

EDUCATIONAL BACKWARDNESS OF PANIYA STUDENTS IN WAYANAD DISTRICT OF KERALA



DEVELOPMENT STUDIES WING

**Kerala Institute for Research Training and Development Studies of Scheduled
Castes and Scheduled Tribes (KIRTADS)**

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Educational Backwardness of Paniyan Community of Wayanad

Evaluation Study

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PREFACE

The Kerala Institute for Research Training and Development Studies of Scheduled Castes and Scheduled Tribes (KIRTADS) is a Research Institute in the State of Kerala, focusing on Research, Training and Evaluation studies on various developmental problems of the Scheduled Communities, functioning under the Scheduled Castes and Scheduled Tribes Development Department, Government of Kerala.

The study conducted during the year 2018-19 is entitled “*Educational Backwardness of Paniyan community of Wayanad* ” is based upon a Research proposal sanctioned by Ministry of Tribal Affairs, Government of India. For this study, data were collected from drop out children, their parents and teachers. The Present study is a comprehensive analysis of various issues such as family and school atmosphere, attitudes of students, parents and teachers on education. The study has also found that many reasons led to dropouts and suggests remedial measures to eradicate the dropout.

I express my sincere thanks to the Principal Secretary, SC & ST development Department, Govt. of Kerala for giving us an opportunity to conduct an in depth analysis of Educational Backwardness of Paniya Community of Wayanad, Kerala. I also appreciate the efforts taken by the Deputy Director (Development Studies) i/c, the Research Officer (Anthropology) and the Project Fellows associated in this study.

I express my sincere thanks to the tribal people, Teachers and School authorities for giving necessary assistance, facilities and logical support for establishing the academic scheme by our Department.

Hope, this study will be useful for Planners, Administrators, Educational Experts, Researchers and general readers in understanding the various problems of dropouts and steps to eradicate the drop out problem of tribal students among our State.

Kozhikode
02.12.2019



Dr. P.Pugazhendi, IFS

Chapter I

INTRODUCTION

Introduction

In modern society, education is an important instrument for nation-building and socio-economic development of people. It stimulates the foundation for a vibrant democracy, productivity, and income and employment opportunity. According to Dr. Ambedkar, “Education is not only the birthright of every human but also a weapon of social change”. Dr S Radhakrishnan said that “Education is nothing but training the intellect, refinement of the heart and discipline of the spirit”. Thus education is the best possible means to bring about an egalitarian society and a very important instrument of social change.

India as a heterogeneous society offers staggering variety in every aspect of social life. Diversities of ethnic, linguistic, regional, economic, religious, class and caste groups’ treasures Indian society, which is also pervaded with a substantial urban-rural difference and gender distinctions. The nature of what constitute Indian tribes and the very nature of tribes have changed considerably over the cause of centuries.

Tribal people being the original inhabitants of India include an important part of the vast nation. Article 366(25) of the constitution of India defines Sch. Tribes as those communities who are scheduled by Article 342 of the constitution. The essential characteristics, first laid down by Lokur Committee (1965) for a community to be

identified as Scheduled Tribe are Indications of Primitive Traits, Distinctive Culture, and Shyness to Contact with the community at large, Geographical isolation and Backwardness.

Tribal population constitutes 8.6 per cent of India's total population, which are about 104 million people according to the 2011 census. There are around 645 distinct tribes in India. The tribal belt embraces Central and North-East India. Major tribal concentration lives in along the Himalayas stretching through Jammu and Kashmir, Himachal Pradesh and Uttar Pradesh in the west, to Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, Manipur and Nagaland in the North East. Comparatively, there are a smaller number of tribal people in Karnataka, Tamil Nadu and Kerala. Kerala, the South Western Malabar coast of India, is the twenty-second largest state of India by area with 33,387,677 inhabitants as per the 2011 census Kerala is the thirteenth-largest Indian state by population. The Scheduled Tribe population of Kerala is 4, 26,208 in 2008-10 which is 1.28% of the Tribal population constituting 37 different tribal communities. Wayanad district stands first with 35.94% of the Scheduled Tribe population of the state, followed by Idukki (12.42%). Wayanad, a rural district in the North-East of Kerala is set high on the Western Ghats with altitudes ranging from 700 to 2100. Wayanad which has a total population of 8, 17,420 as per 2011 census has 36,135 tribal families with a population of 1,53,181 which makes 18.7% of the total population. Though there are 11 communities in the district, the majority is Paniyan tribe (45.12%) followed by Kurichiyan(16.49%), Mullu Kuruman(13.69%), Kattunayakan(11.13%) and Adiyan(7.31%).

Kerala is leading one among the States in India which has healthy development indicators where Scheduled Tribes population remains as the most deprived section of the society. As per literature on Educational status of Scheduled Tribes of Kerala, Paniyan community is one of the most disadvantaged communities. Performance of Paniyan students in primary, secondary and higher secondary levels are far behind other communities of (ST) category. This backwardness of education

reflects in their social status and makes them one of the most exploited communities in the society.

