CHAPTER - 7

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The relationship between education and human beings is very close. Man has achieved success in almost every field and made his life comfortable, but this development or achievement has been gained at the cost of his knowledge and skills, which has been acquired through education, as it is regarded as the most powerful instrument for emancipation and empowerment of human beings (Mishra – 2001). Indeed, education is a process of human enlightenment and empowerment for the betterment and quality of life. It not only enhances man’s knowledge, skills, competencies, potential, values, and attitudes but also transforms his belief and thoughts. At the same time, it is assumed as the training of the human soul in the pursuit of truth and the practice of virtue (Dongaonkar -2004).

In the process of global changes and development, India has achieved success in various fields i.e., agriculture, trade and commerce, transport, communication, science and technology, production and so on. With the result of these phenomenal changes, education is expanding at every corner in India, as it is assumed as the Human Resource
Development (H.R.D) in the country, however after independence, the country has become more conscious to educate her people. Therefore it has introduced various educational schemes and programmes to attain higher level of education and also to achieve socio-economic as well as overall development.

Due to the historic socio-economic, political, and cultural framework of the Hindu society, the people have been emerged into different sections and strata. In addition, these sections have been emerged as the underprivileged groups by the same reason. Scheduled castes, scheduled tribes, other backward class, weaker sections like women and minorities are the underprivileged (A.R. Desai). However, this educational expansion or change has not taken place for everyone and all sections of society. Thus, the scheduled castes, scheduled tribes, and other under privileged people are still lagging behind in all stages of education.

In this regard, studies have been made and being done with regard to the dynamic aspects of these underprivileged groups in relation to the existing condition such as education and Scheduled Castes/Scheduled Tribes, education and minorities, education and women empowerment and so on.
Despite constant efforts both by central and state governments to spread the education of scheduled castes, scheduled tribes and other weaker sections, the level of education among scheduled tribes is very low in comparison to general castes and other communities.

The educational development of scheduled tribes has been encouraged date back to the prior period to independence, yet it has not yielded satisfactory result. Literature and many reports available reveal that inspite of all the constitutional provisions and efforts put in the successive Five year planning, their education level is very low. It seems that people belonging to scheduled tribes still have to go a long way to come up to the general level in the field of education, even the number of professionally educated communities. Keeping these things in view, an attempt is made to understand the role of professional education in bringing change in the life of scheduled tribes, one of the important underprivileged groups of Indian society.

Methodology:

By observing that, the same position prevailing among the scheduled tribes with regard to the education and professional education, Dharwad district had been selected as study area to research the same.
The study has been designed in the fashion of an explorative study. As such its main aim is to investigate empirically the impact of professional education on the life of scheduled tribe, the change it has brought etc.

The present investigation has been conducted with the objective to study the impact of the factors such as professional education, the money spent in all these Five year plan for the same, welfare programmes and schemes by the government on the change of these underprivileged communities that is whether these factors pertaining to professional education have increased the enrolment of students opting for professional courses. Thereby has it improved their socio-economic standards? And whether it has widened their way of thinking etc?

Professional education has been defined that, it is the education, which teaches some skills to an individuals to do some jobs, it is the job-oriented, and entrepreneurship enabled education. The objective of which is to develop ‘skills’ that we talk about broadly are self-development, self-motivation, attitudinal, managerial, leadership, communication and understanding self and others, for instance Medical, Technical, Law, B.Ed. Education and other Diploma courses are the relevant professional education courses are taught in Karnataka.
To know the importance of professional courses in relation to the change and development of scheduled tribes, the following Hypotheses were formulated.

