്ടു?
6. മൾട്ടി ഗ്രേഡ് ലേണിങ് സെന്ററുകളിൽ നിന്നും മറ്റ് സ്കൂളുകൾക്കുള്ള പ്രത്യേകത കളായി നിങ്ങൾക്ക് തോന്നുന്ന കാര്യങ്ങൾ എന്തൊക്കെയാണ്?
7. പുതിയ സ്കൂളിലെ അധ്യാപകർ നിങ്ങളുടെ പഠനാവശ്യം നിറവേറ്റുന്നതിന് എന്തു മാത്രം പരിഗണന നൽകുന്നുണ്ട്?
8. പുതിയ സ്കൂളിലെ നിങ്ങളുടെ അനുഭവം ഒന്ന് വിവരിക്കാമോ? (കൂട്ടുകാർ, അധ്യാപകർ, പ്രചോദനം, ലക്ഷ്യങ്ങൾ എന്നിവയെക്കുറിച്ച്...)
9. പുതിയ സ്കൂളിനോട് അടുത്ത് നിങ്ങൾ താമസിക്കുന്ന ഹോസ്റ്റലിലെ അനുഭവങ്ങൾ ഒന്ന് വിവരിക്കാമോ?
10. പുതിയ സ്കൂളിലെ പഠന രീതികളെ നിങ്ങൾ എങ്ങനെ വിലയിരുത്തുന്നു?

Appendix IV

FAROOK TRAINING COLLEGE

Research Centre in Education

University of Calicut

**Semi Structured Interview Schedule on Educational Experiences for
Parents whose Children are shifted from MGLCs**

Praveen Paul

M.Ed. Student

Dr. Irshana Shahnaz Ulladan

Assistant Professor

Suggestions

The government of Kerala has discontinued the operation of Multi- Grade Learning Centers (MGLC) also known as single teacher schools in Kerala. The Kerala government decided to face out MGLC which was started in 1997 as part of the District Primary Education Program (DPEP). Official say effective changes envisaged under RTE will be ensured through barrel measures like hostel, transport facilities and upgrading of some MGLCs to LP schools. Below are the questions that capture the learning experience of tribal students when MGLC was discontinued. Please read and understand the questions and give accurate and honest answers.

PERSONAL INFORMATION

Name :

Age :

Address :

Educational Qualification :

Name of the School :

Place of the School :

1. Please explain the experiences of your children while stopping MGLCs.
2. How would you evaluate the learning status of your children when they are shifted from nearby schools to new schools?
3. How much you and your children are satisfied in the hostel nearby the new schools?
4. How would you evaluate the social development happen in your children when they are shifted from their natural setting to the new schools?

5. What are the special features that you experience in the new schools other than MGLCs?
6. How would you make sure that your children are getting sufficient support from the government for their education?
7. Do you face any financial problems while providing education to your children in the new schools?
8. How can you keep contact with teachers and to evaluate the learning progress of your children?
9. What are your expectations about the future of your students?
10. How would you accept MGLCs if it come again by rule?

Appendix V

FAROOK TRAINING COLLEGE

Research Centre in Education

University of Calicut

Semi Structured Interview Schedule on Educational Experiences for Parents whose Children are Shifted from MGLCs

