Despite the rapid expansion of education, the rural population, especially the underprivileged have not benefitted much. They have a little access to education for various social, economic and cultural reasons. Since independence the tribals have been provided many incentives by the Central and State Governments so as to fulfil the constitutional obligation of compulsory, free and universal education of children in the age group of 6-14 years. Some concessions in the form of reservations in the institutions of technical, medical and higher education and also in employment are provided to these people so that they may gain status and become productive members of society and participate in programmes of social and national development through many possible ways.

In spite of all this, the tribal children have not been able to benefit much. It may be because of many reasons. The enrolment is poor and drop out rate is quite high. This leads to wastage of resources available which are already meagre. A number of studies have been conducted to study the factors responsible for wastage and stagnation in primary schools due to drop out and
failures, and also for non-enrolment of the children. Since the Governmental programmes designed to uplift the under-privileged sections including scheduled castes and tribes have involved large outlays of expenditure and will call for more funds, it is essential to have a factual assessment of the situation - in which various in-school and out-school factors are impeding the expansion of education of various tribes in a particular region - if these investments are to yield more returns. It is in this background that the present study was conceived.

The problem of tribes has been universally acknowledged as a major educational problem. The State has made a large attempt in evolving multi-dimensional educational policies with high hopes of bringing about radical changes in the condition of the tribal communities in the shortest possible period.

A review of the related literature reveals that there are no comprehensive studies of this nature. Studies made by a few sociologists contain marginal and incidental references to the educational constraints of the tribal communities in Jammu and Kashmir. But there is absolutely no study dealing with such a problem in Jammu Region.

The present study has been conceived with a view
to fill up this gap partly. It seeks to understand and explore various constraints which hamper the expansion of education among tribal communities and the factors which facilitate the programme of compulsory education.

Keeping in view the above-stated in-school and out-school factors as constraints in the educability of tribal children, the following procedure was employed for the conduct of the present study.

Theoretical Framework

The important factors on which the expansion of education depends, are universal provision, universal enrolment and universal retention till the children complete the prescribed course of studies. Analysis of the related studies discloses that the differences in educational attainments spring from two sets of constraints namely, in-school and out-school. The main aim of this work is to study the effects of total environment on the educability of the tribes. Hence the factors influencing the educability of the tribal children have been divided into two categories:-

(i) Out-school Factors and
(ii) In-school Factors.

Method and Procedure

Objectives

1. To identify the out-school constraints in the educability of children belonging to all tribes
as perceived by tribal community, students and teachers.

3. To identify the in-school constraints in the educability of children belonging to all tribes as perceived by tribal community, students and teachers.

4. To explore the present status of educational facilities available in the Janru Region with special reference to Sadis, Bajjars and Bakarwals.

5. To identify both out-school and in-school constraints specific to each of the three tribes as perceived by tribal community, students and teachers.

6. To explore the factors that promote educability among tribes as perceived by tribal community, students and teachers.

7. To develop a programme for the education of the tribes.

Hypothesis

1. The out-school and in-school constraints may reduce the chances of educability of children belonging to all tribes.

2. In a tribal set, the school system may not be adapted to the local conditions thus affecting the enrolment and educational attainment.
3. Both out-school and in-school constraints may be different for children belonging to different tribes.

4. There may be many factors which promote the educability among tribes.

1-10 LIMITATION OF THE STUDY

Due to the time and resources at the disposal of the researcher the difficult geographical terrain of the Jammu Region and scattered population of the tribes in the six districts, the present study is conducted only in three districts namely, Kathua, Rajouri and Kooch in which these three tribes—Gaddies, Gujjars and Bakarwals—inhabit in larger concentrations.

Further, the study has been delimited to 60 schools, selecting 20 schools from each district purposively.

All the school going children from grade VI to X belonging to Gaddy, Gujjar and Bakarwal tribes in the selected schools formed the sample for study.

All the teachers teaching in the selected schools are included in the sample.

