CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS
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6.1 THE SUMMARY OF THE WORK DONE:

The topic of the research was "A study of Wastage in Education of girls in Urdu Medium High Schools of Jalgaon District."

In order to carry out the investigation under this topic the problem was framed as:

1) What is the index of wastage of girls pertaining to each of standards Eighth, Nineth and Tenth of urdu medium high schools of Jalgaon District?

2) What are the causes of wastage of girls pertaining to standards Eighth, Nineth and Tenth of urdu medium high schools of Jalgaon District?

3) What remedies can be suggested to improve the situation of the wastage at this level of schooling?

In order to resolve the problem number one and two, it was decided to adopt cohort survey method.

There were thirty urdu medium high schools which admit girls for their high school studies. The list of these schools was divided into four different sub-strata lists.
1) Urban biased exclusively for girls schools.
2) Urban biased co-educational schools.
3) Rural biased exclusively for girls schools.
4) Rural biased co-educational schools.

It was decided that two schools from each sub-strata should be selected for the sample. Thus eight high schools were included in the sample.

The researcher visited each of the schools included in the sample and collected information regarding the students registered in standard eighth in the basal year 1989. The information regarding the promotion, stagnation, transfer and drop out cases during the year was then collected for three years ahead including the basal year that is for the years 1989-90, 1990-91, 1991-92 for each student included in the cohort.

The researcher found that in the basal year total 288 girls were admitted in standard eighth in the eight high schools under study.

Thus the researcher was in a position to know 122 cases of cohort-technique wastage. Out of these 122 cases the researcher was not able to trace ten cases for want of their addresses. Thus the investigator was able to find out 112 cases of cohort technique wastage.

In order to ascertain whether the role of two factors namely effect of urbanization and the type of the school environment namely co-educational schools and the schools exclusively for girls have their own contribution in the wastage of girls in urdu medium high schools of Jalgaon District or not, two hypotheses were set.
1) There is no significant difference between the means of wastage count of girls pertaining to co-educational urdu medium high schools and urdu medium high schools exclusively for girls of Jalgaon District.

2) There is no significant difference between the means of wastage count of girls pertaining to urban biased urdu medium high schools and rural biased urdu medium high schools of Jalgaon District.

Since the researcher had identified and thus calculated two types of wastage indices namely clear wastage indices and cohort technique wastage indices, standard wise pertaining to all eight high schools under the study. The researcher decided to test the two hypotheses for each of the two wastage indices by employing 't' ratio calculation for small samples. After calculations the researcher found that both these hypotheses were accepted for both the types of wastage indices. Thus the effect of these two external factors as the contributing factors in the wastage of girls in urdu medium high schools of Jalgaon District was not present. Thus the researcher found that the causes of wastage were area free and the school type free. The researcher interpreted the results and found that there was uniformity as regards area and as regards the type of schools in which the girls were studying. When 't' technique was applied to standard wise clear wastage indices, the researcher found that there was significant difference between clear wastage indices of standard eighth and tenth at .05 level of significance. No significant differences were found out for clear wastage indices pertaining to paired comparision of eighth, nineth and tenth at 0.01 level of significance.

As regards cohort-technique wastage indices significant difference
was found for the comparison of ninth and tenth at 0.01 level of significance and also the same results was obtained regarding the comparison of cohort technique wastage indices for eighth and tenth.

The researcher decided to visit all the houses of 112 cases of cohort wastage and interviewed the students and their parents by using pre-planned interview schedules for the purpose.

To understand the family background and social, cultural and economical conditions of the students which were responsible for their wastage, the interview technique was applied to the parent-group and the student-group.

The researcher also decided to interview the head masters and the teachers related to the wastage cases. Thirty two teachers and eight head masters were included in teacher-head master group for interviewing.

The information emerged from the interviews of the teachers and the head masters was used for understanding the school conditions.