Praveen Paul
M.Ed. Student

Dr. Irshana Shahnaz Ulladan
Assistant Professor

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ ഏകാധ്യാപക വിദ്യാലയങ്ങൾ എന്നറിയപ്പെടുന്ന മൾട്ടി-ഗ്രേഡ് ലേണിംഗ് സെന്ററുകളുടെ (MGLC) പ്രവർത്തനം കേരള സർക്കാർ അവസാനിപ്പിച്ചു. 1997-ൽ ജില്ലാ പ്രൈമറി എജ്യൂക്കേഷൻ പ്രോഗ്രാമിന്റെ (ഡിപിഇപി) ഭാഗമായി ആരംഭിച്ച എംജിഎൽസി ഘട്ടംഘട്ടമായി നിർമ്മാണത്തിന് കേരള സർക്കാർ തീരുമാനിച്ചതോടെ 344 എംജിഎൽസി അധ്യാപകരെ സ്വീപ്പർ പദവിയിലേക്ക് മാറ്റാൻ അത് കാരണമായി. ഹോസ്റ്റൽ, ഗതാഗത സൗകര്യങ്ങൾ, ചില എംജിഎൽസികൾ എൽപി സ്കൂളായി ഉയർത്തൽ തുടങ്ങിയ ബദൽ സംവിധാനങ്ങളിലൂടെ ആർടിഇ പ്രകാരം വിഭാവനം ചെയ്യുന്ന ഫലപ്രദമായ മാറ്റങ്ങൾ ഉറപ്പാക്കുമെന്ന് അധികൃതർ പറയുന്നു. MGLC നിർമ്മാണത്തിലേറ്റുണ്ടായ അധ്യാപകരുടെയും അക്കാദമിക വിദഗ്ദ്ധരുടെയും പഠനാനുഭവത്തെ രേഖപ്പെടുത്തുന്ന ചോദ്യങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ദയവായി ചോദ്യങ്ങൾ വായിച്ചു മനസ്സിലാക്കിയതിന് ശേഷം കൃത്യമായതും സത്യസന്ധവുമായ ഉത്തരങ്ങൾ നൽകുക.

PERSONAL INFORMATION

പേര് :
വയസ്സ് :
മേൽവിലാസം :
വിദ്യാഭ്യാസ യോഗ്യത :
വിദ്യാലയത്തിന്റെ പേര് :
വിദ്യാലയം സ്ഥിതി ചെയ്യുന്ന സ്ഥലം :
മുൻപ് പഠിച്ചിരുന്ന MGLC :

1. MGLC നിർമ്മാണപദ്ധതികൾ ഉള്ള നിങ്ങളുടെ കുടുംബത്തിന്റെ അനുഭവങ്ങൾ എന്തായിരുന്നു?
2. തൊട്ടടുത്ത സ്കൂളുകളിൽ നിന്നും പുതിയ സ്കൂളുകളിലേക്ക് മാറ്റുമ്പോൾ കുടുംബത്തിന്റെ പഠനനിലവാരത്തെക്കുറിച്ച് നിങ്ങൾ എങ്ങനെ വിലയിരുത്തുന്നു?
3. ഹോസ്റ്റലുകളിൽ താമസിക്കേണ്ടി വരുമ്പോൾ അതേക്കുറിച്ച് നിങ്ങളും നിങ്ങളുടെ മക്കളും സംതൃപ്തരാണ്?
4. കുടുംബത്തിന്റെ ചുറ്റുപാടുകളിൽ നിന്നും മാറിനിന്ന് കുഞ്ഞുങ്ങൾ പഠിക്കേണ്ടി വരുമ്പോൾ അത് അവരുടെ സാമൂഹിക വളർച്ചയെ ഏതുതരത്തിൽ ബാധിക്കും എന്നാണ് നിങ്ങൾ വിലയിരുത്തുന്നത്?
5. MGLC യിൽ നിന്നും വ്യത്യസ്തമായ എന്ത് അനുഭവങ്ങളാണ് പുതിയ സ്കൂളുകളുമായി ബന്ധപ്പെടുമ്പോൾ നിങ്ങൾക്ക് ലഭിക്കുന്നത്?
6. ഗവൺമെന്റിന്റെ ഭാഗത്തുനിന്നും കുഞ്ഞുങ്ങൾക്ക് വേണ്ടതായ ആനുകൂല്യങ്ങൾ ലഭിക്കുന്നുണ്ടോ? അത് ഉറപ്പുവരുത്തുവാൻ നിങ്ങൾക്ക് സാധിക്കുന്നത് എങ്ങനെ?
7. പുതിയ സാഹചര്യത്തിൽ കുടുംബത്തിന്റെ പഠനനിലവാരങ്ങൾക്കായി സാമ്പത്തിക ബാധ്യതകൾ വരുന്നുണ്ടോ?
8. മക്കളെ പഠിപ്പിക്കുന്ന അധ്യാപകരുമായി നേരിട്ട് ഇടപഴകാനും കുഞ്ഞുങ്ങളുടെ വിദ്യാഭ്യാസ പുരോഗതിയെ വിലയിരുത്തുവാനും വേണ്ടതായ സാഹചര്യങ്ങൾ നിങ്ങൾക്ക് ലഭിക്കുന്നത് എങ്ങനെ?
9. കുഞ്ഞുങ്ങളുടെ ഭാവിയിൽ കുറിച്ചുള്ള നിങ്ങളുടെ പ്രതീക്ഷകൾ ഒന്ന് വിവരിക്കാമോ?
10. MGLC വീണ്ടും പ്രാബല്യത്തിൽ വരികയാണെങ്കിൽ അതിനെ നിങ്ങൾ എങ്ങനെ സ്വീകരിക്കും?

