CHAPTER VII

CONCLUSION: EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS FOR FURTHER RESEARCH
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The educability of tribal children has been examined from the point of tribal community, tribal students and teachers working in the tribal areas. The broad general conclusions arrived at are discussed in the following pages.

7-1 CONCLUSIONS FOR OUT-OF-SCHOOL FACTORS

7-1.1 Tribal Community

The conclusions drawn on the basis of analysis of data pertaining to parents are as under:

- size of the family influences the enrolment of tribal children i.e. the large size families have shown a higher tendency for the enrolment of their children.

- The relationship between the occupation of the parents and the rate of enrolment is found to be significant among the tribes as a whole and when this relationship is studied by taking different tribes separately, the results still remain the same. It may be concluded that parents in the occupations having more educational awareness have a higher tendency towards the enrolment of their children.

- Further, higher the educational level of parents, the higher are the chances of enrolment of their
children in schools.

- The higher the income of the family, the more the chances of children of that family to be enrolled.

- The participation in the school programmes among the Gaddies is high whereas among the Bakerwals and Gujjars it is low.

- The important occasions when parents attend the school and its programmes are Republic Day, Independence Day and Parents Day.

- The most significant constraint in the educability of the children is that parents need their children for help in the household or agricultural work, though 'poverty', 'mobility', 'absence of school', 'children's disinterest', 'bad health of children' and 'illiteracy of parents' have also emerged as constraints.

- Gaddy and Gujjar parents have a high level of satisfaction with the working of the schools whereas it is quite low with Bakerwals.

- The educated tribals play a positive role in the improvement of tribal community.

- Educated tribals are respectful to their culture.

- Parents seem to be satisfied with the regularity of attendance of their children.

- The most important single factor which obstructs the regularity of the students is the need of the
parents to retain children for household work.

- The most popular mode of motivating the children to attend the school is 'just telling the children to go to school' followed by 'Reward and persuasion' and 'Punishment'.

- Gaddy tribe is better placed as far as teacher-parent relationship is concerned, followed by Gujjars, whereas the relation is quite weak between Bakerwals and teachers.

- 75% of the parents are satisfied with the progress of their children in the school.

- Tribal parents have high aspirations for the education of their children.

- Occupational aspiration level of majority of the parents for their children is quite high.

- 75% of the Gujjar and Bakerwal students, are getting financial assistance from the Government whereas Gaddy students are not receiving this sort of assistance.

7-1.2 Tribal Students

The conclusions on the basis of analysis of data collected from students are as under:-

- Majority of the students come from medium and large families. Therefore, it seems that chances of enrollment of children from small families are not as high as that in a medium or large size families.
First generation learners are in good percentage in the school so it indicates that education is spreading among the underprivileged sections of the society.

65 per cent students have come from the illiterate parents indicating thereby that illiterate parents are not totally indifferent to the education of their wards.

56.11 per cent of the parents of school going children belong to agriculture occupation followed by animal husbandry, labour, service, skilled work and business.

76 per cent of the students belonging to the tribal communities are economically underprivileged and still they attend school beyond the primary level. It shows that these communities realise that education of the children should not be neglected.

Non-availability of a school in a habitation serves as a constraint.

Schooling facility is within approachable distance to a large majority of students belonging to the three communities. Still there remains a good chunk of student population who have to travel a long distance to reach school.

76 per cent of the school going children are
residing with parents and 22 per cent of Gujjars and Bakerwal students in hostels because the hostel facilities are available to only Gujjars and Bakerwals. A few examples of living with relations and in rented rooms for getting education have also been found.

- Very strong motivation for students to study is 'better employment' followed by 'knowledge' and encouragement by parents'.

- The educational aspirations among the tribal students are quite encouraging. This being highest among Gujjars, followed by Saddies and Bakerwals.

- Tribal students do not aspire for traditional occupations. Excepting a few, almost all wish to pursue professional occupations.

- The most popular activity liked by the students to be opted in the school is games and sports followed by drawing, music and gardening.

- 97 per cent of students perceive the attitude of their parents much favourable for their education.

- Gujjar and Bakerwal students are getting financial assistance from the government for continuing their studies whereas Caddy students are not getting it.
Most of the students are receiving the grant available from the Government regularly.

