CHAPTER III
DESIGN OF THE STUDY

This chapter is primarily concerned with the design of the study used for the present investigation. This chapter deals with the objectives of the study, hypothesis, method sample, tools and techniques used, collection of data and statistical procedure used.

3.1. OBJECTIVES OF THE STUDY

1. To know about the access, enrolment, dropout and retention of tribal girls, and to compare this 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 the school factor on enrolment, dropout, retention and achievement of scheduled tribal girls.
4. To know the demographic background of parents and their perception about tribal education.
5. To find out the influence of the household factors on enrolment, dropout, retention and achievement of scheduled tribal 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 the 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 analyse the details of focus group discussions qualitatively and to prepare case studies of some drop out scheduled tribal girls.

3.2. HYPOTHESES OF THE STUDY

1. The type of school management does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
2. The type of school – hostel does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
3. The type of school locale does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
4. The school physical facilities do not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
5. The school academic facilities do not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
6. The level of education of parents does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
7. The occupation of parents does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
8. The housing facilities do not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
9. The habits of parents do not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
10. The after school activities do not have significant influence on enrolment, dropout, retention and achievement of tribal girls.
11. The strictness of parents does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.
12. Procuring books by the parents does not significantly influence the enrolment, dropout, retention and achievement of 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 centre in the community does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.

16. Non governmental organisation working in the community does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.

17. Availability of village education committee in the community does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.

18. Participation of tribal member in parents meeting does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.

19. Involvement of village education committee does not significantly influence the enrolment, dropout, retention and achievement of tribal girls.

3.3. METHOD

Descriptive research studies are tailored to obtain relevant and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. Descriptive studies are more than just a collection of data. They involve measurement, classification, analysis comparisons and interpretation.

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 surveys of the household, community and school factors pertaining to access, enrolment, retention and achievement of scheduled tribe girls were conducted.
3.4 OPERATIONAL DEFINITION OF TERMS

3.4.1. Tribe: Tribe means a group of (Esp. Primitive) families or communities linked by social, economic, religious, or blood ties, and usually having a common culture and dialect, and a recognized leader.

3.4.2. Scheduled Tribes: The Constitution of India has defined Scheduled Tribes as such tribes or tribal communities of parts or groups within such tribes or tribal communities as are deemed under article 342 to be scheduled tribes for the purpose of the Constitution.

3.4.3. Access: Access refers to the availability of educational institutions of schools in and around a particular area, or within easy distance from the home of every child.

3.4.4. Enrolment: Enrolment refers to the act of enrolling a child of the prescribed age into class I of a school.

3.4.5. Retention: Retention refers to the state of retaining the enrolled child in school till he reaches the prescribed age or completes the prescribed course, that once a child joins a primary school at the age of 6, he should remain there till he completes all eight classes.

3.4.5. Dropout: Dropout refers to the premature withdrawal of children from school at any stage before the completion of the primary course.

3.4.6. Achievement: Achievement is a term which is defined as accomplishment or proficiency of performance in a given skill or body of knowledge. It is also defined as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests and examinations.
3.4.7. Household factors: Home factors include factors related to home which may influence the enrolment, retention and achievement of students. It includes variables like sex, siblings, family size, parents' education, father's occupation, mother's occupation, habits of parents, academic help received from family, availability of electricity and type of food.

3.4.8. Community factors: Community factors include factors related to community which may influence the academic achievement. It includes like village education committee, Anganwadi, NGO's community control, community perceptions and their participation.

3.4.9. School factors: School factors include the academic and physical facilities in school which will have an influence on the academic achievement of the students. It includes variables like experience and qualification of the teacher, incentives, curriculum, medium of teaching suitability of books, home work, physical facilities like size of the class room, teaching aids, teacher-pupil ratio and the provision of mid-day meals.

3.4.10. School – Locale: School – locale is treated in this thesis in relation to the location of schools from the centre of towns in Wayanad district. Accordingly schools are divided into three categories, schools located within a radius of 3 sq.km (near to town), from 3 to 10 sq. km (distant from town) and schools located in interior rural areas beyond 10 sq.km (schools interior).

3.4.11. Socio-economic status: Indicates both the social and economical status. In this study SES of each student will be represented by a numerical value arrived at by combining the values for education, occupation and income of parents.
3.4.12. Panchayath: Panchayath refers to an elected body of representatives of village or locality with administrative powers.

3.4.13. Primary level: Primary education consists of seven years, divided into two sub stages, a lower primary stage of four years and a higher primary stage of three years (6-14 years of children are usually admitted at this level).