Appendix VI
FAROOK TRAINING COLLEGE
Research Centre in Education
University of Calicut
Semi Structured Interview Schedule on
Educational Experiences for Administrators
(Teachers and Academic experts)

Praveen Paul
M.Ed. Student

Dr. Irshana Shahnaz Ulladan
Assistant Professor

Suggestions

The government of Kerala has discontinued the operation of Multi- Grade Learning Centers (MGLC) also known as single teacher schools in Kerala. The Kerala government decided to phase out MGLC which was started in 1997 as part of the District Primary Education Program (DPEP). Official say effective changes envisaged under RTE will be ensured through barrel measures like hostel, transport facilities and upgrading of some MGLCs to LP schools. Below are the questions that capture the learning experience of tribal students when MGLC was discontinued. Please read and understand the questions and give accurate and honest answers.

PERSONAL INFORMATION

Name :

Age :

Designation :

Educational Qualification:

Name of the School :

Place of the School :

1. Please explain the learning status prevailed in MGLCs.
2. Explain the experiences of students about the stopping of MGLCs which they have shared to you.
3. What did parents share their experiences about the stopping of MGLCs?
4. What were your responses as teachers about the stopping of MGLCs?
5. MGLCS were stopped many years ago. What are your suggestions for the future to carry out in the realm of education?
6. Did you get satisfaction in teaching tribal students with new learning styles which is different from their natural school setting?
7. What do you do to help students to adapt to the new learning styles?
8. What do you do as remedial measures to stop the dropout of students in the new schools?
9. How much you can understand the family background of tribal students?
10. What are you doing to keep close acquaintance with students in the new schools?

Appendix VII
FAROOK TRAINING COLLEGE
Research Centre in Education
University of Calicut

**Semi Structured Interview Schedule on Educational
Experiences for Administrators
(Teachers and Academic Experts)**

Praveen Paul
M.Ed. Student

Dr. Irshana Shahnaz Ulladan
Assistant Professor

നിർദ്ദേശങ്ങൾ: കേരളത്തിലെ ഏകാധ്യാപക വിദ്യാലയങ്ങൾ എന്നറിയപ്പെടുന്ന മൾട്ടി-ഗ്രേഡ് ലേണിംഗ് സെന്ററുകളുടെ (MGLC) പ്രവർത്തനം കേരള സർക്കാർ അവസാനിപ്പിച്ചു. 1997-ൽ ജില്ലാ പ്രൈമറി എജ്യൂക്കേഷൻ പ്രോഗ്രാമിന്റെ (ഡിപി ഇപി) ഭാഗമായി ആരംഭിച്ച എംജിഎൽസി ഘട്ടംഘട്ടമായി നിർമ്മാണത്തിന് കേരള സർക്കാർ തീരുമാനിച്ചതോടെ 344 എംജിഎൽസി അധ്യാപകരെ സ്വീപ്പർ പദവിയിലേക്ക് മാറ്റാൻ അത് കാരണമായി. ഹോസ്റ്റൽ, ഗതാഗത സൗകര്യങ്ങൾ, ചില എംജിഎൽസികൾ എൽപി സ്കൂളായി ഉയർത്തൽ തുടങ്ങിയ ബദൽ സംവിധാനങ്ങളിലൂടെ ആർടീജി പ്രകാരം വിഭാവനം ചെയ്യുന്ന ഫലപ്രദമായ മാറ്റങ്ങൾ ഉറപ്പാക്കുമെന്ന് അധികൃതർ പറയുന്നു. MGLC നിർമ്മാണപോഷകങ്ങളായ അധ്യാപകരുടെയും അക്കാദമിക വിദഗ്ധരുടെയും പഠനാനുഭവത്തെ രേഖപ്പെടുത്തുന്ന ചോദ്യങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ദയവായി ചോദ്യങ്ങൾ വായിച്ചു മനസ്സിലാക്കിയതിന് ശേഷം കൃത്യമായതും സത്യസന്ധവുമായ ഉത്തരങ്ങൾ നൽകുക.