Thus using the interview data the researcher was able to find out various causes of wastage in education of girls in urdu medium high schools of Jalgaon District.

The research hypotheses were also put to test by employing the interview data, however the treatment was not quantitative but qualitative.

She also found that certain social conditions like marrying girls somewhat earlier, social belief, pardah system were responsible for wastage incidences.
The researcher found that religious taboos and social customs were responsible for wastage indices. In the present set up of muslim culture the girls are made to suffer more in comparision with the boys. Though in the religious scriptures of Islam such differences are not observed on the contrary equality can be traced. However the equality principle is not followed in muslim families at least in Jalgaon District. To surmount the economical difficulty the girls are removed from the schools and made to work at home.

It was observed that the parent-group under study was not educationally sound. Many parents specially mothers were totally illiterate. Few parents were properly educated but they were not taking interest in the education of their girls. Thus educational background of the family was found responsible for the wastage in girls education.

Most of the parents were poor and doing work related to low category of occupations. Thus all the members were under going economical stress and strain thus causing wastage in education of girls.

The cohort technique wastage indices were observed standard-wise and it was concluded that stagnation was responsible for wastage in education.

The researcher reflected upon the causes of wastage in education of girls of urdu medium high schools of Jalgaon District and was able to makerecommendations for removing the evil of girls’ wastage in urdu medium high schools of Jalgaon District.
6.2 CONCLUSIONS:

On the basis of the study of the cohorts pertaining to each of the high schools, wastage indices were computed. They formed the first set of conclusions. This set of conclusions is provided below:

1) The clear wastage indices for National Urdu Girls' High School, Bhusawal for the standards eighth, nineth and tenth were found to be 12.50, 8.82 and 10.64 respectively. The total clear wastage index was 26.25.

2) The clear wastage indices for Khidmate Khalque Urdu Girls' High School, Jalgaon for the standards eighth, nineth and tenth were found to be 1.52, 17.05 and 16.67 respectively. The total clear wastage index was 19.69.

3) The clear wastage indices for Fatima Urdu Girls' High School, Faizpur for the standards eighth, nineth and tenth were found to be 0.00, 19.09 and 47.06 respectively. The total clear wastage index was 57.14.

4) The clear wastage indices for Urdu Girls' High School, Raver for the standards eighth, nineth and tenth were found to be 00.00, 04.53 and 42.86 respectively. The clear wastage index was found to be 45.45.

5) The clear wastage indices for K.S.T.A. Urdu High School, Nasirabad for standards eighth, nineth and tenth were found to be 6.67, 38.46 and 14.24 respectively. The clear wastage index was 46.66.

6) The clear wastage indices for Fakhroddin Ali Ahmed Urdu High School, Warangaon for the standards eighth, nineth and tenth
were found to be 24.00, 00.00 and 22.22 respectively. The total clear wastage index was 32.00.

7) The clear wastage indices for Anglo Urdu High School, Pachora for the standards eighth, nineth and tenth were found to be 15.79, 62.50 and 33.33 respectively. The clear wastage index was found to be 78.94.

8) The clear wastage indices for Mustafa Urdu High School, Chopda for the standards eighth, nineth and tenth were found to be 25.00, 15.38 and 23.81 respectively. The clear wastage index was 47.50.

9) The clear wastage indices for all the schools under study was found to be 36.46.

The second set of conclusion as per cohort technique wastage indices pertaining to each of the high schools is provided below.

1) The cohort technique wastage indices for National Urdu Girls’ High School, Bhusawal for the standard eighth, nineth and tenth were found to be 15.00, 30.88 and 53.32 respectively. The cohort technique wastage index was found to be 73.75.

2) The cohort technique wastage indices for Khidmate Khadque Urdu Girls’ High School, Jalgaon for the standards eighth, nineth and tenth were found to be 39.39, 25.00 and 23.33 respectively. The cohort technique wastage index was 65.15.