For collecting information from the tribal community (which includes parents and non-parents) 4 to 6 heads of the households belonging to feeding areas of the
selected schools have been selected.

**Sampling**

Keeping in view the concentration of the tribal groups in the region three districts were selected for the purpose. 360 heads of the tribal families were selected by purposive method from the catchment area of the schools. 499 tribal students from grade VI to X from 36 schools (12 from each district) formed the students' sample. Also 252 teachers from the 36 schools selected for the students sample and also from 24 primary schools (8 from each district) were included in the sample.

**Tools for Study**

The tools used for collection of data from the heads of the families and school going children as well as from the school teachers working in the selected schools were:

(i) questionnaire; and
(ii) Interview schedule.

Questionnaire was prepared for tribal students and for teachers separately. The purpose of the former questionnaire was to ask students about various aspects concerned with the factors of educability both out-school and In-school. The latter was also devised for the same purpose. Interview schedule was also prepared and used for collecting information from parents and non-parents. The main aim of the interview schedule was to seek information from the parents about their family, education of children, factors that help in the extension of education and factors that impede it.
the spread of education.

Administration of Interview Schedule
and Questionnaire

The investigator administered the interview schedule and questionnaire personally to the sample chosen for the conduct of study.

Tabulation of Data

The data gathered with the help of partly through interview schedules and partly through questionnaires were tabulated separately for the heads of the families belonging to the feeding area of the school, students from selected schools and the teachers working in these schools.

Similarly the data gathered from secondary sources were also tabulated to study the existing educational facilities and progress made so far in the universalization of education.

Conclusions

The following conclusions have been drawn and have been placed under Out-School and In-School factors:

Out-School Factors

1. Family size, occupation, educational level and income of the parents influence enrolment of tribal children in schools.

2. Majority of the members of the tribal
communities are satisfied with the school system. The level of satisfaction among Bakerwals is low. Tribals in the Jammu region have a positive opinion about the role of educated people of their community for its development and they are also respectful to their culture.

3. Poverty is a strong factor in the educability of the children.

4. 75 per cent of the tribal parents are satisfied with the attendance of children in the schools.

5. Gujjar and Bakarwal students are receiving financial help whereas Gaddi students are not eligible for that.

6. Parents have adopted different approaches for motivating their children to attend school and most common among them is just telling the children to go to school.

7. Parents have high aspirations for the education and occupation of their children.

8. Participation of Gaddies in the school programmes is better as compared to Gujjar and Bakarwal tribes. Hence, Gaddi parents have better relations with teachers whereas the relations of the Bakarwal parents are at low est.

Tribal students

1. By and large, the age range of the tribal students
in every grade correspondent to average age of that class.

2. Family size as well as occupation has much influence on the enrolment of children. Most of the students in the schools are from lower income groups and are first generation learners which is an encouraging factor.

3. It has been found that distance between school and the residence of a child exercises a great influence in the educability of the tribes.

4. A vast majority of students perceive the attitude of their parents much favourable for their education.

5. The strongest motivation of students for study in better employment. The aspirations for education among the tribal students are quite encouraging. Also they do not aspire for traditional occupations.

6. Majority of Gaddy students preferred rural living whereas Gujjar and Bakarwal students preferred urban living.

7. Non-availability of schools has been found to be a great constraint in the enrolment of tribal children. However, schooling facilities are available to a large majority of tribal students.

8. Majority of the school-going children are
residing with parents and also a good number of Sujjar-Bakerwal students in hostels.

9. All Sujjar and Bakerwal students are receiving financial help whereas no Gaddi student is receiving any kind of such help.

10. Most of the tribal students are interested to know more about their culture.

Teachers

1. There are fewer teachers in schools from the tribal category and female tribal teachers are negligible as compared to meagre percentage of non-tribal female teachers. Most of the teachers are well qualified and professionally trained. More than half of the teachers are adequately experienced.

