CHAPTER - V
SUMMARY, FINDINGS,
RECOMMENDATIONS AND SUGGESTIONS

The present study was conducted to explore “The effect of household, community and school factors on access, enrolment, retention and achievement of scheduled tribe girls at primary level”. A brief summary of the study, major findings, educational implications of the study, recommendations and suggestions for further research are given in this chapter.

According to 1991 census, the literacy percentage of the Indian population was 52.11, being 63.86 for males and 39.92 for females. It has increased according to the provisional census 2001, the total population was 65.38, being 75.85 for males and 54.16 for females. On the other hand, the figure with regard to the scheduled tribe population, total literacy was 29.60% with 40.65% literate males and 18.19% literate females (1991 censes). Evidently, there is a large gap between the tribals and non-tribals. It also conceals the fact that there were less tribal illiterates in 1961 than in 1991. Although tribal female literacy has grown from 8% in 1981 to 14.5% in 1991 as against 24.8% among the total female population in 1981 to just 32.2% in 1991, the gap between tribal and general population remains conspicuous.

Education of girls in India: The national policy of education- 1986 resolves “Education will be used as an agent of basic change in the status of women”, National Policy on Education (NPE) is a major landmark in the evolution of the status of women in India. The NPE goes substantially beyond the equal educational opportunity and social justice (equity) approach and experts education to become an instrument of women’s equality and empowerment.
The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority though provision of special support services and setting up of time targets and effective monitoring.

One of the major obstacles in achieving universalisation of elementary education in India is the poor enrolment ratio of girl children. The education of the girl child unfortunately is viewed as an area of low priority by a majority of Indian parents. Education of girls, therefore, has become a major policy concern in India, both as human rights and as a development imperative. The condition is more pathetic among tribal girls.

5.1. STATEMENT OF THE PROBLEM

The Effect of Household, Community and School Factors on Access, Enrolment, Retention and Achievement of Scheduled Tribe Girls at Primary Level”

5.2. NEED AND SIGNIFICANCE OF THE STUDY

There is a need for conducting a study on the factors affecting access, enrolment, drop out, retention and achievement of tribal girls. The present study is an attempt to find out the extent of influence of household, community and school factors on access, enrolment, drop out, retention and achievement of tribal girls.

Literacy skills have now become a necessary tool in the process of education because they are an indispensable source of communication. Whenever verbal communication is not possible literacy comes to the aid of the individual. For any society, education is considered an important indicator of its development.
Education of girls in India is influenced by several factors, which in turn exerts a strong influence on many development variables. Female literacy and enrolment of girls in schools are interdependent, girls who have missed out on schooling, due to non enrolment or dropout, grow up into illiterate adults who have a negative impact on the education of girls. The following figures amply provide a glance at the enrolment, retention and dropping out of the tribal girl child, where the study was undertaken. The tribal girls enrolled during the year 1991-92 June was 2044 in the I standard, which was reduced to 1190 in the 3rd year i.e., III standard, which again lessened to 1135 (52.6%) in V standard by 1996-97. (Survey, Edu. Dept. 1996-97 DPEP, Wayanad). The availability of school facilities in Wayanad, especially in the tribal area, is far below the state average; there are hundreds of children in each Panchayat who have never been enrolled. If at all admitted, many of them drop out, hence the rate of physical drop out from schools in the tribal area is high.

Systematic researches are therefore necessary to understand the variables that have impeded the progress of education among the tribes in the past and the present. This understanding will enable the suggestion of measures that may accelerate the extension and utilization of education in the tribal areas.

5.3. OBJECTIVES OF THE STUDY

1. To know about the access, enrolment, dropout and retention of scheduled tribe girls, and compare these with tribal boys and non-tribal students.
2. To know the details of sampled schools in respect of different categories of schools: strength of students and teachers, and opinions of teachers about tribal education.
3. To find out the influence of school factors on enrolment, dropout, retention and achievement of scheduled tribe girls.
4. To know the demographic background of parents and their perception about tribal education.

5. To find out the influence of household factors on enrolment, dropout, retention and achievement of scheduled tribe girls.