Paniyan Community

Paniyan Community, the largest community among the Scheduled Tribes of Kerala is mainly distributed in Wayanad district. They also live in Kannur, Kozhikode and Malappuram Districts. According to the 2011 Census, the population of the community is 88,450. (74.49%) and most of the Paniyans are settled in Wayanad district. The term 'Paniyan' may have been derived from the word 'Pani' meaning 'Work' and the term means 'Workers' as opposed to the landlords (K.S Singh:) The Paniyans are dark-skinned; the stature is short with broad noses and curly or wavy hair. There was a belief in their appearance that the Paniyans are of African origin. According to their legends, the Paniyan came from 'Ippimala', a mountain near Banasura peak. They speak a language of Malayalam mixed with Tamil words which are called 'Bhasha'. Paniyans used to live in small thatched huts with or without walls popularly known as 'Pire', erected in the land of the landlord. Traditionally Paniyans are bonded labourers. The Bonded Labor System has existed among tribal communities of Wayanad, especially Paniyans and Adiyans. Paniyans who were treated as slaves of their respective Land Lords and also victims of bonded labour system. They have been freed by the enactment of the abolition of bonded labour system since 1976; they still subsist on agriculture labour or any other manual labour.

Paniyan community is following Monogamy, but there is no obstacle to a man taking unto him as many wives as he can afford to support (Castes and Tribes of Southern India: Volume 6). Widow marriage was allowed but sororate is not permitted. They do not practice pre-puberty marriage. Paniyans also follows rituals associated with childbirth, ear piercing, puberty and death. They are animist. Worship of different types of gods in various forms is popular and they have a large

collection of '*manthrams*'. They practice various forms of black magic with great faith. They believe in life after death.

In each settlement, there was a headman called 'Kuttan' appointed by the landlord on whose farm they are settled. A group of traditional areas called 'Nadu' had a hereditary headman called 'Koyma'. Under him, there are 'Chemmi', the actual head of each settlement who is assisted by messenger called 'Karayma'. Paniyans are the largest community among the Scheduled Tribe. But they are the most backward among the Scheduled Tribes of the state. As per literature on the educational status of Scheduled Tribes of Kerala, Paniyan community is one of the most disadvantaged communities. Performance of Paniyan students in secondary, higher secondary levels is far behind other communities of the ST category. Literacy rate of Paniyans according to 2011 Census is 63.2% where the male literacy rate is 69.9% and female literacy rate is 57.0%. The work participation of Paniyan is 49.9 %.The total population of Paniyan community in Wayanad is found to be 66,068 as per 2011 Census.

Education

Education is an enlightening experience. It is a process of deliberate evolution of an individual with the access of knowledge and knowhow of specific domains in order to pursue a harmonious existence. There is a significant difference between basic literacy and education. Literacy is something that enables people to read and write as well as to attain basic arithmetic skills which helps people to carry out their daily activities more advantageously. But education is something that can liberate and empower people. Education produces citizens who could recognize their duties and rights which would make any democracy more meaningful. Education improves social mobility and thus will improve social status too. 'It is a belief that educational system must inculcate attitudes and create values so that every individual should promote the concept of social secularism and democracy and not only reverence but

actively striving for the realization of principles of justice, liberty, equality and fraternity enshrined in the Preamble of the Constitution' (Kothari Commission recommendations and evaluation with a text on National Policy on Education 1983-84).

Education of Scheduled Tribes

The following policy measures were taken to bring the Scheduled Tribes on par with others:-

- (i) Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the N.R.E.P., R.L.E.G.P., Tribal Welfare Schemes, etc.
- (ii) The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- (iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- (iv) Residential schools, including Ashram Schools, will be established on a large scale.
- (v) Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. Scholarships for higher education will emphasize technical, professional and para-professional courses. Special remedial courses and other programs to remove psycho-social impediments will be provided to improve their performance in various courses.
- (vi) Anganwadis, Non-formal and Adult Education Centers will be opened on a priority base in areas predominantly inhabited by the Scheduled Tribes.
- (vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

Right to Education

The constitution (86th amendment) Act 2002 inserted Article 21A in the constitution of India to provide free and compulsory education for all children in the age group of 6 to 14 years as a fundamental right in such a manner as the state may, by law, determine. The right of children to free and compulsory education (Right To Education, (RTE) Act 2009, which represents the consequential legislation envisaged under Article 21A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. ‘free education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from perusing and completing elementary education. ‘Compulsory education casts an obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in six to fourteen age group. With this India has moved forward to a right-based framework that casts a legal obligation on the Central and State governments to implement this fundamental right as enshrined in Article 21A of the constitution following the provisions of Right to Education Act (RTE) 2009.

The tribal population in India who had been the most neglected for decades have now been receiving increased attention. Most of the tribal societies are closed and isolated living in compact groups. When the tribal groups are considered in case of the educational field, the national average literacy rate among tribes is 29%. Government has taken several initiatives through constitutional provisions, implementation of developmental and welfare programmes for improving tribal education. Furthermore, the government has launched several schemes and incentives

for promoting education among the tribes and relaxed norm for establishing schools at their habitations. Despite all these efforts, it is found that the literacy rate and educational participation is still the low.

Educationally speaking, Kerala represents the most highly advanced State in India. But tribal communities are found to be the most backward in the state concerning achievements in both literacy and education. Kerala has the distinction of being the only state with the lowest rate of dropouts among school students in India. In the year 2007-08, the dropout rate among the school students in **Kerala was 0.83%**. The dropout in the lower primary section, UP and High School were 0.6%, 0.52% and 1.4% respectively. However, the dropout rate among the **ST students** was four times that of the state-level rate (**4.53%**) and the dropout ratio among the **SC was 0.96%** (Economic Review:2009). The district-wise data shows that the tribal concentrated districts have the highest dropout ratio. Wayanad district with 2.22% followed by Kasaragod (1.59%), Idukki (1.39%) and Palakkad (1.23%). This could be attributed to the high level of the tribal dropout.