2. There is a general dissatisfaction among teachers regarding enrolment of tribal children. The important reasons of non-enrolment perceived by teachers are poverty, lack of facilities in school and apathy of parents.

3. Majority of the teachers express that a little more than half of the total number of parents are sympathetic towards education of their children. Less than half of them feel that the tribal leaders take interest in educational activities.
4. Some additional problems perceived by teachers are 'lack of transport facilities', 'lack of pre-primary education' and 'lack of Government will to solve problems.

In-School Factors

1. A large majority of parents are satisfied with the progress of their children in school.

2. Parents mostly prefer local language as the medium of instruction at primary level and Urdu at secondary level.

Tribal Students

1. The most popular school activity is games.

2. Nearly half of the students are keeping pace with the class work. Others express that Mathematics is the most difficult subject.

3. Good inter-personal relations have been found between the students belonging to Gaddi and Bakarwal communities and the teachers. Those students having no rapport with the teachers say it is due to hesitation of students and unsympathetic behaviour of the teachers.

4. Majority of the students wishing to know more about their culture find that there is a provision of such programmes in the school.
1. A large majority of teachers have commitment to the profession which is helping extension of education. A considerable number of teachers have lost some degree of commitment with the addition of teaching experience.

2. Most of the teachers are hailing from rural backgrounds. A large majority of teachers have a home in the village of posting. Some want transfer from the present place of posting but almost all of them want to be adjusted within the tribal belt.

3. A large majority of the teachers have a stay of 3 years in the present place of posting.

4. The factors which hinder the extension of education in the school are requirement of special training, medium of instruction, suitability of books and the calendar of the school.

After reviewing the results enumerated above, the researcher verified the hypotheses and arrived at the following generalizations:

**Hypothesis (1)**

The results of the out-school factors discussed in Chapter VI indicate that hypothesis concerning out-school factors acting as a constraint on the whole stands rejected except for the factor of distance (Table 5.26), interest of Tribal leaders
Table 5.41), involvement of children in the household work or in the field work (Table 5.8), lack of pre-primary education, lack of Government will to solve problems and lack of transport facilities (Table 5.42) for which the hypothesis is accepted. The out-school factors for which the hypothesis is rejected do not lower the chances of educability of the tribal children.

**Hypothesis (2)**

Many variables were explored to ensure the status of this hypothesis. The researcher reached at this inference that the hypothesis \( H_2 \) stated in Chapter I is accepted. It conveys that the school system is not in conformity with the local needs of the children.

**Hypothesis (3)**

To verify the above hypothesis in-school constraint as discussed in Chapter 71 were taken to see their influence as constraints on the educability of tribal children. It is found that the stated hypothesis is inconclusive. It means that most of the variables undertaken as constraints don't reduce the chances of educability. So far as some variables like attitude of teachers towards children, medium of instruction, rapport between
teachers and students, choice of profession and change of profession, the hypothesis is rejected. It is confirmed when we look to the perception of parents about the attitude of the teachers towards their children in day-to-day working situations within and outside the school. Support between students and teachers does not act as constraint. Likewise the recruitment of the teachers in the tribal area is also justified. The desire of the teachers to be transferred also does not stand in the way of educability of the tribal children.

However, there are certain internal factors which act as constraints e.g., medium of instruction, transfer of teachers, stay of teachers in one school for a long time and desirability of professional enhancement through special courses. The hypothesis is accepted for the said factors.

Hypothesis (4)

Table 5.1 and onwards indicate that both in-school and out-school constraints are more or less similar for children belonging to all the communities viz. Gaddies, Gujjars and Bakersals. It means the hypothesis of having different constraints for different tribal groups stands
rejected. Wherever the differences are, they appear to be marginal as far as in-school and out-school constraints are concerned. On the basis of the two factors viz financial assistance and medium of instruction at secondary level, the hypothesis is accepted.

Hypothesis (5)

The hypothesis ensuring the influence of many factors promoting the educability among tribes is accepted keeping in view the results discussed under out-school and in-school factors.