6. To find out the perceptions of community members about tribal education and their suggestions for improving tribal education.

7. To find out the influence of community factors on enrolment, dropout, retention and achievement of scheduled tribal girls.

8. To know the demographic details of dropout tribal children and reasons for dropout.

9. To know the perceptions of parents of dropout tribal children towards education.

10. To analyze the details of focus group discussions, qualitatively and to prepare case studies of some drop out scheduled tribal girls.

5.4. HYPOTHESES OF THE STUDY

1. The type of school management does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

2. The type of school – hostel does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

3. The type of school-locale does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

4. The school physical facilities do not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

5. The school academic facilities do not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

6. The level of education of parents does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.

7. The occupation of parents does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
8. The housing facilities do not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
9. The habits of parents do not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
10. The after school activities do not have significant influence on enrolment, dropout, retention and achievement of scheduled tribal girls.
11. The strictness of parents does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
12. Procuring books by the parents does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
13. The difficulties faced by tribal girls in studies do not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
14. Availability of Anganwadi in the community does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
15. Availability of non-formal center in the community does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
16. Non-Government organization working in the community does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
17. Availability of village education Committee in the community does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
18. Participation of tribal member in parent’s meeting does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
19. Involvement of village education committee does not significantly influence the enrolment, dropout, retention and achievement of scheduled tribal girls.
5.5. METHOD

So far as the research methodology is concerned, the present study comes under the scope of “Descriptive Research”. This is a status study of a descriptive nature made on the basis of data gathered through field investigation. The survey of the household, community and school factors pertaining to access, enrolment, dropout, retention and achievement of scheduled tribe girls were conducted. This has been done through field study, using the techniques of interview, spot studies and observation, informal discussions, focus group discussions and case studies of school dropouts. Data about these cases have been collected through close interview of the parents, community heads of school going scheduled tribal girls and the dropout children.

5.6. PROCEDURE

The present study is conducted in three phases. In the first phase the researcher collected the census records, records from the tribal welfare department, and other documents to get an idea about tribal population of Kerala. Based on this information the district, Panchayaths and schools were selected. In this phase the researcher also examined the related literature, journals, reports and reviewed the research studies in these areas to get an insight into the problem under study.

In the second phase tools for collecting data were prepared and finalized. In this phase, different kinds of samples were selected and the researcher collected data from different sources using the tools of the study.

In the third phase, the researcher analysed the data as per the objectives of the study. In this phase, after analysing all the results, a report is completed in writing.
5.7. VARIABLES

From the objectives of the study and the criteria for judging the education of tribal girls, six major variables emerged. They are divided into independent variables and dependent variables.

5.7.1. Independent variables
1. Household factors
2. Community factors
3. School factors

5.7.2. Dependent variables
1. Access
2. Enrolment
3. Retention
4. Achievement

5.8. SAMPLE

In the present study, stratified random sampling techniques have been used at various stages of selection of areas, schools, parents, community heads, teachers, school going tribal girls and dropouts.

School is the basic unit for analysis. The samples comprise six sub-samples viz, the schools, teachers, pupils, parents, community heads and dropouts. In all 12 schools are selected out of 78 upper primary schools, based on their level of instruction, location and the nature and types. From these 12 schools 96 teachers, 309 tribal girls of class V, VI and VII, 204 parents of selected children, 53 community heads, 51 drop out children and 34 parents of drop out children were selected for the study.
5.9. TOOLS AND TECHNIQUES USED

A scientific investigation can be carried out through carefully selected tools. The following tools have been used in the present study. The data for the study was collected from primary and secondary sources.

5.9.1. Secondary data: The secondary data was collected from books, journals, periodicals, reports and other relevant published and unpublished materials. As part of this survey the other techniques used were documentary analysis.

A number of documents under the following categories were examined

1. Literature: Books, journals, reports etc.
2. Census records
3. Records from the Tribal Welfare Office
4. Records from Deputy Education Offices
5. District Gazettes and
6. School Records

5.9.2. Primary data: For the collection of primary data from the different sources the investigator has prepared the following tools.