Paniyans are considered to be the most backward in education and literacy status while comparing the other tribal groups of the state. Paniyan community is 21.77% of the total tribal population and the illiterates among the community represent 28.99% of the total illiterate. Moreover, the proportion of illiterates among Paniyan community to their population is 34.81%. The highest rate of dropout is also found among Paniyan community. A total of 10299 children in Paniyan community have discontinued their studies. The dropout consists of 6798 students in the primary stage, 2507 in secondary stage and 2225 in higher secondary. Increasing dropout rate and low educational status is a very critical problem faced by the community. Hence there arrives a need to identify specific problems that are leading to this condition.

Statement of the Study

Education is an investment for the development of a society. As mentioned earlier Paniyan is the most educationally disadvantaged community among the scheduled tribes of Kerala. Out of the Paniyan population of the state, 74.49% is settled in Wayanad district. The backwardness of education largely reflects in their economic and social status too. Performance of Paniyan students in primary, secondary and higher secondary levels are far behind than the other communities of the ST category. Several crucial factors stand as a barrier to the educational attainment of the Paniyan students of Wayanad. Language of instruction, curriculum content, teacher training and pedagogy, community participation biases, migration of parents are attributed to the major reasons for the educational backwardness of the Paniya community. However to what extent each of these factors or together and what more contribute for the backwardness is the prime question of the study.

Scope of the Study

Kerala has a dominant status in the case of attainment of education among all other states in India. But in the case of SC/ST communities, the situation is different. The SC/ST communities in Kerala which has not attained the level of education comparing with the state average Paniyan is a community which has not attained the secondary and higher secondary education at the desired level. Government has striven hard to compensate for the problem of educational backwardness of the community.

The present study largely evaluates the causes of the low educational status of Paniyan community of Wayanad district. It is found that the daily wage workers from the community have been exploited, as most of the time, they are not paid for their work. Exploitative aspect in connection with the profit maximization of the employees wherein the workers are made to work for long hours and paid low remuneration. All these are the results of their low bargaining power because of their lack of education.

There have been no improvements in the standard of living of their communities for a few decades. Education remains a crucial reason for these problems. It is high time to change the pathetic situation of this community. Hence the study tries to focus on all aspects that cause the educational backwardness of Paniyan community of Wayanad district.

Objectives

- To find out the reasons behind dropout at primary, secondary and higher secondary levels.
- To assess the nature and type of dropout.
- To find out suggestions and recommendations to eradicate dropout rates.

Methodology

The study focuses on dropouts among Paniyan community students in Wayanad district. Since the scope of the study is vast, the primary survey needed to be conducted. A pilot study was conducted with two types of questionnaires. One was to understand the perspectives of teachers and the other to understand the perspective of parents and their wards. After the pilot study, the flaws in the questionnaires were rectified and that was used for the main study. For that, the first questionnaire used to cover the sample of a hundred teachers, selected from all over the district of Wayanad and focusing mainly on the schools with a high population of Paniyan students. Though the study equally concentrates on Primary, Secondary and higher secondary level, the distribution of teachers selected for the survey is 40% from Primary level, 40% from secondary level and 20% from higher secondary level by considering the concentration of students in each level.

The Schedule was used to understand the perspective of parents and dropout students of Paniyan community of Wayanad district. Total nine hundred schedules were used. The study was conducted all over the district of Wayanad covering most of the Paniyan settlements. All the nine hundred schedules were divided almost

equally among the four blocks of Wayanad district vice; Kalpetta, Mananthawadi, Sulthanbetherry, and Panamaram. More than two hundred Paniyan hamlets were visited during the study. A detailed field study was conducted where researchers personally interviewed the informants. The schedule was used for both parents and students with two parts. Hamlets of dropout students were identified through schools. Anthropological methods such as fieldwork, interview, observation and participant observations are also done to get a deep understanding of the problem. As part of the study, some case studies were conducted. Data has been analyzed using various statistical methods.

Chapter II

REVIEW OF LITERATURE

Historical background of the community

The extensive study about tribes in India was dominated by the Colonial rule. The tribal studies in India are largely a product of colonial ethnography. The early sources for information about the tribes were the accounts of travellers, traders, administrators and Christian missionaries. A systematic study of tribal people in India begins with the establishment of the Asiatic Society of Bengal to encourage Oriental studies. The first awareness about the tribes of South India came through the descriptive notes published by colonial rulers and census officers. In the 20th century, there had been a large amount of ethnographic literature on tribal communities in the Indian context. Anthropological studies in Kerala started with Jagor and Korbin before 1880. Since then several such studies on various communities including tribes

have been published in Kerala. During the colonial period, ethnographic studies of the three regions of Kerala: Travancore, Cochin and Malabar were written under the aegis of the ethnographic survey of India undertaken in 1901.

A significant study on tribal folk in Kerala started way back from close to 19th century. Research by Thurston, Iyer, Luis, Ayyappan and Mathur are some of the relevant works in the field. Anthropologists were the first group which has shown deep interest in tribal research. Their focus was on customs, rituals and living condition of tribes. Ethnographic accounts of the territory under the British rule were incorporated in Edgar Thurston's work. In this work, Thurston has described several customs like birth, marriage, death, slavery, sacrifice and infanticide. Thurston has given the description of the various tribes like Paniya, Kadar, Irular, Muthuvan, Kanikkars, Kurichiyans and customs of all areas in Kerala were presented in South Indian context.

In his work *Caste and Tribes of Southern India* (vol.6) elucidated that Paniyans are a dark-skinned tribe, short in nature with broad noses and curly or wavy hair and inhabiting in Wayanad and the portion of Eranad and Calicut. The common belief that Paniyans are African origin based on their general appearance and he states that the word Paniyan means labourer and they believe that their original occupation was agriculture.