A large number of tribal students are interested in and desirous to know more about their culture.

According to 43 per cent of the students there is provision in schools for cultural education.

66 per cent of Jatdy students preferred rural living whereas 79 per cent of Gujjars and 74 per cent of Bakarwal students preferred urban living.

7.1.3 Teachers

The following conclusions are drawn on the basis of the analysis of data pertaining to teachers on different aspects:

- 28 per cent teachers belonging to tribal group are posted in schools located in the tribal belt.

- 10 per cent of female teachers are serving in the area and the percentage of female tribal teachers is almost negligible.

- 45 per cent of the tribal teachers are Matriculates and an equal number are graduates whereas among non-tribals, 44 per cent are graduates followed by 27 per cent Matriculates and 22 per cent graduates each.
- 77 per cent of the tribal teachers and 74 per cent from non-tribal teachers are professionally trained.

- 44 per cent of the teachers are having teaching experience less than 5 years followed by 23 per cent of teachers having working experience from 5 to 10 years followed by those having experience of teaching for more than 15 years and with service 10 to 15 years.

- 78 per cent of the teachers are having stay in present school upto 3 years.

- At the time of entry into the profession there was more commitment on the part of the entrants but after serving the Education Department for some time, the level of commitment seems to have gone down.

- 61.00 per cent of tribal teachers working in the tribal areas belonging to tribal communities in particular and 47 per cent of non-tribals in general, are not interested in changing to other profession. It means that these teachers may be termed as committed to the profession.

- 97 per cent of the teachers from tribal category and 71 percent from non-tribals are from rural backgrounds.

- Nearly two-thirds of the teachers are having a house in the village of their posting. It is
more true among the tribal teachers and to a large extent in case of non-tribal ones.

- Willingness for transfer prevails amongst 59 per cent of the non-tribal teachers and 48 per cent among the tribal ones.

- There is general dissatisfaction among the teachers regarding the enrolment of tribal children.

- All the teachers from tribal community and 79 per cent of them from the non-tribals want to be posted/adjusted within the tribal belt.

- 'Poverty' is the main reason for poor enrolment as reported by both tribal and non-tribal teachers followed by 'apathy of parents towards education of their children', 'lack of facilities in the school' and 'lack of interest for education among students'.

- 77 per cent of the tribal as well as non-tribal teachers express that the parents' attitude towards the education of their children is sympathetic and co-operative. It is an encouraging factor that the parents in large number are co-operating with school for the education of their children. 23 per cent teachers find the parents either indifferent or unfavourable.
45 per cent of the teachers feel that the tribal leaders take interest in educational activities whereas 55 per cent of them feel that they do not take interest.

With respect to problems of educability the teachers have also spelt out 'lack of transport facilities', 'lack of pre-primary education' and 'lack of Government "ill" to solve problems' as reasons in addition to whatever have been expressed by parents, students and teachers earlier.

7-2 CONCLUSIONS FOR IN-SCHOOL FACTORS

7-2.1 Tribal Community

- Most of the parents desire to have local language (Gadki/Gori/Bakerwali) as the medium of instruction at primary level followed by Gori and Urdu.

- The most preferred medium of instruction at secondary level is Urdu followed by Hindi and local language.

- According to most of the respondents, the teacher's attitude towards their children is sympathetic.

7-2.2 Tribal Students

- 48 per cent of the tribal students keep pace with the studies in the class.
- 33 per cent of students experience difficulties in their studies.

- Mathematics is considered as the most difficult subject, followed by science, English language, social studies and Hindi/Urdu.

- Students describe 'un-interesting subject matter' as the most obstructing cause for their lack of interest in the subject. It is followed by 'unsatisfactory achievement at primary level', 'medium of instruction' and teachers' unsatisfactory teaching.

- 72 per cent of tribal students show complete rapport with the teachers.

- 28 per cent of students who do not have rapport with the teachers express that this phenomenon is due to hesitation on the part of the students and unsympathetic behaviour on the part of the teachers. Nearly one-third of these students feel that there is no need of interpersonal relations with the teachers.