PERSONAL INFORMATION

പേര് :
വയസ്സ് :
മേൽവിലാസം :
വിദ്യാഭ്യാസ യോഗ്യത :
വിദ്യാലയത്തിന്റെ പേര് :
വിദ്യാലയം സ്ഥിതി ചെയ്യുന്ന സ്ഥലം :
മുൻപ് പഠിച്ചിരുന്ന MGLC:

1. MGLC യിൽ പുലർത്തിയിരുന്ന പഠനനിലവാരത്തെക്കുറിച്ച് ഒന്ന് വിശദീകരിക്കാമോ?
2. MGLC നിർത്തലാക്കിയപ്പോൾ ഉള്ള കുട്ടികളുടെ അനുഭവം ഒന്ന് വിവരിക്കാമോ?
3. MGLC നിർത്തലാക്കിയപ്പോൾ ഉള്ള മാതാപിതാക്കളുടെ അനുഭവങ്ങൾ അവർ പങ്കുവെച്ചത് എങ്ങനെയാണ്?
4. അധ്യാപകൻ എന്ന നിലയിൽ ഇത് നിർത്തലാക്കിയപ്പോൾ ഉള്ള നിങ്ങളുടെ പ്രതികരണം എന്തായിരുന്നു?
5. MGLC ഇപ്പോൾ നിർത്തലാക്കിയിട്ട് വർഷങ്ങൾ കഴിഞ്ഞു. ഇനി എന്തു ചെയ്യണം എന്നാണ് നിങ്ങൾക്ക് നിർദ്ദേശിക്കാൻ ഉള്ളത്?
6. കാടിന്റെ രീതികളുമായി ഇണങ്ങിച്ചേർന്നു വളർന്ന കുഞ്ഞുങ്ങളെ പുതിയ പാഠ്യപദ്ധതി ഉപയോഗിച്ച് പഠിപ്പിക്കുമ്പോൾ അധ്യാപനത്തിൽ ഒരു സംതൃപ്തി അനുഭവപ്പെടുന്നുണ്ടോ?
7. ഇത്തരം കുട്ടികൾ നൂതനമായ പഠിപ്പിക്കൽ രീതികളെ കൈക്കൊള്ളുവാൻ നിങ്ങൾ എന്തും ചെയ്യുന്നു?
8. കുട്ടികളുടെ കൊഴിഞ്ഞുപോക്ക് ഉണ്ടെങ്കിൽ അതിനു പരിഹാരമായി എന്താണ് നിങ്ങൾ ചെയ്യുന്നത്?
9. പഠിപ്പിക്കുന്ന കുട്ടികളുടെ കുടുംബ സാഹചര്യം എത്രത്തോളം മനസ്സിലാക്കാൻ കഴിയുന്നുണ്ട്?
10. കുട്ടികളുമായി അടുത്ത ഒരു ബന്ധം പുലർത്തുവാൻ എന്തൊക്കെയാണ് നിങ്ങൾ ചെയ്യുന്നത്?