Liya and Saranya (2018) conducted a study on an overview of the socio-economic condition of Paniyan tribal community in Kerala. Their study was in Kannur district. Even though Paniyan form the leading tribal community in Kannur, they are the most backward in every aspect. The result of the study shows that the main economic livelihood of Paniyan community is their manual labor and there is not much diversity in their employment pattern and source of income. They are far behind in the education standard. Their income and standard of living too are correspondingly of very low level.

Manojan (2018) carried out a study on indigenous knowledge in education among the Paniyan community of Kerala. The analysis of the study involves three levels. The first level is the representation of attitudes and opinions of students, teachers and parents gathered through survey schedule. The second level is the report of the interview conducted with two types of respondents ie with community leaders and third with social activists. The result of the study based on the opinion of students and teacher. Students establish the fact that the majority of the students are facing difficulties in understanding subjects taught in the class. It was found that the most difficult subject is Hindi, which signifies the role of language in the learning process. The study reveals that parents are not facing much problem with regards to the schooling of their children; it clearly shows that parents are interested to send their children to the school, whereas the issues lies in financial status.

Saranya (2015) has conducted a study to understand the perception of adolescents about their parental care and support services and advice childhood experience. She pointed out that the Paniyan community people are backward in terms of education and income. They provide the extent of optimum care and support services towards their wards in terms of love and affection, nutrition, medical care and education as reported by adolescents. About half of the parents consume alcohol is reported by the adolescents. While one third male adolescent frankly submitted about the consumption of alcohol.

The human rights organization, Neethi Vedhi (2015) conducted a study on the topic of dropouts of tribal children from schools in Wayanad district. The main goals of the study were understanding the extend of dropout among tribal children in Wayanad district and find out situations and reasons leading to dropout among most backward tribal communities of Paniyan, Adiya and Kattunaikka. The major findings of the study are the dropout rate among the tribal students is very high in Wayanad district. 35 per cent of 1000 respondents are identified as dropout students. The

dropout rate among the Paniyan community (75.3 per cent) is very high compared to the other tribal communities in Wayanad.

Joy and Sreehari (2014) conducted a qualitative case study to explore the reasons for the increasing drop out among the scheduled tribe especially Paniyan students in Wayanad district. In Wayanad, a sizeable population of the scheduled tribe has the highest dropout in the state. Most of the dropout children are living with their family and the study signifies that majority of their parents do not have the proper education and they were also early dropouts and the reason for their dropout were subjected to poverty and unemployment. Their negative attitude towards schooling, alcoholism of parents, caste-related issues, health issues are the reasons for the dropouts. The major reason behind the increasing dropout rate is the lack of awareness on the value of education among them.

Pradeep Kumar et.al (2011) conducted a study on evolving a viable development scheme for the Paniyan community of Wayanad in the context of globalization. The study focused on what is the overall life situation of the Paniyan community especially their socio-cultural-economic political and education conditions and what are the strategies to be evolved for the overall development and progress of the community. They found that Paniyan community has not much improved in despite the decades of interventions from the part of the government and other agencies because the members of the community are not in a position to make use of the so-called developmental initiatives in the present scenario.

Susamma Isac (2011) organized a study about Education and socio-cultural reproduction: development of tribal people in Wayanad in Kerala. This study discusses how schooling reproduces social inequalities and cultural asymmetries in contemporary India by examining the experience of two tribal communities' Paniyan and Kurichiyas in the Wayanad district of Kerala. The Paniyans are more backwards disadvantaged than Kurichiyas. They experience discrimination in school and lag behind the Kurichiyas in educational achievements. An important pedagogic problem

faced by the Paniyans in school is their inability to cope with the schooling provided through a language that is not their mother tongue. She concluded with the two communities, the Paniyans and the Kurichiyas cope with or resist the process of education in different ways. Both the communities undergo different degrees of violence and conflict from their learning and curtailing their cognitive capacities.

Center for the study of social exclusion and inclusive policy (CSSEIT-COCHIN- prepared a human development report 2009) for scheduled tribes in Kerala. The report covers human development indices across the nine tribal communities including Paniyan community considered for the study. The report points out that the tribal community in Kerala are facing less accessibility to seek higher levels of education. In the state, there are 189 arts and science colleges which include 39 government colleges situated in the tribal populated district such as Wayanad,Idukki and Kasargod causing inaccessibility to higher education for tribal students.

A study on what the tribe feels as problems that hinder the educational development of the community. Abdul Gafoor (2008) used the method of qualitative inquiry for the study and the sample was 160 covering educated and less educated tribal people, students and dropouts from Sulthan Bathery and Vythiri Taluks of Wayanad district of Kerala. He found that the major categories of educational problems among were family-related problems included, literacy of parents, poor economic conditions, liquor use of parents, poor infrastructure of a home assisting parents in their occupation, life in forest area, and the school-related problems such as the medium of language, lack of government aid, curriculum not covering tribal culture, insufficiency of school,the pathetic condition of hostels and lack of higher education status in tribal society. Cited personal problems identified were child labour, laziness, early marriage and lack of future orientation in students, hereditary and communicable diseases.