1. Questionnaire for teachers
2. School Inventory for the Headmasters
3. Questionnaire for the community heads
4. Interview schedule for the tribal girls
5. Interview schedule for the parents of tribal girls
6. Interview schedule for the drop out children
7. Interview schedule for the parents of dropouts
8. Schedule of focus group discussion for teachers, community members and parents.
5.10. DATA COLLECTION

The field study was carried out in four phases

1. Collecting information concerning the distribution of major tribal population and personal interviews of the heads of the sample households
2. Collection of data from headmasters, teachers and personal interview of 309 sample tribals.
3. The collection of data from drop out samples and their parents through interview.
4. Data collected from community heads and focus group discussion with teachers.

5.11. STATISTICAL TECHNIQUE USED

The frequencies and percentages of all the background and demographic variables of tribal girls, teachers, parents, and community members were computed to know the nature of distributions. Means and standard deviations were computed for all variables under study.

In order to test the hypotheses of the study where two categories are involved, significance of difference of means were computed. In order to test the hypothesis, where there are more than two categories, one-way analysis of variance was computed.

5.12. MAJOR FINDINGS

In this part the major findings of the present study are briefly presented. These findings are categorized in the following manner for better understanding.

1. Findings related to access, enrolment, dropout and achievements of tribal girl children in comparison with tribal boys and non-tribal children.
2. Results of hypotheses tested in relation to types of school, school physical and academic facilities, effect of household and community factors on enrolment, retention and achievement.

3. Summary of the opinions, and suggestions gathered from the teachers, parents of tribal school going children, parents of dropouts, community leaders, government and non-governmental agencies.

5.12.1. Access: In respect of Access, it is observed that only 11.7% of 309 sampled tribal girls students have access to primary schools. Regarding the remaining students, 52.8% have schools situated at a short distance (0.5-1.0Km) and on an average distance of 1.5 – 2km. The rest of the tribal girl students (35.6%) have to cover a distance ranging from 2.5- 7.0km to a very long distance (7.5 and above km) in order to reach the schools. It is found that 88% of the tribal girl students go to school by walk, 11% by bus, and only 1% on bicycle. Most of the tribal girls walk through the thick forest.

5.12.2. Enrolment, dropout and retention: Enrolment, dropout and retention at the lower primary and upper primary stage: It is found that the enrolment rate of non-tribal students is higher than tribal students. The dropout rate is found to be higher among tribal students, when compared to non-tribal students. The dropout rate among tribal girls is higher when compared to non-tribal girls. Similarly the retention rate of tribal students is less than the retention rate of non-tribal students. Though the retention rates of tribal girls are higher than tribal boys, their retention rate is less when compared to non-tribal girls.

Further it is found that the rates of enrolment, dropout and retention rate are higher in the III standard compared to other classes of lower primary stage. In the V standard the rate of drop out among tribal girls is found to be
The enrolment rate of tribal girls is gradually decreasing as they come to higher classes.

The percentage of tribal girls admitted into sampled schools is also found to be far less when compared to non-tribal students.

5.12.3. The effect of school, household and community factors on enrolment, dropout, retention and achievement of scheduled tribal girls.

1. The results pertaining to the type of school management, indicate that it has no bearing or effect as a school factor on enrolment, drop out, retention and achievement of tribal girls and also of tribal boys and non-tribal children.

2. The type school-hostel has a significant influence on achievement of tribal girls, tribal boys and non-tribal students, but it has no influence on enrolment, drop out and retention of tribal girls whereas it has influence on enrolment, drop out and retention of non-tribal students.

3. The type of school locale has influence on achievement of tribal girls in other subjects like science, mathematics and social science. When tribal and non-tribals are put together, the type of school near the town has an influence on their total achievement in languages and in other subjects. However with regards to retention there seems to be an influence of tribal boys and total tribes, where as it has no influence on enrolment and drop out of tribal and non-tribal students.

4. School physical facilities do influence the drop out and achievement of tribal girls, but do not influence enrolment and retention of tribal girls. Influence of school's physical facilities are also evident among all tribal and non-tribal students in their total achievement, achievement in languages and achievement in other subjects.