3.4.14. DPEP: It is the District Primary Education Programme. It aims to increase access and retention and improvement in the quality of education. Salient features of the perspective plan were –

   a) Universalisation of primary education by 2000 A.D.
   b) Achievement of Minimum Levels of Learning (MLL) by 2000 A.D.

3.5. 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 the tribal population of Kerala. Based on the information, the district, Panchayats and schools were selected. In this phase the researcher also examined the related literature, journals, reports, and reviewed the researches in the areas of study to get an insight into the problem under study.

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

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

From the objectives of the study and the criteria for judging the education of tribal girls six major variables emerged.

3.6.1. Independent variables
a. Household factors
b. Community factors
c. School factors

3.6.2. Dependent variables
a. Access
b. Enrolment
c. Retention
d. Achievement

3.7. SAMPLE

In the present study, both 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.

The study was confined to Wayanad District of Kerala. It is a DPEP district with an area of 2126 sq.kms total population of 6,72,000 as per 1991 census. Wayanad has the highest concentration of scheduled tribe population (35.82%) in the state. It is the homeland of the most primitive and smallest of the tribal communities on the Indian mainland (Singh, 1977). Wayanad is one of the districts with poor tribal literacy. These are the reasons which encouraged the researcher to select this district for the present study. According to the 1991 census the tribal population of the district is 1,14,959, among them the Paniyan, Adiyan, Kuruman, Kuruchian and Kattunayakan are the major tribes (Minon 1992, Kurup 1988). All these tribes were selected
for the study. They are distributed in the Mananthavady, Vythiri and Sultan Bathery Taluks of the district. Within these Taluks, out of 25 Panchayats, six Panchayats (two in each taluk), where the major tribes and schools exist have been selected by using the stratified random sampling.

‘School’ has formed the basic unit for analysis. In this study stratified random sampling was adopted in the selection of the samples. The samples comprised of 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, basing 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 their parents were selected for the study.

3.7.1. The schools: The sample of the schools was drawn from 6 Panchayats of Wayanad district. For proper representation of the subject of study, the investigator selected two schools from each Panchayat. By using random sampling, 12 schools were selected out of 78 upper primary schools, based on their location, nature and types. Among sampled schools, there are seven Government High Schools, with an upper primary, two tribal residential schools and three private aided upper primary schools. Break up of management wise number of schools of Wayanad district shows that the highest number of schools are in the government sector. Out of twelve schools, four are located near the town (with in 3 sq.km), four schools are distant from town (with in 10 sq.km) and four are far (more than 10 sq.km from town) in the remote area.
Table 3.1. : Sample of schools taken up for study

<table>
<thead>
<tr>
<th>Schools near to town</th>
<th>Schools distant from town</th>
<th>School interior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GSVHSS Bathery</td>
<td>1. AUPS Dwaraka</td>
<td>1. GHS Kartikulam</td>
</tr>
<tr>
<td>2. GHS Moolankare</td>
<td>2. GHS Panankandy</td>
<td>2. GHS Thrissilery</td>
</tr>
<tr>
<td>3. GVHSS Munderi</td>
<td>3. AUPS Vazhavatta</td>
<td>3. GHS Kalloor</td>
</tr>
<tr>
<td>4. AGMRS Kalpetta</td>
<td>4. ANMS Ellumannam</td>
<td>4. RGMRS Muthanga</td>
</tr>
</tbody>
</table>

3.7.2. The teachers: Teachers and curriculum constitute the most significant influence on pupils achievement. The sample of teachers comprised of almost all the teachers of classes V, VI and VII, who were teaching in 12 schools. From each school, including male and female, 8 teachers (8x12) were selected at random. The total teachers sample is 96, which include teachers of different age groups, educational qualifications and experience.

3.7.3. The pupils: The sample of pupils was drawn on the basis of stratified sampling. Out of 1594 tribal girls of 6 to 14 age group only 309 tribal girls of major tribes viz., Adiyan, Paniyan, Kuruman, Kurichian and Kattunayakan from classes V, VI and VII were selected. The maximum number of tribal girls was 30 and minimum was 25, from each school. There were 309 tribal girls; these 309 tribal girls were interviewed and are called as ‘sampled girls’ in this study.