Bindu Ramachandran (2006) in her work on the development of Indian tribes, conducted a detailed investigation on the school-going children and their academic

performances, reveals that their standard is staggeringly poor and dropout rates are high. The data collected for the study is from Idukki, Palakkad, Wayanad and Kasargod districts. The process of education among food gatherers and agricultural labourers does not commensurate with all-round facilities available in the area and they have late enrolment in schools. Economically well off families admitting their children in hostels. The study found irregular attendance is directly proportional to their attitude towards education on one end and their social and economic background on the other. Conclude that Wayanad district has a very large percentage of dropouts as compared to other districts.

Francis (2006) in his work about the internal and external factors behind the tribal development, focused on the influence of internal factors that come into conflict with the external intervention of the non-tribes, which broke the traditionally existing institutional framework of the economic activities of tribes. The study conducted about the tribes of Wayanad district of Kerala. Three tribal groups Paniyan, Kurichiya and Kattunaikka were selected for the study. The study explains that the depletion in the income sources of the tribes are the main cause of the underdevelopment of the tribes and also there is erosion in the income sources of the tribes like land and forest. The exploitation of the tribes by the non-tribes has been identified as the main reason for the erosion of resources. Tribes can overcome the problems only through constitutional safeguards. The study opines that the government can guarantee the development of the tribes only through the strengthening of the household economy.

A study on dropouts students of Wayanad district by Mathew (2002) points out that the tribal parents have less concern about their children's education. The absence of proper involvement by the parents is regarded as a very important factor for the dropout of students, as parents can contribute and influence their children's studies. The study highlights that the parents usually abstain from PTA meeting and they come to schools only for collecting educational stipend of their children.

Varghese (2002) studied the socio-economic transformation of tribes and the role of development programmes. The Study was conducted with special reference to Wayanad district using survey and observation method. The author used a comparative analysis between Kurichiyans and Paniyan community in terms of living condition, nature of family, landlessness income and impact of the co-operative movement. The author criticized the tribal welfare authorities in light of poor development of Progress of tribal groups and inefficiency in implementation of welfare schemes. Kurichiyans shows positive response while Paniyans have not a positive attitude to educational welfare programs showing disparity within tribal groups.

Dilip (1992) has studied the beliefs and myths of Paniyans of Wayanad in Kerala. The purpose of the study was to examine the importance of beliefs and myths from the point of economic status. The study reveals that the rituals and beliefs strongly say that inferiority of women due to their menstrual cycle. So the young girls internalize the patriarchal values through these beliefs and rituals.

Mathur (1971) traces the socio-linguistic evolution of tribes in Kerala. He described some important problems faced by the tribals like land alienation, bonded labour, indebtedness, the status of tribal woman etc... he briefly mentions some of the political development among the tribes like the formation of tribal organizations.

Panoor (1963) in his book 'Keralathile Africa' described, all tribes are unfortunate but Paniyans were the most unfortunate tribes in the community. Even today they continue to be a suppressed community. The book covers customs and beliefs, socio-economic and educational status, marriage and death ceremonies of Paniya.

Luiz (1962) made a detailed study of all the 48 tribes of Kerala. He has discussed their mode of living, occupation, diet, religion, taboos, marriage and rituals.

He provides an insight into the changing pattern of the tribe's social life in the context of the socio-economic condition of the state as a whole.

Another study focused on tribes located at Malabar regions especially Paniyans and Kurichians groups. The study conducted by Ayyappan 1948, is the first to make remarks on educational backwardness of tribal folk. His Anthropological analysis tries to bring out the problems existing in tribal communities. Socio-cultural aspects and customs prevailed in Paniyans and Kurichians as reasons for their educational backwardness. Social taboos among Kurichians abstained girls from having an education, and the Paniyans by traditions reluctant to provide education.

A study conducted by Gopalan Nair (1911) titled "Its people and traditions" in Wayanad described Paniyans are dark-skinned and curly hair tribe of a Negroid type is found in all the areas of Wayanad. 'Ippimala' hill near Thamarassery Ghats was the home of the Paniyans. They are traditionally agricultural labours and coolies. The study explains the customs and believes about marriage and death ceremonies. The Paniyan people were engaged in Wayanad's cultivation. Paniyans are fond of music, sing during work in the fields, spend whole nights singing and dancing with particularly shaped drum and a reed-flute. The language of Paniyan community lives in town relatively different from those who live in villages.

Ananthakrishna Iyer concentrated his study on the hill tribes which were socio-economically backwards. He described the hill tribes of Kerala as pre-Dravidian. Iyer also undertook the ethnographic survey of the hill and jungle tribes of Cochin. The first volume of his work is on Cochin tribes and caste (1909) includes a description of the tribes like Kadar, Malayan, Nayadi, the Ulladon, Paniyan.

Other Studies Related to Tribal Education in India

Mitra and Singh (2008) point out that the tribal children often enrol in primary education and then drop out of school to help the family. Female dropout is high among tribal communities as they are expected to help out a family in household work. Poverty is identified as the main variable leading to low literacy achievement, low gross enrollment ratio and a high dropout rate of scheduled tribes.

Sujatha (2002) studies on Tribal education in India emphasize Poverty and poor economic background of the families as the major causes for educational deprivation among the tribal communities; also poor health is a major hindrance in the promotion and participation of tribal children in education. She has made significant contributions for analyzing the problem in tribal education. Female literacy level, female work participation rate, poverty, caste status and household size as the major determinants of school attendance in India in general.

Dinesh Sharma(1986) reveals that education facility is available to only a small section of Gujjars in the form of mobile primary schools on his study education and socialization among the tribes of Gujjars of Kashmir. Another study conducted by Subrahmanyam (1993) on Gonds of Allahabad district in Andrapradesh. He found that the Gonds and their children were faced with problems of language owing to economic and social backwardness. The people's participation in the educational programme is far from satisfactory.