Educational Implications

Greatest emphasis has been laid on elimination of disparities in the educational system and improvement in the quality of educational institutions so that the parents feel the need of sending their children to the educational institutions. This is the direction, according to the programme of action in the National Policy of Education 1986, towards which we have to move with speed and determination. The educational implications of the present study in the light of the inferences obtained are enumerated as such:

The parents of the tribal children being illiterate and poor, cannot afford to send their
children to school. Due to economic necessity of the family, the children of poor tribal families are forced to do labour and to attend household work in order to help their families economically. Due to illiteracy the parents do not develop favourable attitude towards the education of their children. To improve upon the situation:

1. Guidance and counselling services may be provided to parents and students for:
   
   (a) achieving a clear understanding and acceptance of themselves, their strengths and limitations, their interests, aptitudes, skills, abilities, attitudes etc.,

   (b) developing their abilities and interests to the maximum by providing their appropriate experiences;

   (c) understanding the choices they face the opportunities open to them and the qualifications required for the goal they set;

   (d) making their own decisions and plans on the basis of self-understanding, a knowledge of the choices open to them and agreement with their parents based
on these understandings.

2. Some programmes for the education and awareness of parents by different agencies may be introduced in tribal areas.

3. It would be desirable to narrate success stories of educated tribes to motivate the parents to send their children to schools. They may also be made aware of the various educational facilities available.

4. Non-formal Educational Centres may be started for bringing the non-enrolled and dropout to the school system.

5. Mobile schools are already working for students whose parents are pursuing the occupations which require mobility but the number of mobile schools may be increased to cater to the growing need.

6. The vacation schedule should be changed. It may be partly during the harvesting season and partly at the sowing season.

7. More primary schools may be opened at suitable locations to provide schooling facilities to those who did not have such facility hitherto.

8. Working of the school, impression of the educated tribes for improvement of the
community and respect to culture have proved good motivational factors. Hence these may be exploited for extension of education.

9. Keenness already found in the tribal parents and leaders about the school programmes may be further developed. Teacher should mix socially with parents, visit the homes and as many occasions as possible may be found out to invite parents to school for more participation in the school programmes. It will also develop a close liaison between the teacher and the students. Furthermore, parent-teacher associations may be formed for more involvement and parents not satisfied with the school progress may be approached to find out specific reasons.

10. For the parents having preference for traditional occupations for their children, these occupations should be developed on more modern lines.

11. Number of hostels may be increased with a provision for Gaddi students.

12. In-service programmes should be organised for updating the knowledge of the teachers for teaching more effectively.

13. Tutorials may be started for developing inter-personal relations.
14. More and more Balwadi and YoganWadi centres should be opened in tribal areas so that tribal parents may send their younger children to these centres for pre-school education. Thus the children who look after younger ones at their homes can attend the school at an appropriate age.

15. Society should co-operate with Government in schemes launched by the latter and play its constructive role.

16. In order to have more acquaintance with the environment to solve educational problems of the parents and students, the teachers may be allowed to stay for a longer period in one school. Also in postings and transfers the teachers' interest may be given priority.

17. There is a need to provide more facilities to the teachers so that they may like to continue in this profession.

18. District Institutes of Education and Training may play their role in organizing special training courses to help facilitate educability of tribal children.

19. School environment should be made healthy and congenial to strict children.
20. Work experience, health education and games and sports should be introduced in school to make the curriculum interesting. Curriculum should be related to the occupational needs of the tribal children. Adequate items in co-curricular activities may also be provided.

21. For medium of instruction, the policy in vogue is the most suitable and should be allowed to continue.

22. Programme of tutorials should be started to enable all the students to keep pace with the class.

23. Better facilities in the teaching of Mathematics, Science and English be provided.

24. Programmes which provide opportunities for students to know more about their culture, may be strengthened.

25. For facilitating education among tribals, simple books with easy terminology catering to the local needs and less heavy courses should be introduced.