3) The cohort technique wastage indices for Fatema Urdu Girls High School, Faizpur for the standards eighth, nineth and tenth were found to be 00.00, 19.05 and 58.82. The cohort technique wastage index was found to be 66.66.
4) The cohort technique wastage indices for Urdu Girls’ High School, Raver for the standards eighth, nineth and tenth were found to be 00.00, 04.55 and 76.19 respectively. The cohort technique wastage index was found to be 77.27.

5) The cohort technique wastage indices for Fakhroddin Ali Ahmed Urdu High School, Warangaon for the standards eighth, nineth and tenth were found to be 64.00, 00.00 and 44.4 respectively. The cohort technique wastage index was found to be 80.00.

6) The cohort technique wastage indices for K.S.T.A. Urdu High School, Nasirabad for the standards eighth, nineth and tenth were found to be 13.33, 46.15 and 57.14 respectively. The cohort technique wastage index was found to be 80.00.

7) The cohort technique wastage indices for Anglo Urdu High School, Pachora for the standards eighth, nineth and tenth were found to be 15.79, 62.50 and 66.67 respectively. The cohort technique wastage indices was found to be 89.47.

8) The cohort technique wastage indices for Mustafa Urdu High school, Chopda for the standards eighth, nineth and tenth were found to be 35.00, 19.23 and 47.42 respectively. The cohort technique wastage index was found to be 72.50.

9) The general cohort technique wastage index for all the eighth high schools under study was found to be 73.26.

The wastage indices arrived at were used to test hypotheses number one and number two so as to draw the conclusions there upon.
1) No significant difference was found between the means of clear wastage counts of girls pertaining to co-educational urdu medium high schools and urdu medium high schools exclusively for girls of Jalgaon District even at 0.05 level of significance.

2) No significant difference was found between the means of clear wastage count of girls pertaining to urban biased urdu medium high schools and rural biased urdu medium high schools of Jalgaon District even at 0.05 level of significance.

3) No significance difference was found between the means of clear wastage count of girls pertaining to co-educational urdu medium high schools and urdu medium high schools exclusively for girls of Jalgaon District even at 0.05 level of significance.

4) No significance difference was found between the means of cohort technique wastage of girls pertaining to urban biased urdu medium high schools and rural biased urdu medium high schools of Jalgaon District even at 0.05 level of significance.

Thus it was concluded that school type does not play any role in the wastage of girls studying in urdu medium high schools of Jalgaon District. It was also concluded that the location of schools in urban and rural cultured settings does not play any role in the wastage of girls studying in urdu medium high schools of Jalgaon District.

As regards wastage count of girls studying in various standards the following six conclusions were drawn:

1) No significant difference was found between the means of clear wastage count of girls pertaining to standards eighth and nineth even at 0.05 level of significance.
2) No significant difference was found between the means of clear wastage count of girls pertaining to standards nineth and tenth even at 0.05 level of significance.

3) Significant difference at 0.05 level of significance was found for the means of clear wastage count of girls studying in standards eighth and tenth, however no significant difference at 0.01 level of significance was found for the means of clear wastage count of girls studying in standards eighth and tenth.

4) No significant difference at 0.05 level of significance was found for the means of cohort technique wastage counts of girls studying in standards eighth and nineth.

5) No significant difference at 0.01 level of significance was found for the means of cohort technique wastage count of girls studying in standards nineth and tenth.

6) Significant difference at 0.01 level of significance was found for the means of cohort technique wastage count of girls studying in standards eighth and tenth.

The six conclusions enlisted above can be looked upon from the point of view of the two types of the wastage counts. The clear wastage count is the indicator which is not directly related to any stagnation incidents but cohort technique wastage count is derived from both the incidences of leaving the school permanently and leaving the cohort due to stagnation. As the intensity of the content grows from lower standard to higher standard there is more likelihood of failure in examination in standards nineth and tenth than in standard eighth. In standard tenth the girls have to face public examination.
that is S.S.C. Examination. In this examination passing percentage is about 50 % of the candidates appearing for the examination. Thus the stagnation at tenth is more than at eighth and nineth and therefore the cohort wastage counts show upward trend. Thus there is more cohort technique wastage in standard nineth and tenth than in standard eighth. This fact is supported in the investigation carried out by the researcher.