There were 1337 children included in the sample. They constitute tribal girls, tribal boys, non tribal girls and non tribal boys. This sample includes tribal girls, tribal boys and non tribal students of the classes from where 309 tribal girls are selected. Besides this, the 309 sampled tribal girls are also included in this sample. The distribution of tribal and non tribal children is provided in table 3.3.
Table 3.2. : Showing distribution of sample of tribal and non tribal students

<table>
<thead>
<tr>
<th>Category</th>
<th>F</th>
<th>% with in groups</th>
<th>% in total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal girls</td>
<td>462</td>
<td>64.5</td>
<td>34.6</td>
</tr>
<tr>
<td>Tribal boys</td>
<td>254</td>
<td>35.5</td>
<td>18.9</td>
</tr>
<tr>
<td>Total tribals</td>
<td>716</td>
<td>100.0</td>
<td>53.6</td>
</tr>
<tr>
<td>Non tribal girls</td>
<td>262</td>
<td>42.2</td>
<td>19.6</td>
</tr>
<tr>
<td>Non tribal boys</td>
<td>359</td>
<td>57.8</td>
<td>26.9</td>
</tr>
<tr>
<td>Total non tribals</td>
<td>621</td>
<td>100.0</td>
<td>46.4</td>
</tr>
<tr>
<td>Grant total</td>
<td>1337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.3. : Showing tribewise distribution of tribal girls.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Tribe</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adiyans</td>
<td>22</td>
<td>7.1</td>
</tr>
<tr>
<td>2.</td>
<td>Paniyans</td>
<td>98</td>
<td>31.7</td>
</tr>
<tr>
<td>3.</td>
<td>Kurumans</td>
<td>98</td>
<td>31.7</td>
</tr>
<tr>
<td>4.</td>
<td>Kuruchians</td>
<td>58</td>
<td>18.8</td>
</tr>
<tr>
<td>5.</td>
<td>Kuttunayakans</td>
<td>33</td>
<td>10.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>309</td>
<td>100</td>
</tr>
</tbody>
</table>

The parents of 309 sampled tribal girls and 51 drop out tribal pupils are selected at random. The sample consists of 204 parents of sampled tribal girls and 34 parents of drop out tribal pupils.

3.7.4. The parents : The sample of 204 tribal households (the parents of selected tribal girls) has been distributed among the five communities; Paniyan, Adiyan, Kuruman, Kuruchian and Kattunayakan were selected for
the study. The sample of 34 parents of drop out tribal pupils also belong to all these five tribes.

3.7.5. The community heads: Those who were involved in the development of tribal communities of the same panchayats are considered as community heads in this study. Out of 6 panchayats of this study 53 community heads were selected at random.

3.7.6. Drop out: A sample of 51 drop out tribal pupils from the 12 sampled schools are selected randomly. These dropouts include tribal girls and tribal boys. The drop outs from I to VII classes have been included in this sample.

3.8. 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 were collected from primary and secondary sources.

3.8.1 Secondary data: The secondary data were collected from books, journals, periodicals, reports and other relevant published and unpublished materials.

As part of this survey the other technique 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 Gazette\'s and
6. School Records
Information was also collected through personal interviews with the Director of the Tribal Research and Development Institute (KIRTADS), Calicut, Director of Tribal Directorate Trivandrum, The Director of Census Operations Trivandrum, ITDP Project Officer, Kalpetta, Tribal Development Officers, Tribal Extension Officers, DPEP Officers, District Education Officers. Critical and Objective Observations made by the researcher are used to supplement the data.

3.8.2. **Primary data** : For the collection of primary data from the different sources the following tools have been prepared by the investigator.

1. Questionnaire for the 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 drop outs
8. Schedule of focus group discussion for teachers, community members and parents.

3.9. **DESCRIPTION OF TOOLS**

The items of the questionnaire were selected with a view of the problems in the education of the tribal girl children and these were given a final shape, keeping in view the opinion of the experts.

3.9.1. **Questionnaire for the teachers** : Information related to the teachers, their qualifications, experience, residence, distance of place of work from their place of residence, problems faced while teaching the tribal children, problems related to evaluation, the standard of tribal students and their progress were sought to be collected.
Information related to students-teacher relationship, students’ obedience, respect and love for teachers, students participation in co-curricular activities were also included.

Problems related to curriculum and text books, enrolment, attendance of tribal children, drop out, achievement of tribal girls in different subjects were taken into consideration.

For the verification of the relevance of the items included in the questionnaire, it was sent to 15 experts working in the field of education. On the basis of the reactions and suggestions the final questionnaire, which consisted of 76 items, was prepared. It is furnished in Appendix I.