5. The results on school's academic facilities reveal that the academic facilities available in the school do have an influence on the achievement
of tribal girls. School academic facilities are found to have influence on total achievement, achievement in language and achievement in other subjects like science, mathematics and social science, among tribal and non-tribal students. However, academic facilities available in the school do not influence enrolment, drop out and retention of tribal girls.

6. The results pertaining to level of education of parents as a household factor indicates, that the level of education of parents does not influence enrolment, drop out, retention and achievement of tribal girls. With regard to the occupation of parents, it is observed that occupation of parents do not influence enrolment, drop out and retention. It is interesting to note that occupation of parents does influence the achievement of tribal girls.

7. Housing facilities as a household factor do not seem to have any influence on enrolment, drop out, retention and achievement of tribal girls. There is no significant difference between different categories of housing facilities in respect of enrolment, drop out, retention and achievement of tribal girls.

8. The habits of parents as a household factor do influence the achievement of tribal girls, whereas habits of parents do not influence enrolment, drop out and retention of tribal girls. Interestingly, after school activities, as a household factor, seems to have influence on retention of tribal girls and do not have any influence on their enrolment, drop out and achievement. Due to after school activities, tribal girls might be facing problems of retaining on school.

9. The strictness of parents as household factor influences the enrolment, drop out and retention of tribal girls, but it has no influence on their achievement. It is found that timely procuring of books by the parents do not have any influence on enrolment, drop out, retention and achievement of tribal girls. Difficulties in studies, as a household factor, seems to have influence the drop out rate of tribal girls, but have no influence on their enrolment, retention and achievement. Perhaps, due to difficulties in studies most of the tribal girls drop out from school.
10. It is found that Anganwadi as a community factor has the influence on retention of tribal girls. Further it is observed that the retention is more where there is Anganwadi (AM = 425.12), compared to the community where there is no Anganwadi (223.0). This indicates that Anganwadi has helped in enhancing the retention of tribal girls and tribal boys and total tribals. But the influence of Anganwadi is not evident in respect of drop out and achievement of tribal girls.

11. Surprisingly the retention rate of tribal girls is less in communities where there are non-formal centers. This may be due to the reason that tribal girls are continuing their studies in this alternative schooling facility as it suits their timing. On the whole, the influence of non-formal centres, as a community factor, is evident only in respect of retention of tribal girls. Non-formal centers are found to have no significant influence on enrolment, drop out and achievement of tribal girls.

12. The NGO as a community factor does not have any influence on the enrolment of tribal girls. Though it is not significant, the enrolment of tribal girls is found to be high where there is no NGO in the community. NGO as a community factor, has influence on the drop out of tribal girls. Further it is observed that, the drop out is less where there is no NGO. NGO as a community factor does not have any influence in respect of retention of the tribal girls and total tribal students. It is observed that a community with NGO does not differ significantly in respect of achievement of tribal girls.

13. Though there is no significant influence of VECs in enrolment of tribal girls, the enrolment of tribal girls is marginally high where there is VEC in the community and tribal boys and total tribals. There is no significant difference between communities with VEC and without VEC in respect of enrolment, drop out, retention and achievement of tribal girls.

14. The results, pertaining to the participation of the tribal members in parents-meeting, indicate that their participation in parents meeting has not
shown any effect on enrolment, drop out, retention and achievement of tribal girls.

15. Surprisingly the involvement of VEC does not influence the enrolment, drop out, retention and achievement of tribal girls. The involvement of VEC has not enhanced enrolment, retention and achievement of tribal girls. There is a need for an in depth study of involvement of VECs to promote tribal education, especially tribal girls.

16. The results pertaining to the achievement of sampled tribal girls reveal that there is significant difference from tribe to tribe and school to school. Further it is found that there are highly significant difference between tribe and non-tribe girls in respect of achievements on different subjects. More over it is observed that there are a lot of differences between tribal boys and tribal girls in respect of their achievements.