In the case of clear wastage such prediction can not be made on the basis of extensiveness of the learning content. However in the case of clear wastage counts the age factor of the girls plays its own role. Due to her growing age, the elders in the family start thinking about her marriage. Therefore the significant difference at 0.05 level of significance was observed between the means of clear wastage counts pertaining to girls studying in eighth and tenth. This age factor is also responsible for cohort technique wastage count. The age aggravates the value of cohort technique wastage also.

The interview data derived for the interviews of the drop out cases, the parents of the drop out cases and the teacher-head master group belong to the schools under study revealed that home environment, the school environment and the social environment of the girls, all these were responsible for wastage in education of girls of urdu medium high schools of Jalgaon District.

Interview data based on the observation of the home environment of the drop out were related to the following broad causes of wastage in education of girls of urdu medium high schools of Jalgaon District.

i) Sickness, ii) Economic conditions, iii) Wish of the elderly person, iv) Calamity at home, v) Education of the parents of drop out cases.
Considering these causes, the conclusions drawn are given below:

1) There were fourteen cases of wastage due to sickness. The girls were suffering due to long standing sickness. There were also a few cases of defects in eyes and defects in hearing. It was also found that there were considerable number of cases of nutritional deficiencies. It was also found that there were some cases of girls suffering from typhoid, jaundice and skin diseases. The medical help was not duly given to the girls suffering from sickness due to poor financial conditions and apathy on the part of the parents. Thus it was confirmed that sickness causes wastage of girls under the study.

2) The economical condition of the parents of the girls was not sound. It was found that parents were not earning enough to fulfill the requirements of the girls to continue their education. It was also observed that there were many families in which the earning members were facing the uncertainty in occupations. Many families had only one earning member. However the majority of the families were large families having more than six members living together. The parents could not afford expenses on education. It was observed that most of the girls were not having minimum learning facilities at home. Quite a large number of girls were facing problems regarding books, note-books writing material and uniform. Most of the girls were not having minimum requirements like clothing, good food and a place to study. Thus it was found that poverty is one of the factors which enforces the elderly persons to withdraw their girls from schools.
3) It was observed that most of the parents preferred boys to girls in the respect of giving the education. The wish of the elderly person plays important part in wastage of the girls. More than the half of the elderly persons recorded their denial for the education of girls. The parents were not interested in the education of girls. They gave more importance to marriage, assistance to mothers, embroidery and cutting work at home and house hold work in general.

4) The investigator found about five cases of girls facing calamity at home like death of parents or sister, father married second time and one case of burning. Such calamities at home in case of certain girls were responsible for wastage cases.

5) It was found that most of the parents were not properly and highly educated. Some of the parents had no formal school education. Some of them had no tradition of learning in their families. Such parents did not realize the value of studies. Some families were found in which there was no elderly person to guide the girls in their studies. As far as educational level of parents is concerned it was found that few fathers could reach above secondary level. It was also observed that thirty mothers were illiterate. The fathers who had enough education to guide the girls were not guiding the girls because they were busy in earning their livelihood. It was found that there was more than one drop out in some families.

As regards home environment, it was concluded that the home environment of the girls leaving the school permanently was not healthy from many points of view. The home environment was not sufficiently catering to the educational needs of the girls.
Thus home environment was responsible for arresting the education of the girls under the study.