3.9.2. School inventory for the headmasters: In order to identify the problems related to educational institution (the school) and various aspects of education within the school, like location, kind, school climate, instructional materials, teaching personnel, mode of teaching and facilities (eg. Water supply, provision of play ground, library, medical facilities) provision of the ancillary service, visit of the officials, environmental factors etc., were considered.

Problems and aspects connected with the students such as number of students enrolled, drop out, and the rate of retention were also considered at the time of item preparation. The first draft was sent to the experts and on the basis of their suggestions, certain minor changes were made. The school inventory consisting of 53 items was prepared and furnished in Appendix – II.

3.9.3. Questionnaire for the community heads: Questionnaire for the community heads was prepared by the investigator with a view to understand the involvement of tribal and the other leaders for the development of tribal
education. The major aspects covered in the questionnaire were the part played by the Anganwadi / Nursery, Village Education Committee (VEC) and Non Governmental Organizations (NGO) for the development of tribal education, particularly the education of tribal girls.

In order to determine the relevance of items, the questionnaire was sent to experts, on the basis of their suggestions the final questionnaire consisting of 38 items, was prepared. It is furnished in Appendix – III.

3.9.4. Interview schedule for the pupil: To make the study a comprehensive one, the investigator conducted a personal interview with the selected (309) tribal girls. For the purpose of in depth analysis, an interview schedule was prepared by the investigator.

The items in the schedule were, information related to the students sex, age, caste, information about studies, medium of instruction, subject difficulties, parental help, activities in the school, teacher-student relationship, student-student relationship, general assistance for studies, problems relating to text books, language problem, reasons for drop out etc., were considered at the time of item preparation.

For the verification of the relevance of the items included in the schedule, it was sent to 15 experts working in the field of tribal education. On the basis of their reactions and suggestions the final schedule, which consisted of 51 items was prepared. It is furnished in Appendix - IV.

3.9.5. Interview schedule for the tribal parents: A detailed schedule was prepared for interviewing heads of the sample households (parents). Problems related to parents of the tribal pupils, their economical conditions, level of education, interest for educating the children, particularly the education of
girls, housing conditions, habits, health, social contacts, particulars of the household members, relationship between teachers and parents, information related to governmental help to nearby tribal areas, special measures taken by the government for the upliftment of the economical and educational conditions of the tribal population, details about their area, were sought and collected. The interview schedule was pre tested among a few respondents belonging to the different tribes. In the light of the pre test the interview schedule was modified and finalised. With a minor modification the same schedule was used to interview the parents of drop out children.

In order to determine the relevance of items the schedule was sent to the 15 experts in the field of tribal education. On the basis of their suggestions the final schedule, consisting of 54 items, was prepared. It is furnished in Appendix V.

3.9.6. Interview schedule for dropout children: To make the study an in depth one, the investigator made a personal interview. The personnel in the process of his / her (drop out) education, (teachers and parents) were consulted and their suggestions were considered while preparing the interview schedule. Also experts in the field of tribal education in Kerala were consulted.

Problems and aspects related to drop out students, information about their studies, reasons for leaving the schools, aspiration for study, work status, daily earnings, diet, failures in the classes were included the items. The first draft which consisted of 18 items was sent to the experts and on the basis of their suggestions, certain minor changes were made in the items and four more items were added. Thus the final schedule prepared consisted of 20 items. The interview schedule for dropout children is furnished in Appendix VI.
3.9.7. Interview schedule for parents of dropout: A detailed schedule was prepared for interviewing the parents of dropout children, problems related to the parents, identification of households, level of education, opinion about the present system of education, impact of education, reasons for not going to school, attitude towards schooling, schemes benefited, occupation, land data, housing conditions, diet, habits, illness, etc., particulars of household members. The interview schedule was pre tested, the interview schedule was modified and finalised.

In order to determine the relevance of items the schedule was sent to the 15 experts in the field of tribal education. On the basis of their suggestions, the final schedule, which consisted of 51 items, was prepared. It is furnished in Appendix VII.

3.9.8. Schedule of focus group discussion for teachers, community member and parents: To make the study a comprehensive one, focus group discussions were held. For the purpose of the indepth analysis, a short schedule was prepared by the investigator for teachers, parents and community heads in one schedule. For teachers, it consisted of 6 items, the items in the schedule were difficulties faced by teachers while teaching tribal students, special training to teach tribal students, knowledge about tribal background, the effect of household, community and school factors related to enrolment, retention and achievement of tribal students, present system of education and suggestions. For parents: few questions related to problems faced in sending children to school, importance of education, suggestions to improve. For community heads role of education, factors affecting the education of tribals, particularly tribal girls, suggestions etc. The question is furnished in Appendix VIII.
3.10. Collection of data

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 head masters, teachers and personal interview of 309 sample tribal girls.
3. Collection of data from drop out samples and their parents through interview.
4. Data collected from community heads and focus group discussion with teachers, parents and community leaders.
5. Data collected from the annual examination results of tribal and non-tribal children.