7-2.3 teachers

86-90 per cent of the total school teachers and 95 per cent of the tribals, felt the necessity of special training for educating the tribal children.
- 72 per cent of teachers have commitment to the profession which is a facilitating factor for the educability of tribal children.

- 70.50 per cent of the teachers belonging to tribal community and 17 per cent of non-tribal teachers are in favour of local language as the medium of instruction at primary level followed by Urdu and regional language by the teachers belonging to tribal and non-tribal categories.

- 55 per cent of the non-tribal teachers and 44 per cent of the Gaddi teachers favour Hindi as the medium of instruction whereas 83 per cent of Gujjar teachers like Urdu to be the medium of instruction at secondary level.

- Insuitability of the text books has been found to be a factor which affects the attitude of the tribal students negatively towards education and impedes the expansion of education among tribal communities.

- All the teachers belonging to tribal and non-tribal communities lay stress on simple books according to the local needs, use of local language, easy terminology and well explained facts to improve the text books.

- The summer vacation may be changed for FASLES (Harvesting period) holidays according to the
opinion of largest majority of the tribal and non-tribal teachers. Some additional local holidays have also been suggested by them to be added.

7-3 EDUCATIONAL IMPLICATIONS

7-3.1 Suggestions for Tribal Community

There is a need to make tribal community — Gaddies, Gujjars and Bakarwals, aware of the importance of education as a vital factor for socio-economic development. They may be made to understand that education is not the privilege of a chosen few but is an instrument for the growth and development of all.

Some efforts may be made to promote literacy and educational consciousness among the illiterate parents, through programmes of adult education. Efforts may also be made to motivate them to send their children to schools. The findings of such studies that explain positive relationship between educational level of parents and the enrolment of children, be explained to them emphasising that education has always been held in esteem and is a source of growth and development of the society. In larger families, the parents have a tendency to send a few children to school, retaining others
for the domestic chores. They may be persuaded to send all eligible children to school.

It may be worthwhile to conduct some programmes for the tribal community to develop more awareness for the value of education and the relationship between social mobility and education. It may, further, be suggested that some more programmes like films, documentaries, plays on the one hand and visits of teachers to his/her pupils' homes, on the other, may be planned to make them aware of the importance of education by creating a close liaison between the home and the school. More participation of the parents in the school programmes will also create cordiality in relations and thus help expansion of education.

Some efforts may be made by the state to educate parents and help them realise the importance of education and its relationship to better quality of life.

There is a need to educate the parents for using appropriate measures to encourage their children to go to school regularly. These may be persuasive measures, relating education to economic development and relating education to status and respectability.
More and more opportunities may be created for the participation of parents in school programmes.

Parents may be made well conscious of the reality what their children are and also what their educational and occupational choices are. So that there may not be any stage where they may be frustrated if goal is not reached.

Awareness and awareness regarding educational and occupational aspirations of parents for their children may be developed further. Co-operation and co-ordination of various agencies engaged in the field e.g. Block Development Department, Information Department, Extension Services of the Health Department, National Social Service wings of the colleges and universities, State Department of Education may succeed in popularizing education among the illiterate and economically weak parents.

It may be seen that the society also co-operates in all these programmes and plays its role.

Health awareness programmes may be started through different agencies for parents also to make them conscious of the children's health,
their health and healthy living conditions.

7-3.2 Suggestions For Students

- Free coaching classes may be arranged for children with poor economic condition and Integrated Child Development Programmes (ICDP) may be launched more vigorously in the areas inhabited by tribals.

- Free travel may be allowed to the students to and fro school.

The children who either dropped out or could not be enrolled in school at proper time may be encouraged to attend Non-Formal Education Centres for children between 9-14 years or Adult Literacy Centres in case they are above 14 years.

It may be suggested that 'Career Day' and 'Career Conferences' be held in the school through guidance bureaus, to make the pupils aware of the world of work and the type of choices that they may make.

- Counselling services may also be provided to the children so that they may benefit fully from the various educational facilities available.
7-3.3 **Suggestions for Teachers**

The schools may make efforts to create healthy, interesting and congenial environment. The teachers should be sympathetic towards students so as to win them over and attract them towards schools.

Some changes may be brought about in the curriculum. It would be desirable to introduce Health Education, Work Experience, Games and Sports in schools to make the school programme interesting.