1. Most of the Scheduled Tribe student pursuing professional education belongs to rural background.

2. Most of the Scheduled tribe students pursuing professional education have poor economic background.

3. Illiteracy and little level of education of the parents is an obstacle for the Scheduled Tribe students

4. The Scheduled Tribe students face many problems during the course of acquiring professional education.

5. Government facilities play an important role in imparting education to the Scheduled Tribe students.

6. The Scheduled Tribes are lagging behind in professional education because of poverty.

7. The Scheduled Tribe students acquiring professional education have high educational aspirations.
To test and endorse these hypotheses pertaining to the study of “Scheduled Tribes and professional Education”, the required material was collected from the study area that is in Dharwad of Karnataka state through field survey and secondary data.

The researcher had confined his fieldwork to Dharwad district, one of the culturally reputed districts of Karnataka state comprising of five talukas and the investigator visited the students of professional colleges such as Medical, Technical, Law and educational colleges spread all over the district, while visiting each college 150 students of different faculties had been chosen by random sampling.

The data for the present study was collected by using a ‘Questionnaire’ prepared for the research purpose pertaining to the research subject. It was a self administering tool. The questionnaire was used to collect data relating to composition, educational qualification and their occupation, caste, gender, place of residence and economic status of the respondents. Altogether there were seven items with sub-items in some. A few of the items/questions were open-ended response type and others were objective type multiple choice questions.
The secondary data was collected from diverse sources like Karnataka State Gazetteer, Dharwad District Gazetteer, Karnataka Economic survey reports, Printed Books and Journals, Ph.D theses and the official records.

**Tabulation and analysis of data:**

The data, thus collected was tabulated and computed by technical process. For this purpose, the help of trained statisticians’ different tables were processed and prepared. The data in this study is presented in the form of simple contingency tables and analysis is made category-wise by comparing the percentage score. The findings of this study are compared with the findings of earlier studies in the field and the generalization are made as objectively as possible.

**Results and Discussions:**

The following are the findings after the analysis of the primary data and secondary information regarding the ‘Professional education among Scheduled Tribes in the study area’.

1. Most of the students involved in professional educational courses are coming from poor families, whose parents have no adequate
income, definite means of property housing. That is they are economically very backward.

2. It is found that most of the students who did not opt used to come from rural background, as most of the professional colleges are established in urban area, they are forced to come here and study the same inspite of utter poverty of their families.

3. Most of the parents of these aspirants of professional courses are poor literates, less understanding and unconscious to the changing situations of life, as the result of it, they are not wise in taking decision about the future of their children. This has become obstacle in the way of getting professional education by their children.

4. The enrolment of female students is much lower than that of male students of these communities. This is because of gender bias and social discrimination against womenfolk. As the result of this, the number of female students studying in professional courses is most negligible.

5. It is observed that, more number of scheduled tribe students have enrolled in Arts and commercial nature of professional course than in the science, medical and technical courses. Thus majority of students could not opt these medical and technical courses thinking that they are difficult to understand and costly course to complete.
6. Most of the scheduled tribe students possess high aims and aspirations about their education, professional education and towards the attainment of doing highly remunerative jobs and services of public as well as private sectors but these could not be realized due to the prominent reasons like utter poverty and illiteracy of their parents, lack of proper guidance and all these.

7. The cultural double standard morality, family reasons, economic difficulty, and inferiority complex of the people in the communities rule the most, keeping the women to be underprivileged and not to realize their objectives of achievements.

Thus, the above findings indicate that there is co-relation among the conditions such as economic status, low literacy, low status of women and the opting of particular professional courses and their performance in such courses by the students of these underprivileged groups.

It is known fact that people belonging to lower economic status and rural areas used to opt simple and short term duration courses with the intention that they are easy to understand and be employed them early. Further, the socio-economic condition of their parents is not inspiring and conducive to their children’s performance in learning in the courses.
Hence these poor conditions of parents affect the educational and employment aims and aspirations of children.

Even the conditions of poverty, illiteracy, and ignorance of these communities kept the women folk away from getting education, employment, and rationality; hence these communities are not progressive.

Thus, all the findings are in agreement with that of all the hypotheses formulated before starting this study i.e., “Professional Education Among Scheduled Tribes – A Sociological Study” in Dharwad district.