The Anthropological Survey of India undertakes a study of the education situation of fifty selected scheduled tribe communities from different part of the country during 1978 -1979. The study pointed out that primary education is within easy to reach in many areas. Secondary schools are not within easy reach of most of the villages under the study. There is an existence of a communication gap between the teachers and the students on the one hand and the textbooks and the student's mental preparation to receive anything from them on the other. The tribal people in the remote areas suffer from a sense of shyness to send their wards to educational

institutions. Dropouts of tribal students are increasing every year due to lack of awareness about the significance of formal education.

Ambasht (1970) discussed the cultural setting of the Bihar tribes, their traditional system of Education, agencies of modern system education, the village school and the impact of education in the life and culture of the tribes. He found that the introduction of modern education among the tribes has brought several changes in the educational and material aspect of their culture. The use of modern amenities, knowledge and dress are some of the indicators of change in tribal life.

Sreevasthava (1970) studied the Educational problems of the Sarora tribes of Orissa. He found that despite the Educational facilities provided by the tribal and rural welfare department of the Government of Orissa. The progress of education among the Sarora is not satisfactory. The problem such as lack of school buildings, trained teachers, teaching materials, proper school inspection and the language problem is also a matter because most of the Saroras do not know Odiya. There is a high dropout rate because the Sarora students have to help their parents in the economic and other things of life.

Thus, from the literature reviewed above, it is found that a large number of studies have been carried out on the different aspect of tribal education. A majority of the studies are concerned with educational facilities and the problems of primary education among the tribes. These studies indicate a high rate of dropout, wastage and stagnation among the tribal children. The main factors associated with these problems are the poor economic condition of the tribes and their pathetic attitude towards formal education. There have been comparative studies on education of tribal communities which finds out the reasons behind their educational backwardness. All the studies mentioned are significant and have found crucial reasons behind the educational backwardness of the tribal community. But we could find the research gap where there are no specific studies that inquire the educational backwardness of

Paniyan community of Wayanad. Therefore this study will try to fill that research gap.

Chapter III

SYNDROME OF THE BACKWARDNESS AT VARIOUS LEVELS OF EDUCATION

The dictionary meaning of syndrome is ‘A group of symptoms which consistently occur together’. The following information from the primary data would reveal further in this regard. Teachers are the heart of learning. To have a clear picture of the reasons behind the educational backwardness of Paniyan Community students; it is inevitable to understand the perspective of the teachers too. For that, a sample of hundred teachers was selected from all over the district of Wayanad focusing mainly on schools with a high population of Paniyan students. Though the study equally

concentrates on Primary, Secondary and higher secondary levels the distribution of teachers selected for the survey is 40% from Primary level, 40% from secondary level and 20% from higher secondary level by considering the concentration of students in each level. As far as the researchers were concerned the responses of teachers were positive.

Table 3.1 Distribution of Teachers based on sex

	No. of respondents	Percent
Female	62	62
Male	38	38
Total		

As Table 3.1 shows 62% of the teachers participated in the survey happened to be female and 38 % male teachers.

Table 3.2 Community wise distribution of Teachers

Community	No. of respondents	Percent
General	42	42
OBC	37	37
SC	11	11
ST	9	9

No response	1	1
Total	100	100.0

(Source: Primary Survey)

Table 3.2 says that 42% of the total sample is from the general community and 37% were from Other Backward Communities. Teachers belonging to Scheduled Caste and Scheduled Tribe were 11% and 9% respectively. One Percentage of the teachers selected for the survey had no response to their Community status.

Table 3.3 Experience of Teachers (in years)

OCCUPATIONAL EXPERIENCE IN YEAR									
	POST OF THE TEACHER		below			15-	20-	above	Total
			5	5-10	10-15	20	25	25	
	LPSA	Count	10	0	7	0	2	3	22
	UPSA	% of Total	10.0%	0.0%	7.0%	0.0%	2.0%	3.0%	22.0%
		Count	3	5	5	3	1	6	23
	HSA	% of Total	3.0%	5.0%	5.0%	3.0%	1.0%	6.0%	23.0%
		Count	6	10	6	1	3	2	28
	PT	% of Total	6.0%	10.0%	6.0%	1.0%	3.0%	2.0%	28.0%
		Count	0	0	1	0	0	0	1
	OTHERS	% of Total	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	1.0%
		Count	5	6	7	4	2	2	26
		% of Total	5.0%	6.0%	7.0%	4.0%	2.0%	2.0%	26.0%
TOTAL		Count	24	21	26	8	8	13	100
		% of Total	24.0%	21.0%	26.0%	8.0%	8.0%	13.0%	100.0%

In the above sample analyse the occupational experience, 24% of the sample have below five years of experience, 21% of them fall in the category of 5- 10 years of experience and 26% fall in 10-15 years of experience, 8% teachers fall in 15-20

and 20-25 years of experience each. 13% of the sample has above 25 years of occupational experience. Most of the teachers have qualified in Post Graduation, B Ed and TTC.

Table 3.4 Subjects taught by teachers

Subjects taught	No. of respondents	Percent
English	10	10
Malayalam	16	16
Hindi	2	2
Social science	15	15
Physical science	6	6
Biology	4	4
Physical Training	1	1
Maths	10	10
Others	10	10
More than one	26	26
Total	100	100.0

Considering the subjects taught 16% of them to teach Malayalam, 15% of them handle social sciences. Teachers who teach English and Maths are 10%. 6% of them teach Physical science, 4% Biology, 2% teaches Hindi, 1% Physical Education and 10% of them are teaching other subjects. More than 26% teaches one subject.