17. The investigator found that in all sampled schools there are sufficient number of teachers. The teacher-student ratio is 1:30. Further it is found that the majority of the teachers 95.6% are from non-tribal communities, only 4.4% of the teachers are from the tribal community.

5.12.4. Opinion of the teachers on tribal education

Irregular attendance, lack of interest among tribal children for studies, language problems for the students and excessive curriculum are the major four points indicated by the teachers, as the major problem in educating tribal children.

1. There is a split opinion among the teachers about the level of comprehension, achievement for the tribal children. 45.9% of the teachers are of the opinion that tribal children are low in comprehension and achievements. 44.1% stated that there is no significant difference between tribal and non tribal students in this area. Whereas 10% of the teachers have the opinion that tribal children are far below non tribal children.
Majority of the teachers opined that tribal students are equal or some times better in extracurricular activities. Illiteracy of the tribal parents, household burdens on the children, poor facilities at home, inherent poverty and ill health are the other major reasons cited by the teachers for the poor enrolment, retention, and cause of dropping out of tribal children, both boys and girls.

2. All the teachers opined that there is a significant difference between different tribal groups in relation to enrolment, retention and dropout and achievement. There is more enrolment and retention rate among Kurichian community children followed by Kuruman children. Less enrolment and more dropouts are their among Paniyan community followed by Adiyans. All the teachers were unanimous in their opinion that there is vast difference between tribal and non tribal children in all these areas.

3. It is fascinating to note that almost all community members felt the need for educating tribal people. The presence of less tribal members (20.87%), especially of women members (20.8%) in VEC, is discouraging. There is the need for better involvement by tribal people, especially women in VECs. Out of 53 sampled community members, only few (30.2%) are members of VEC.

4. It is also encouraging to note that majority of community members opined that the present system of education helps the development of tribals. Further, the community members expressed their satisfaction about the considerable number of tribals participating in village education committees. Most of the community members are in favor of equal opportunities for women’s education. The community leaders strongly suggested the need for the provision of residential schools, and awareness programmes for the parents.
5.12.5. Opinion of the parents of school going as well as dropped out children

1. It is interesting to note the opinion of the tribal parents of both school going as well as dropped out children. There is a great desire for the parents to educate their children. But the poor economic background is cited as the major impediment in this endeavour. Parents did not highlight any instance of discrimination between boys and girls with regard to education. They are well aware of the need of education for their overall development.

2. The investigator observed that there are parents not aware of the hostel facilities existing in the district. Evidently there is poor information with regard to the existing facilities among the tribals, especially those who live in remote regions. Many parents expressed that they need the support of children in carrying out household chores when they are away at or work. This need may be the reason for more dropout cases occurring among tribal girls.

5.12.6. The results pertaining to dropouts

1. The percentage of dropout among tribal students in class IV is found to be more, followed by class VI. Similar trend of dropout rate is observed in respect of tribal girls and boys. It is found that more dropout cases are occurring among tribal girls as well as boys between the age group of 12 and 14. The majority of the tribal dropout boys have no desire to continue their studies. It is interesting to note that an overwhelming majority of tribal dropout girls want to continue their studies.

2. It is found that prolonged poverty and non-accessibility to the schools are the major reasons for the increased number of dropouts among tribal children, especially the tribal girls. Unless the tribal people are emancipated from their economic misery, they cannot get out of the vicious circle of poverty and illiteracy.
3. It is observed that the percentage of dropout among tribal girls (9.81%) is marginally less than that of tribal boys (10.84%). Further, the dropout rate of tribal girls, when compared to non-tribal girls, (2.49%) is high. This indicates that, though tribal girls (90.18%) are ahead of tribal boys (89.15%) in respect of Retention, their retention rate when compared to non-tribal girls (97.5%) is less. The retention rate of non-tribal students (97.17%) is much more than the retention rate of tribal students (89.66%). Further, with regard to enrolment it is found that non-tribal enrolment is (71.17%) higher than the enrolment of tribal students (28.97%).