There is a need for students to be counselled on the lines so that their occupational aspirations commensurate with their educational plans. Opening of guidance and counselling bureaus at the secondary school level becomes a pre-requisite for it.

It will help for better motivation and also make them informed about the various educational facilities available.

The school may also make provision of various co-curricular activities in which pupils are interested. It will certainly attract the students towards school. Hence retention will be increased.

There is a need to make all the tribes more
aware of the importance of teacher-parent relationship. In order to involve the community in school affairs, some measures like forming of parent-teacher associations, inviting them more often to school functions may be adopted.

Need to strengthen this relationship is all the more important. Teachers may take the initiative by visiting the homes of the students and talking to parents about the child, his progress and problems, so as to develop better inter-personal relationship and thus create an interest among the parents for school.

As the students are interested in the tribal culture, provision may be made in the school programmes to sustain their interest and consequently attract them, their parents and community at large towards education. Wherever such programmes are in vogue, these may be strengthened and similar programmes may also be initiated in other schools.

There is a need to develop some programmes of extra coaching and tutorial work so as to enable all the students to keep pace with their day-to-day studies. There is also a need to introduce innovative techniques of teaching in all the subjects generally and Mathematics, Science and English language particularly. It may be
desirable to try peer group support to the
weak students.

It is suggested that to make the students
healthy, happy, active, interested in individual
and group competitions, the co-curricular activ-
ities may be started in schools. The provision
of such activities will develop and sustain
students' interest in school and ultimately in
education.

It would be desirable to approach the
parents to find out the specific reasons for not
having interest in school problems. The evidences
may be collected to develop appropriate strate-
gies to involve the parents in the activities of
the school system.

For widening the mental and social horizon
of teachers various types of camps may be
organised and tours may be arranged.

The teacher training programme should include
certain elements of professional ethics i.e.
commitment to the profession and enrichment of
the professional faith in the educability of every
child. Such orientation may also be given through
in-service education.
Suggestions for Educational Planners and Administrators

Saddly students should also be given similar financial assistance as Gujjar and Bakarwal students are receiving. More schools may be opened in areas where this provision does not exist at present.

The traditional occupations may be developed or modernized so that younger generation may take interest in occupations like animal husbandry, dairying, shop keeping, farming etc.

One part-time or own-time centres may be started and timings adjusted according to the convenience of tribal children. It may lead to spread of education among them. Some mobile schools may be opened to cater to the needs of the students who cannot join regular schools due to mobility of their parents.

To win the support of the parents for the regular attendance of children, it would be desirable to take the following measures:-

1) Fasles (harvesting period) vacation may be introduced;
2) School hours may be curtailed by about an hour, and
3) Meeting of the teachers with parents to
persuade them and win them for the attendance of the children.

A multi-pronged programme, by various Government and Non-Government agencies, may be launched in the tribal areas to make the students and community aware of the vital role that education can play in the life of individual, family and country and also the various facilities provided by the Government. This will develop among the community and children value and importance of education. The involvement of tribal leaders may be sought by various agencies of the Government in general and by the teachers in particular in educational problems for expansion of educational facilities to tribes.

It would be desirable to provide financial assistance to all the eligible students regularly and on time. Moreover, Caddy students may also be included in the list of financial assistance.

Falwadi and Anganwadi Centres should be opened in tribal areas so that tribal parents may send their younger children to these Centres for pre-school education. Integrated Child Development Programme should be adopted and implemented in its entirety.

To achieve the target of 100 per cent
enrolment it would be desirable to open a primary school in every habitat that has a population of about 50 to 60 house holders.

The number of hostels should be increased with provision for baby students also.

It may be desirable to re-constitute the courses for the tribal students.

According to teachers' opinion, the summer vacation, as per schedule, is not convenient for the tribal children. They have suggested that dates for vacation be changed and be fixed in the harvesting period as the attendance during this period is very thin which causes a lot of academic problems. To facilitate education of the tribal children it may be suggested that some special efforts may be made to prepare supplementary text/reading material for them.