Therefore, the observation of the analysis done in this study justify that the level of professional education of Scheduled Tribes is very low and present a vulnerable scene in this part of state, this is very alarming and need immediate intervention. The researcher thought that some consequences would be arising if some right solutions could not be thought of. This pathetic condition of education level of these people is not only hampering the socio-economic development and would be causing for the emergence of following several issues and challenges:
• It is creating manifold socio-economic disorder in the society.

• Socio-economic backwardness, unemployment, mass-migration, and many more problems are attributed due to low level of professional education among these people.

• Lower level of professional education is accentuating discrimination and deprivation among these people.

• It is not only generating problems and miseries but affecting society at all levels and scales.

• If these evolving trends continue, it will accelerate the number of unemployed in the community.

CONCLUSION:

Education is an important indicator of socio-economic development and also a prominent component of population studies of these communities. Equally, it is considered as an essential trait of civilization and overall development of human beings. Emancipation and empowerment of people can be achieved only through education. Indeed, the tribes advancement and development largely depends upon the level of education as it provides enlightenment, power, privilege, protection, and prestige to the people.
The study of nature and extent of education level for scheduled tribes in this region reflects pathetic scenes. Their level of education is fairly very low and it is lower at higher level. Despite the constitutional provision and persistent efforts to improve the levels of education since independence, there exhibit high degree of dispersion and disparities. However, it makes obvious that educational strategies in this region should aim at achieving higher level of education to the scheduled tribes and deprived people. It is imperative that measures proposed for the country’s scheduled tribes and underprivileged people as we all know that ignorance is disastrous and leads to irrationality.

Therefore following measures can be taken effectively:

1. There is a need of major shift of attention to make education as a priority sector in respect to scheduled tribe people.

2. Educational development among scheduled tribes in this region urgently requires a shift in focus to bring out intensive educational programmes to achieve higher level of education.

3. There is a need of quick implementation of strong and effective education policies in the state. For this, a monitoring body should be constituted under the supervision of high cabinet level and action should be taken to the persons and officers who show any negligence.
4. Higher proportion of the state’s budget need to be spent towards scheduled tribes related educational programmes.

5. As education among scheduled tribes suffers due to acute poverty, unemployment, and lack of awareness, however, there is a need of mass campaign and creating awareness, providing full financial supports and scholarships, counseling and guidance to parents.

6. A well thought-out and integrated education policy initiative with main thrust on primary and vocational education is the need of the hour, before disparities and inequality of education get further enmeshed in dilemma.

7. Lastly, it is also essential to create a congenial atmosphere in the region. For this, government and people’s participation is equally required.

The whole study demonstrates a very complex scenario and suggests that there is a need of change of people’s mind and attitude and put collective efforts to improve education level of scheduled tribes in this region of the state. The realization of dream can come true if the government takes strong and effective steps in the implementation of country’s education policies with this assumption that education is the first priority of human beings and the best means to achieve socio-economic development.
SUGGESTIONS:

1. Government of India & Karnataka must take concern in the development of the Scheduled Tribe community to improve their representations in various fields.

2. Since the Scheduled Tribes representation in civil service (I.A.S & K.A.S etc.,) is very less hence, necessary steps may be taken by the state government to encourage them for entering into the civil services.

3. The government must provide adequate facilities to the Scheduled Tribe community and must arrest the defective implementation of the privileges by the official which, acts as a barrier between the government and the public.

Further Readings & Research:

Further readings and research is needed on the following aspects:

1. The cause for less representation of the Scheduled tribe women in the high position is to be studied.

2. There is very uneven representation of the scheduled tribes like Valmiki, Nayak, Beda etc in acquisition of the professional education. The cause for this difference is to be examined.
3. A comparative study of the literacy rate between the men and the women and the causes for the difference is to be studied.

4. The study on the role of Scheduled tribe leaders and the influential in the development of the scheduled tribe community is to be undertaken.