4. The results pertaining to the opinion of sampled tribal girls about schooling reveals that 74.8% students are facing the problem of difficult subject and 73.5% have difficulties in the medium of instruction. Most of the tribal girls (88%) do not experience any discrimination or mental harassment from the teachers. Moreover, the tribal girls are aware of their special assistance from Government. The majority of tribal girls (84.5%) opined that the government assistance for studies are not received in time.

5. On the whole, though the majority of tribal students (32.9%) do not want to continue their studies, it is interesting to notice that an overwhelming majority of tribal girls (62.1%) want to continue their studies. Further, good number of tribal girls want to pursue their studies up to graduation. Contrary to that, a majority of tribal boys (72.7%) do not want to continue their studies and among those who want to continue, none of them want to go up to degree level.

6. Out of the total drop out students, the majority (74.5%) are not working anywhere and a few (25.5%) have undertaken some work. The major chunk of dropouts, who are not working anywhere, might be pre-occupied with their domestic work or simply wasting their time in playing. The boys who work get Rupees 50 to 80 a day. It is observed that number of boys earning are more compared to girls.
5.13. IMPLICATIONS OF THE STUDY

Since dawn of independence, many efforts have been made to achieve universal elementary education. Due to certain intervention programmes the enrolment rate of 6-14 years age group increased and number of schools were started to reach inaccessible children. Despite great efforts the goal of universal elementary education is far away because of the inability to reach certain remote areas of society. Tribal children are considered to be most unreached because of geographical non accessibility to certain tribal habitations. Wayanad district in Kerala state has the largest tribal population. The present study was undertaken on tribal girls because of girls education in general and tribal girls education in particular, though important to achieve UEE, but has been ignored. Inspite of opening a number of schools in Wayanad district of Kerala to reach those unreached tribal children, the present study, found that 35.6% of tribal girls have to cover a long distance of 2 to 7 km to reach school through thick forests and a difficult terrain. Accessibility is still found to be a major impediment of achieving hundred percent enrolment. It is found that once enrolled the percentage of dropout among tribal girls is not very high and retention rate is encouraging. This implies that if a school is within the accessibility of tribal girls, definitely, enrolment and retention would be increased.

As regards the enrolment, the enrolment rate of tribal children (25.73%) is far below that of non-tribal (74.27%) children. The poor enrolment may be due to the economic limitation and lack of awareness among parents of tribal children. Interestingly the majority of parents are not aware of the benefits of education nor the kind of support to be provided to enrolled children. The preoccupation of tribal girls in domestic and household work is found to be a hindrance which comes in their way of regularity of attending school. The Majority of teachers (24%) also felt that irregular attendance of tribal girls is a big problem. Inspite of their irregular attendance,
the majority of teachers (69.8%) expressed that they are paying special attention to teach tribal children. After enrolling tribal girls, it is necessary to make them participate actively in schooling. Illiteracy of tribal parents is another major problem for poor performance of tribal girls as expressed by the majority of teachers (29.2%). Further, the type of school as a school factor was found to have no effect on enrolment, dropout, retention and achievement of tribal girls. However, the type of school with hostel and the proximity of town has an effect on achievement of tribal girls. This implies that there is a need for more residential type of school for tribal girls, which is likely to improve their participation and retention rate. The achievement of tribal girls is also found to be influenced by physical and academic facilities of school. Thus it is necessary to start as many schools as possible within the accessible distance of tribal habitat. Besides starting schools, it is also equally important to provide all the necessary infrastructural and academic facilities. Though it is generally assumed that household factors influence education of tribal girls, this study shows that these factors do not have much effect on enrolment, dropout, retention and achievement. Of course, they may indirectly de-motivate the tribal girls. Habits of parents are found to have an effect on achievement of tribal girls, and strictness of parents have an effect on enrolment. Habits and strictness of parents, normally, would influence the motivational levels of tribal girls, and as a result, would hamper their regularity in studies. Anganwadi as a community factor has an effect on enrolment and retention of tribal girls. It implies that good Anganwadi would motivate children and parents, consequently the enrolment and retention rates would increase. There is a need to establish Anganwadi or preschool centres or some specific school readiness programmes which, if launched, may improve enrolment, retention and achievement of tribal girls.