The broad reasons of wastage of girls in urdu medium high schools of Jalgaon District are marriage and other social customs prevailing in the society:

1) It was found that marriage becomes an obstacle in the way of education of girls. The attitudes of the parents towards marriage was found to be narrow and orthodox. According to quite a large number of respondents “Marriage is the most important event in the life of a girl.” The respondents considered marriage more important than education. According to many of them, “When girls reach marriage-able age it is not good to keep them at fathers' house.” Many of the respondents also expressed their attitudes positively by showing agreement to, “we must follow our tradition of marrying a girl earlier.” In general it was the opinion of the respondents pertaining to parents group that school education given to girl was not of much practical utility in their daily life. It was thus concluded that many of the wastage cases must have occurred due to these attitudes towards marriage.

2) In the study it was revealed that certain social customs and taboos hampered the education of girls. The general view of the respondent parents was ‘The role of a girl is to look after the family needs,’ ‘they continued to use pardah.’ ‘Even after getting good education, they should not accept the job outside.’ Though the group in general was suffering from low economical conditions yet the attitude towards girls working outside was negative. According to many of them ‘boys must be given more importance than
the girls in all the social and family situations.

Thus, it was concluded that the social environment was not that favourable for the educational progress of the girls of urdu medium high schools of Jalgaon District.

Defective methods of teaching is responsible for children refraining from learning. In the study the teacher and the head master group preferred the teacher centred methods. However such methods do not yield learning product as good as that of students centred methods. Besides this over loaded curriculum, crowdy classes, uninterested parents and examination phobia are the responsible factors for failure in the examination.

It was also observed that 'school conditions are not suitable' was one of the major reasons of wastage in education of girls of urdu medium high schools of Jalgaon District as the reasons are given below:

1) It was observed that schools under study were not in good conditions. Half of the respondents agreed that the schools were running in old buildings, the classes were not well ventilated, not properly plastered and were congested. They also agreed that furniture was not in good condition. Walls were not properly decorated.

Few of the respondents told that in rainy season water trickles in their classes. It was also observed that all the schools were without play-ground and compound. There was no provision for fresh drinking water, hygienic and sufficient sanitary arrangement in some of the schools. All the schools were located in noisy and busy area of the society.
2) Many respondents told that there was no provision of special rooms for library, drawing room, work experience room, music room, girls' room and auditorium. They also accepted that the schools in which they were teaching were not properly equipped with micro-phone, mic-loud speaker, film projector and good number of library books.

3) Many of the teachers told that they do not celebrate parents' day in their schools. Community resources were not utilized. Many of them informed that few curricular and extra curricular activities were conducted in their schools.

4) All the respondents agreed that schools were being run on the basis of democratic procedure. However it appears that this theoretical assertion was not given any shape.

Thus it was concluded that the school environment in general of urdu medium high schools of Jalgaon District under the study was not conductive to learning and progress of girls.

Thus it was observed that all the environments namely the home environment, the social environment and the school environment need immediate attention improvement and correction. So that the development and progress of girls education may take place with excellent rate and quality.

6.3 RECOMMENDATIONS:

The three environments in which the girls are learning namely the home environment, social environment and school environment need corrective measures. In this respect the following recommendations
are made:

1) Parents should be persuaded to send their girls to schools.

2) Illiterate parents should be encouraged to become literate and take interest in school activities through adult education programme and school-parent interaction.

3) Parental assistance and co-operation should be sought to solve students' problem.

4) Parents need to be educated about the importance of education especially importance of female education.

5) Students whose parents are poor should be provided certain facilities such as free supply of books, stationary, uniform and even stipends. Co-operation of the community should also be sought in this respect. Government should also look into the problem of providing facilities to poor students. Provision in the budget for this purpose should be made. A especial cell should be set up to look into the problem of education of poor families.

6) Family environment should be changed to thrive the principles of equality. The boys and girls should be treated equally by the parents in all the household affairs. Girls should be given equal importance as that of boys.

7) Step should be taken to remove social evil like early marriages. In this respect, government, school community reformers should join hands to remove the evil of early marriages. The laws related to this must be enforced without any especial consideration. Only
enforcement will not help the cause, educational approach must also be made in this respect.