After a lot of inquiry and pilot study, the parents of the sample tribal girls were identified from the selected school records, then the investigator started visiting households.

At first, the investigator approached the tribal extension officers of each Panchayats, they willingly sent the tribal social activists, who are well known to the tribal colonies. With the help of these the investigator went to the tribal colonies, often on foot, as the tribal hamlets are located inside the thick and dark forests.

After reaching the hamlets, the headman of the colonies were contacted. After establishing good rapport with them, the aim of the investigation was explained to them. Most of the interviews were conducted during early mornings or evenings when the heads of households were available at home. Initially the people of the interior area expressed a non responsive attitude towards the investigator. But after continuous contact with them, they agreed to cooperate and later once they developed a very friendly
attitude. By nature the people are very simple and when they are convinced they express themselves fully before others. Later on, when the investigator entered the hamlet, the people came together. Using that privilege, focus group discussions also were conducted. It has given an idea about the many problems which they are facing in their day to day life. Data was gathered in a friendly and cordial atmosphere. From each hamlet three or four parents and guardians were contacted in a day to collect their views. The majority of the respondents were illiterate.

After reaching the schools the headmasters were contacted and a good rapport was established, and with their help, the questionnaires were distributed among the teachers within the school hours. Teachers were requested to give their responses to the questionnaires. They were requested to give their free opinion without any prejudice. The headmaster was also requested to give his response to the same questionnaire. All teachers were contacted personally. Most of the teachers took one day and some teachers took a week to return their completed questionnaire.

Headmasters were contacted during the school hours. Much attention was given not to disrupt his day to day school routine. According to his convenience the investigator examined the school data together with headmaster. At times he was asked to give his school experience. His experiences were noted down by the investigator. The headmasters usually took the help of the clerks of the school and other teachers to fill up the schedule.

At the same time tribal girl students of Class V, VI and VII were contacted one by one. They were asked to assemble in a room and were informed about the aim of the study. They were requested to give their opinion freely and completely, they were assured that their opinion would be
kept confidential. After that, the investigator interviewed the sample scheduled tribe girls, one by one. It took more than half an hour to complete the interview of a tribal girl with the help of the interview schedule. To complete the collection of data from one school took more than one week.

Then the concerned schools were contacted and from the school records the whereabouts of the drop outs was obtained. Those who had dropped out from the lower primary (6-11) could easily be found. They usually come together and always play in front of one of the houses. They were interviewed. Even though they were in young, they expressed their problems and gave the reasons for dropping out. Others dropping out from the upper primary had the habit of going out to earn something, collection of wood, forest herbs and food, taking care of the cattle etc., in the forest, early in the morning and returning back towards evening. Therefore, the investigator followed their timings to complete the interview. It is found that poverty compelled them to earn to make a living.

Since the heads of the families of the drop out children were engaged as labour (either agricultural or labourer) to earn their livelihood, it was difficult to find them during the day time. So it was only in the evening hours that the investigator could contact the heads of the families of dropouts. Workable rapport was established with them, and the schedule was administered. Those heads of the family were found very cooperative in responding to the schedule.

For making an in-depth study of the causes of drop out, case study was resorted to. One case of drop out from each type of tribe was drawn. Then 5 cases were considered for an analysis.
A questionnaire for the community heads was distributed within the Panchayats. The sample included, the tribal extension officers, tribal social activitists, Panchayat presidents, ward members, head of the NGO's and those who are involved in the tribal developmental activities. The investigator explained to them about the aim of the study. They were requested to give their free opinion. All of them were contacted personally. Some of them took one day and others took more than a week to return their completed questionnaire.

Focus-group discussions with the teachers and those teaching in the primary section were conducted with the help of the co-ordinator of Block Resource Centre, Mananthavady. It was an interesting section. Teachers who were handling both tribal and non tribal children freely expressed their views and problems.

After the collection of data was over, they were treated in an appropriate way.

3.11. 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 hypothesis 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.
3.12. LIMITATIONS OF THE STUDY

1. The study is confined to the primary schools of only six Panchayats among twenty five in Wayanad District.

2. As the study is limited to find out only the effect of certain factors, significance of difference of means is not computed when ‘F’ is significant.