CHAPTER VII
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CONCLUSIONS

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CONCLUSIONS

This chapter at first includes the summary of the analysis of the investigation. Secondly, conclusions of the analysis of the investigation have been given. Thirdly, some recommendations have been suggested to solve the drop-out problem amongst the schedule tribes children as far as possible. And finally possible problems on which further research can be conducted to eradicate drop-out problem from the community and to help in universal retention have been suggested.

7.1 FINDINGS

On the basis of the objectives of the study, the investigator has analysed the collected data and observed a number of findings. The summary of the findings of the study are given below –

7.1.a) On Rate of Drop-out

- The total rate of drop-out in the district was found 22.
- The rate of drop-out among Scheduled Tribes was found 23.2.
- There is the differences in the drop-out rate between boys and girls.
• The Drop-out rate is higher in case of girls than boys. It is 24.3 for girls and 22.8 for boys.

• Highest drop-out rate amongst schedule tribe children was found in Boko block. It was found 28.9.

• The lowest drop-out rate amongst schedule tribe children was found in Chandrapur block. It was found 20.

• Highest boys & girls drop-out rate was found in Boko block 30.9 and 32.9 respectively.

• Lowest boys & girls drop-out rate was found in Chandrapur block, 18 and 22.4 respectively.

• The highest rate of drop-out appeared in class-I (46%) and lowest in class-IV(12%).

7.1(b) On Causes of Drop-out:

• There are 21 causes identified as the causes of drop-outs which are categorized as socio-economic, academic and personal. Out of these 21 causes of drop-outs. 8 belong to socio-economic, 8 to academic and 5 to personal categories.

• The Socio-economic causes got the highest rank in order of importance followed by academic and personal causes.
There was complete unanimity among all the three respondents regarding the socio-economic and academic causes. But they are not unanimous regarding the personal causes of drop-outs.

The first three important causes of drop-out according to the combined results were- to supplement family income, poor economic condition and uncongenial home environment.

The other causes of drop-out according to the importance or rank given by the three respondents are- work at home, irregular attendance, do not like to read or uninterested in reading, illiterate parents, repeated failure, looking after younger children, dearth of teachers, lack of supervision and guidance at home, medium of instruction, bad company, unattractive curriculum, early marriage, low intelligence & lack of educational equipments in school, overage, distance of school from home, fear of teacher and ill health.
7.1 (c) School Factors and Drop-out:

- The drop-out rate is highest (26) in single teacher schools and lowest (17) where the number of teachers are more than two.
- The overall material conditions of the schools are not so satisfactory which can contribute to retain the students in the school.
- Except physical and social activities, other co-curricular activities are ignored.
- The medium of instruction appears to be an important factor in the drop-out behavior of the scheduled tribe children.
- Except free supply of textbooks no other incentives were availed by the students.
- The parent teacher association was found unsatisfactory although the parents have a positive attitude towards teacher.
- Teachers do not fully use theoretical knowledge of teacher training in the classroom.
- Almost every teacher is conscious about irregular students.

7.1 (d) Socio-economic condition and Drop-out

- The highest drop-out was found at the age between 5-7 years that is most of the students dropped-out in class-I and class-II.
- Highest number of parents or guardians of the drop-outs were found from very low occupational level. Higher the occupational level lower the drop-out rate.
- Lower educational level of parents contribute highest drop-out rate.
- Lowest monthly income of the family has a direct bearing on dropping-out of the children.

These were the main findings of the investigation. Considering the magnitude of the problem, it is the urgent need of the govt. and all concerned to check this problem.

7.2. CONCLUSIONS

The study was undertaken to know the rate of drop-out and various reasons of school dropouts amongst schedule tribes children in the tribal concentrated areas in Kamrup district of Assam. So the main focus of the study have been on studying the various causes of drop-out as perceived by the drop-outs, teachers of the schools from where they dropped out and their parents. On the basis of the above findings the investigator came to the following conclusions-

- There is the drop-out problem in the district and variation in drop-out rate is distinct in the blocks.
There is the difference in the rate of drop-out between boys and girls.

The socio-economic, academic and personal causes contribute to become drop-out.

There is significant relationship amongst the respondents in their responses regarding the causes of drop-outs.

7.3. SUGGESTIONS:

It is the responsibility of the govt. and the policy makers to take measures to eradicate the problem of drop-out from the schedule tribe community. From the experiences gained and based on the views expressed by teachers in the field study, the investigator felt the need to take following remedial measures to be considered to reduce the drop-out problem.