From the Teacher's Perspective

Since there is a huge economic and socio-cultural difference between Paniyan community students and other students there is a need for special attention for the students belonging to this community. I.T, language, syllabus, culture or socialization to the mainstream schooling can be felt unfamiliar to Paniyan students.

Table 3.5 Special training to teach Paniyan Students- 1

Whether Received any Special Training or Not	Frequency	Per cent
YES	10	10
NO	90	90
Total	100	100.0

It is inevitable for teachers who teach Paniya community students, to be trained in such a way that it helps them to make Paniyan students familiar with mainstream schooling. But only 10% of the sample has received such kind of training. In 90% of the total sample had not undergone any such kind of training apart from their usual Post Graduation and Graduation in Education. When we analyze the syllabus of training given to the potential teachers we cannot find anything related to pedagogy for the weaker section of the society. In that 10% who have said to receive special training, ninety percentages of them have either no satisfaction or average satisfaction in the training they received. Those who have received training have said that the training has enabled them to teach Paniyan students effectively and it has helped them to give special attention to Paniyan students and enabled them to form empathy towards these students who need special academic attention and care.

Table 3.6 Special training to teach Paniyan students -2

Whether they need more training or not	No. of respondents	Per cent
yes	67	67
no	33	33
no response	9	9
Total	100	100.0

To the question of whether the teachers need more training, 67% of the sample responded positively. 33% of teachers responded that they do not need any kind of special training. The 9% was no response.

Table 3.7 Special training to teach Paniyan Students -3

Duration of training(In days)	No. of respondents	Percent
Below 5	32	32
5-10	9	9
10-15	10	10
15-20	1	1
Above 20	4	4
No response	44	44
Total	100	100

The 32% of teachers who wanted training have only shown interest in training which has duration below five days. This implies that these teachers do not have a genuine interest in such kind of quality improvement programmes. Only 4% of the respondents commented that they needed training for more than twenty days. Here, we could observe a lack of interest among teachers. This can be told as a very crucial reason for educational backwardness of Paniyan students. Those who asked for such training wanted the training to include the following things that are; to understand deeply about the tribal culture, separate pedagogy for Paniyan students, Psychological understanding of the students and parents.

Table 3.8 Reasons behind the educational backwardness of Paniyan students

<i>Reasons</i>	<i>No. of respondents</i>	<i>Per</i>

		<i>cent</i>
<i>Ignorance of Parents</i>	77	11.93
<i>Illiteracy of Parents</i>	85	13.17
<i>Lack of Parents' knowledge in helping their wards</i>	84	13.02
<i>Lack of Library and other facilities</i>	36	5.58
<i>Lack of interaction with educated people</i>	63	9.76
<i>Insecurities</i>	82	12.71
<i>Difficulty in understanding in other languages</i>	55	8.52
<i>Fear of exams</i>	57	8.83
<i>Inability to compete with classmates</i>	60	9.30
<i>Discrimination in schools</i>	19	2.94
<i>Discrimination from classmates</i>	27	4.18
<i>Total</i>	645	100

From the teachers' perspectives, the general reasons which cause the educational backwardness of Paniyan community students are the following. The ignorance of parents about the importance of education to their wards, high illiteracy and their inability to help their wards in learning etc are said to be the major reasons. Most of the teachers have said that unavailability of facilities like libraries and lack of interaction with educated people as a major reason for their lack of interest in learning. Few teachers have noted that most of the Paniyan students face different kinds of insecurities. According to teachers the difference of learning language and their mother tongue is the major cause for learning disability among Paniyans. Also, Paniyan students have an increased exam fear. Paniyan students also find it difficult to compete with other students. At the same time, teachers opine that Paniyan students do not face any discrimination at their schools or from their peers. But during the study, it is found that Paniyan students do face a lot of discriminations implicitly. Few teachers also opine that alcoholism in Paniyan families is a major reason for the educational backwardness of the

students. One among the sample has revealed that the backwardness in the education of these community students also comes as a result of economic backwardness.

Table 3.9 Economic reasons that affect the education of Paniyan students

Reasons	No. of respondents	Per cent
Financial instability of Parents	59	23.22
Lack of Permanent income	77	30.31
Parents' lack of interest on spending for child's education	52	20.47
Lack of help from government	20	7.87
Children are forced to go for daily wage works	46	18.11
Total	254	100

The analysis on the teachers' opinion on economic factors which affect the educational backwardness of Paniyan community students, most of them point out that, the parent's low-level income and financial instability are the major reason. Few teachers also opined that parents are reluctant to spend money on their children's education. Only very few have no satisfaction in grants that the Government is giving. Few teachers also blame the parents who send their children for daily wage labour and seasonal labour. There is also an opinion that the school is charging unnecessary fees which becomes an extra burden for these students. Also, the grants given by the Government are not utilized properly. Few teachers explicitly say that the grants do not reach the right hands. Teachers have also observed that parents do not consider education as a necessity. Therefore the expense for education is given least importance.