It may be suggested that District Institutes of Education located in the tribal areas may arrange for some kind of special training courses which may help to facilitate educability of the tribal children. As regards the medium of instruction every body's opinion cannot be accepted and the three language formula has to be adhered to. Teachers preferring mother tongue as the medium of instruction at primary level...
and Hindi/Urdu at the secondary level show a
sign of maturity and healthy thinking in
educational matters. Others may also be persu-
ad to think on national pattern.

Good relations between teachers and
parents develop over a period of time. Therefore,
it may be suggested that suitable policy of
postings and transfers be adopted so that a
teacher stays at one station for about five years
and maximum facilities to the teachers serving
in the tribal belt be provided. In this way, the
teachers can use their experience and familiarity
with the local phenomenon to expand education in
the area.

It may be desirable to provide better working
conditions and incentives in the tribal areas so that
the teachers may be contented with their
profession.

It may be argued that for medium of instruction
every man's opinion cannot be accepted. The state
has to follow the national pattern with regard to
medium of instruction.

In case of tribal communities too, one has
to go by the state policy with respect to medium
of instruction. Thus, at elementary level it can
be either Hindi or Urdu as the medium of
instruction and it will continue at secondary level too for social studies. There is need to organise some orientation/in-service/continuing education programmes for the teachers so as to make them more conscious about the difficulties of the students and updating the knowledge of teachers so that they may teach the subjects more effectively and ensure better learning on the part of the students.

It may be desirable to develop some programmed texts for self reading of the students or for some sort of supplementary reading.

There is an urgent need to provide better facilities in the teaching of these subjects at the elementary as well as at the secondary level.

To establish rapport it would be desirable to introduce school counselling services and tutorial system. Teachers may be made more conscious through seminars, circulars and discussion groups for meeting the need to develop better relations with students.

7-4  SUGGESTIONS FOR FUTURE RESEARCH

The present study conducted to find out constraints in educability among the tribal communities of Jammu Region, was delimited in a number of ways i.e. area-wise and population-wise and the comparison with
general population was not taken into consideration, except in case of growth and development of educational facilities. As the progress of education is an integral part of the socio-economic development of the society and political awareness among people, some suggestions for further researchers may be laid down in continuation of the scope of present study which are stated as under:

1/ The scope of the present study may be extended to the remaining districts of Jammu Region as well as to the Kashmir Province for working out the factors that either enhance or hinder the educability of the tribal communities vis-a-vis general population comprising other weaker sections of the society including women.

2/ The factors associated with educational facilities both at the elementary stage and adult education stage, either positively or negatively among the deprived groups may be studied in other parts of the country so as to evolve the educational programmes for the dis-advantaged sections as envisaged in the National Education Policy.

3/ The evaluative studies of the working of educational administration and supervision in both teaching staff and personnel engaged in furtherance of education may be undertaken for
improving the educational services in the state of Jammu and Kashmir.

4/ Also, in-depth evaluative studies of the welfare schemes like mobile schools and tribal hostels (Sujjar-Fakerwal hostels) may be conducted for improving the extension of educational facilities for such groups.

5/ Regional disparities along with inter-district disparities in terms of education, employment and income generation need to be studied.

6/ The socio-psychological dynamics of the transformation of the society, especially the disadvantaged sections including castes and tribes along with other economically weaker sections, in the wake of modernization, need to be investigated in the state of Jammu and Kashmir.

7/ Comparative studies involving socio-psychological dynamics of the deprived or disadvantaged communities of the Indian society vis-a-vis those in other developing countries in the Asian and African continents as well as developed societies in Europe, Australia and America need to be undertaken in order to evolve the strategies for the transformation of these communities in bringing them to the main stream in the wake of the global phenomenon of modernization and industrialization.
3/ The programmes of adult education, especially in the context of community involvement in the better acceptability of children need to be evaluated in terms of policy formulation, implementation and effectiveness in the state of Jammu and Kashmir, with special reference to the tribal communities as well as other weaker sections of the society.

6/ The role of various development schemes launched under new 33-Point Programme, especially those related to rural development, training of educated youth for self-employment and poverty alleviation among the weaker and disadvantaged sections need to be evaluated in depth to work out effective strategies for formulation and implementation of such schemes which aim at improving the environment of deprivation to move towards the new era of modernization and industrialization.