7.3(a) On improvement of attendance rate:

To reduce the drop-out rate, attendance rate should be improved among scheduled tribe children by taking the following measures --

The authority should bring about improvement in school facilities, school environment and teaching learning in classrooms. Facilities in school and school environment should be improved to make schools more attractive for the children. Parents should be
educated about the importance of sending children to school regularly and not involving them too much in household work or income generating activity. Poverty alleviation measures will help in relieving children from such work and making them more regular in attending school. The quality of education in schools should improve so that parents feel that the child is learning something worthwhile in school and they no longer remain indifferent about the child's education and unconcerned about whether he/she attends school regularly or not. Teachers in school should be more children friendly and classrooms should be attractive so that children feel enthusiastic about going to school instead of being reluctant or unwilling. The VECs and community members should assume greater responsibility for ensuring regularity of children is going to school. If children are found to be missing in the classes, the matter should be brought to the notice of parents and teachers should take necessary corrective action. The pre school sections such as Anganwadis and Balwadis are not running in a constructive way in the tribal areas. So these centers should be attached in the primary schools to enable the girl child to go to school regularly by relieving them from sibling care responsibilities.
7.3(b) On quality education in tribal areas –

Textbooks should be provided in mother tongue for ST children in the beginning of primary education where they do not understand regional language. There is a need to develop curricular and devise instructional material in tribal language at the initial stage. Teachers from ST community should be appointed in the vacant posts so that quality education is to be provided to the ST children as in most of the schools there are only and two teachers for a sufficient enrolment. Teaching-aids have to be prepared based on local culture and environment. Local Tribal Folk dances, and Music—both Vocal and Instrumental, should be included in the curricular and co-curricular activities. Progress cards are a must in the educational institutions. Below average students have to be identified and to improve the learning outcome of the ST children, special remedial classes should be conducted.

The concerned governments should provide the necessary infrastructure facilities such as permanent buildings, play grounds, suitable audio-video aids including Television, Radio, Tape-recorders etc. At least a group of schools may be provided with these facilities which can be shared by 5 schools in the particular area. The local ST youths should be encouraged to take initiative with the teachers to take up teaching in tribal areas. The non-tribal
teachers should be given special training to teach in tribal areas including imparting knowledge of the tribal dialect. In-service teachers training are necessary for the teachers to mobilize them for quality teaching in the tribal areas. Relevant and quality teaching learning equipments should be provided to schools and the teachers should be trained up to use those equipments in a proper manner.

To check drop-out because of ill health, regular health check up should be carried out and arrangements should be made to enhance medical facilities for school going children. N.G.O.'s have to be involved in the promotion of education and literacy among the Scheduled Tribes community. Proper monitoring by local body is needed so that incentive schemes of the government regarding ST is reach by the beneficiaries.

7.4 SUGGESTIONS FOR FURTHER RESEARCH

Although the central and the state Govt. is initiating a number of schemes for universalisation of elementary education in India within a period or so, still there are problems of non-enrolment, wastage, stagnation and drop-out at this level. So there is the need to conduct more research in these areas to find out the root problems and to tackle them to universalize elementary education in the near future. Following suggestions can be made for further research—
1) Research may be done on problems of non-enrolment of the scheduled tribes children at lower primary school because there is still this problem in some of the block in the district although interventions made by the Govt.

2) Investigation may be conducted on problems of stagnation at the lower primary level among scheduled tribes children in the district.

3) A comparative study can be made on the problem of drop-out between scheduled tribes and general girls.

4) A comparative study can also be made regarding the nature of causes of drop-out between scheduled tribes and other communities in the district.

5) Research can be made on the implementation of Incentive schemes of the Government for universalisation of elementary education in the district with special reference to scheduled tribes children.

6) Research can also be made on the impact of medium of instruction on dropping-out of the scheduled tribes children.

7) Investigation can be made on the impact of pre-school education and drop-out of the scheduled tribes children.

8) A comparative study can be made to find out the socio-economic, academic and personal causes of drop-out between scheduled tribes and other communities in the district.
There are some other areas to be investigated but the investigator feel the above-mentioned suggestions very important and need immediate attention of the researchers to solve the drop-out problem.

The investigator concludes the report with the suggestions given above. To arrest the drop-out problem among the schedule tribe community the investigator hoped that above mentioned efforts will be considered useful for further investigation.