8) Social taboos against the education of girls should be removed by social reformers, teachers and educated persons. All concerned individuals should co-operate in this respect.

9) Efforts should be made by the community members to solve the problems pertaining to muslim girls such as pardah and child labour. The girls should be encouraged to come forward and join hands for National progress.

10) Though the high school education for girls is made free by the government but it appears that parents are not taking full advantage of this due to unawareness and also due to certain social taboos and evil trends. In this respect awareness movement should be started and the parents should be made to realize the importance of education.

11) Finance should be made available through community funds and other resources for the provision of better facilities to the girls studying in the schools.

12) Special aids for laboratories and libraries should be provided for effective teaching. The school should be made attractive and pleasant places of joyful learning.

13) Teachers should make use of modern educational techniques and audio-visual aids for effective teaching.

14) The methods of teaching should be student centred.
15) More female teachers with higher qualification should be made available for effective teaching in both the types of schools namely schools exclusively for girls and co-educational schools.

16) Female teachers should be motivated to join refresher courses, research programmes and other school academic activities.

17) The class strength should not be more than 45-50 so that individual attention can be given to each student by the teacher.

18) More and more schools and colleges should be set up to promote muslim female education.

19) A separate cell should be started in every school to detect drop outs and to provide remedy.

20) Moral education should be given at primary, middle and secondary level.

21) Provision of hostel for girls in all schools should be made so that girls from remote and rural areas may stay and get education.

22) Number of courses for selection should be increased so that girls can select subjects as per their choice.

23) Provision of elective subjects like home-science, home-management, child care and parental education should be made in every schools in which girls are studying.

24) Job oriented courses should be introduced.
25) For effective teaching in the school good teachers be made available after fair and thorough selection.

26) Teachers of urdu medium schools should have liasion with progressive schools of other communities. They should hold consultation programmes with them for improving their own schools.

27) School education should not be dry. An element of interest should be added to it by introducing curricular and extra curricular activities to promote creativity.

28) Educational consciousness should be created in the muslim community through various programmes.

29) Failures do not get any concession in fees and due to this reason many girls leave their education. So the repeaters also should be given concession in fees.

30) For slow learners, special coaching should be given especially in English and Mathematics.

31) Teachers should make good use of holidays and vacations for the cause of education and for the progress of the Nation also.

32) Production cum vocational training centres should be opened for those girls who do not go for higher studies.

33) There should be guidance centres in every school which should be run by two lady teachers. These two teachers should be especially trained to handle the specific problems of girls in urdu medium high schools. The educational authorities who look for the academic
progress in schools should think of starting such courses urgently with the help of the government.

34) The leaders and reformers of the community should struggle against the negative socio-psychological attitudinal factors.

35) Sufficient funds should be raised from the community and the government for better physical facilities in the institutions like building class-room, libraries and well equipped laboratories. There should be protective compound around every school in which girls are studying.

6.4 SUGGESTIONS FOR FURTHER RESEARCH:

1) A critical study of wastage regarding the education of muslim girls at primary level should be undertaken in Jalgaon District as well as in other districts. The study must be undertaken in other states of India also.

2) A study of wastage regarding the education of muslim girls at higher secondary level should be undertaken for Jalgaon District as well as in other districts of the State and other States of India.

3) A study of wastage regarding education of muslim girls at college level should be carried out for Jalgaon District and other districts of the State and other States of India.

4) A study of wastage regarding the education of girls of urdu medium high schools in rural areas (where the effect of urban culture is minimum) should be undertaken.
5) A critical study of stagnation in Muslim girls at secondary level should be made in Jalgaon District, in other districts of Maharashtra and other States of India.

6) A critical study of wastage regarding the education of girls in Urdu medium high schools in other districts of the State and other States of India should be undertaken.

Thus the geographical limits of the present study should be extended.