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**Automatized Negligence of Tribal Students:  
Unfolding Structured Invisibility**

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**Abstract**

Exclusion of students from schools is severe among tribal communities. Are they really included in the present education system? This study is an attempt to critically examine the inclusiveness of present education system towards the tribal students in the context of cultural arbitration. Qualitative method was used for data collection and procedure and data were analysed thematically. The result of this study is the product of interview with mentor teachers and tribal promoters. The study found that the present curriculum and practices of education is not inclusive towards the culturally marginalized tribal students of Wayanad district of Kerala. The interviewees opined that the present system of education set boundaries to tribal students in representing themselves with cultural identities. Tribal students are not supported to perform in their first language. This paper argues that there should be a serious attempt at institutional level to re-frame the curriculum in particular and education system in general to adjust according to the learning needs of the disadvantaged sections like tribes with conducive attitude. School can act as an institution in the enrichment of certain culture by giving adequate rooms in curricular and co-curricular activities.

**Keywords:** Cultural Inclusion, Structured invisibility