

- 3.12 The traditional tribal and Panchayati Raj institutions from village level and upwards should be utilised and made responsible for encouraging and ensuring that all SCs/STs undergo formal education. EE
- 3.16 Ministry of Human Resource Development, Department of Education should ensure priority coverage of ITDP Areas/MADA/PGTs and Cluster in its mid-day meals programme. EE(MDM)
- 3.17 Implementation of Ministry of Welfare's scheme for establishing Educational Complexes in low literacy areas for STs should not be confined only to NGOs. Where suitable NGOs are not available, State Governments through their Departments of Education/Welfare or ITDAs should be allowed to establish and run these Complexes. EE
- DE 3.15 Monetary and non-monetary incentives may be given to teachers serving in TSP areas. Residential quarters should be provided to all teachers serving in TSP areas. EE (Teacher Edn.)
- DE 3.4(ii) The socio-cultural milieu of the STs has its distinctive characteristics including their own spoken languages. While there is need to develop the tribal languages, if it is to be ensured that education is imparted in the official language of the State which would enable the tribals to communicate effectively on a regional/national basis. EE/Sch.
- DE 3.11 Strong linkages should be established between the SC/ST communities and schools through parent-teachers association, village education committees, etc., to mobilise SC/ST communities to take greater advantage of education facilities provided by the Government. Study tours for SC/ST students may also be encouraged so that awareness about what is happening around may be created amongst them. EE/Sch.
- DE 3.24 Non-Governmental Organisations should be encouraged to set up schools and hostels in SC/tribal areas. Some of the existing government schools in SC/tribal areas should be handed over to NGOs having credentials to run them with Government funds on an experimental basis as has been done in Gujarat. EE/Sch.