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5.14. RECOMMENDATIONS

On the basis of the findings of the study and the observation made by the investigator, a few recommendations which may help in developing suitable tribal education policy, particularly to enhance the education of tribal girls have been offered.

1. There is need to create more and better facilities for education in Wayanad. In Kerala, there is a school for an average population of 2.38%. In Wayanad the corresponding number is 2.59%. Further the state has an average area of 3.2 sqkm. In Wayanad there is a school for only 8.07 sq km. Wherever possible, primary schools should be started close to the habitation of the tribal people.

2. More hostel facilities with better study environment should be created and parents and children should be motivated to avail such facilities.

3. Anganwadies (pre-primary schools) are found to be an effective means to motivate tribal children to enhance enrolment and retention. It is urgent to start Aganwadies for the tribal communities where-ever such facilities do not exist.

4. The need to take care the young siblings especially for girls is a crucial problem affecting their studies. It is necessary to find solutions for this problem. Creches could be a good solution.

5. Tribal participation in formulating the educational policies are to be ensured. Their opinions, suggestions and problems are to be taken into account at all levels; policy making as well its implementation.

6. Considering the fact that the vast majority of the teachers responsible for the education of tribal children are from non tribal communities and outside districts. Provisions should to be made for such teachers to get a realistic understanding about the situation of tribal children and tribal population. Exposures, training programmes, opportunities to know the tribal culture, value system, dillicit etc., are to be given to such teachers prior to their appointment and during their career.
7. Illiteracy of the parents is a dominant factor for the backwardness of tribal education. Effective non formal classes are to be started for adults taking into account their convenience. Mass media facilities are to be given to the tribal people. Nobody can afford to continuously deprive them the fruits of scientific and technological advancement.

8. Most of the tribal communities are living in isolation. Thus their chance of mingling with other non tribal communities are limited; most of the time this interaction is in the area of employer-employee level. Therefore conscious measures should be taken to facilitate inter tribe and tribe and non tribe interaction.

9. Tribal culture and their identity as a population, are the rich heritage of our nation. Conscious efforts are needed to enhance tribal cultural identity. At the same time non tribal population should have the chance to learn and appreciate tribal culture their value system.

10. No culture is in stagnation. Culture is dynamic, continuous and evolving. Tribals should be enabled to critically approach their cultural aspects. If there are certain obsolete elements standing as an impediment for development, then, those elements should be abandoned and positive elements should be retained and reinforced.

11. The present study as well as almost all researches and study with regard to the tribal population point out to the single factor; the pathetic condition of their poverty as the major stumbling block for their integral development. Immediate, effective and determined measures should be taken to improve their economic situation.

12. Almost all cultivable land in Wayanad are either converted into plantations or in the hands of migrant farmers. Tribals have been deprived of their natural habitats and hunting areas and source of forest produce such as honey, medicinal plants, and drugs. Therefore the urgent need is to take all the measures, including providing adequate land for them to
cultivate, create job opportunities, and protect them from further exploitation, to improve their life situation.

Unless tribals are emancipated from their poverty and economic misery, tribal literacy and their education will remain as a distant dream.

5.15. SUGGESTIONS

Based on the present investigation and findings of the study, certain suggestions are made for further research.

1. The present study has been largely concerned with tribal girls at primary level. Similar research is needed covering secondary and higher secondary level with a wider sample all over Wayanad and the state.

2. It would be beneficial to have an in depth study on the effect of parental occupation and their habits on the enrolment, retention, dropout and achievement of tribal girls.

3. Research is needed to find out the efficacy of the curriculum and its effect on achievement of trial girls.

4. A critical analytical study is required to compare the level of comprehension and achievement between tribal and non tribal pupils.

5. Since major differences are noticed among tribes with regard to educational aspirations, an in depth tribe-wise study will be useful to find out the various factors involved. More case studies can be dealt with for a qualitative analysis and psychological investigation.

6. Since village education committees as a community factor, are found less effective on enrolment and retention of tribal girl children as well as boys. Further studies are required to find out the reasons. Role of other community factors like non governmental organizations, non formal education centres etc., could be included in the investigation.