Table 3.10 Financial assistance given to Paniyan community students

Financial Assistance	Sufficient	Insufficient	No need	No response	Total
lump sum grant	54	32	14	0	100
Stipend	54	26	1	19	100
Grants for Parents	34	37	17	12	100
scholarship	43	42	0	15	100
free hostel facility	52	39	1	8	100
grant based on annual exam	28	59	2	11	100
consolation prize of arts and sports	27	64	0	9	100

(Source: Primary Survey)

The samples were taken to rate different financial assistance and grants from the Government. The 54% of opined that lump sum grants are sufficient and 32% of them feels it is insufficient. The 14% of teachers have commented that lump sum grants are not needed. Most of the teachers suggested that it would be a good idea to give financial assistance also to the parents but 17% of the feels that it is not necessary. Half of the sample reveals that the scholarships are sufficient where the rest of them feel that it is insufficient. 52% of the teachers are satisfied with free hostel facilities given to the Paniyan students. A good percentage of the sample feels that it is very important to give a scholarship based on annual exams. 64% of the sample says that grants based on students' performance in arts and sports are insufficient. Everybody

feels that such grants are crucial in encouraging Paniyan students. Also, 79% of the teachers in the survey say that it is important to encourage students in tribal arts and to give financial assistance for the improvement of art forms. From this, we can understand that the base and incidence of the grants by the Government need to be altered in many ways. Most of the teachers extend their dissatisfaction improper usage of Government grants.

When enquired about the teacher’s opinion about further economic facilities needed for students, most of the teacher’s suggested free tuition and free travel facilities would support and improve their learning. Seventy per cent of the teachers had a positive opinion on giving more study tools to the children free of cost. More scholarships, free study tools, and grants based on success in the annual examination were also given positive feedback from the teachers. Only less than half of the response suggested an increment in sports and cultural activities. Increase in quality and quantity of free food provided for the students was also suggested by the teachers. At the same time, there are also some opinions like, “if everything is given for free the students will not try to study and improve their financial status”.

Table 3.11 Functionality of ‘Gothrasarathy’

Whether ‘Gothrasarathi’ is functioning or not	No. of respondents	Per cent
Yes	45	45
Average	14	14
No	20	20
No response	21	21
Total	100	100

To promote tribal education the government has introduced a scheme called ‘Gothrasaradhi’ which was started to provide free transportation facility to tribal students to reach schools. 45% of the sample says that 'Gothrasaradhi' is functioning properly in their school. 20% of them said it is not functioning properly. A few

numbers of teachers were even unaware of such a scheme. We could understand that such schemes do not function to its full potential which adversely affects the students who are supposed to be the beneficiaries of such schemes.

Table 3.12 Utilization of mid-day meals scheme in schools

Whether students utilize the mid-day meals scheme	No. of respondents	Per cent
No response	11	11
Yes	70	70
Average	17	17
No	2	2
Total	100	100.0

Schools are providing morning and mid-day meals schemes for ST students to ensure their attendance. 70% of the teachers had said that students do utilize the scheme.

Table 3.13 Provision of mid-day meals

Whether there is a provision of mid-day meals	No. of respondents	Per cent
Yes	21	21
No	79	79
Total	100	100.0

Although a majority of the teachers says that the schools do not face any difficulties in providing food for children and 79% of the teachers have complained that there is no special room or dining hall to provide food for the students.

Table 3.14 Usage of Paniyan Language in Primary classes

Whether they use ‘Paniyan’ Language in Primary classes	No. of respondents	Per cent
Yes	3	4
Average	5	7
No	64	89
Total	72	100

The medium of instruction is very much influential when it comes to academic learning. Students feel easier to understand lessons when it is taught in their mother tongue. Primary classes are the base of any student's learning so it is very crucial what they understand in those classes. Unfortunately, most of the Primary teachers have opined that they are not using Paniyan language in their classrooms. Surprisingly a very few that is 3% of the sample have revealed that they have used Paniyan language for teaching.

Table 3.15 Training on Paniyan language

Training on Language	No. of respondents	Per cent
Yes	4	4
No	31	31
No response	65	65
Total	100	100

Moreover, most of the teachers have never got any training in using Paniyan language. This adversely affects understanding and learning of Paniyan students in Primary classes as they find it difficult to cope up with other students whose mother tongue is the same as the medium of instruction.

Table 3.16 Parents’ attitude towards the child’s education

Whether Parents have a negative attitude towards education	No. of respondents	Per cent
Yes	35	35
No	63	63
No response	2	2
Total	100	100

Coming to the teacher's perspective on parents attitude towards their children's education 63% of the teachers have an opinion that parents have a positive attitude towards their ward's education. 35% of teachers said that parents have no positive attitude towards their children's education.

Table 3.17. Knowledge of constitutional rights of education

Whether they know that education is a constitutional right	No. of respondents	Per cent
Yes	7	7
No	83	83
No response	10	10
Total	100	100.0

83% of the teachers presume that parents do not know about their children's right to education envisaged in the constitution.

Table 3.18 Problems caused by Parents' negative attitude

FACTORS	No. of respondents	percentage
Lack of interest in providing facilities	60	60
Forcing children to go for daily wage	40	40

works		
Do not encourage to go to school	67	67
Getting teased by others	14	14
Lack of effort made for the academic progress of the students	57	57
Not using government grants for the educational purpose of children	65	65
Not encouraging students to go to next level	50	50

Teachers say that the parents' attitude towards education affects children in the following ways. They do not show a willingness to give any facilities to their children, parents insist their kids go for daily wage labour, they do not encourage children to go to school regularly, and they do not take any efforts to improve their children's learning. Most importantly teachers assume that parents do not utilize the grants given to their children for their academic necessities and parents do not show interest to send their children to the next level of their schooling even after they pass certain level i.e. Lower Primary or Upper Primary.

Table 3.19 Parents' participation in PTA meetings

Parents' Participation in PTA	No. of respondents	Percent
Very less	50	50
Less	46	46
Better	2	2
No	2	2
Total	100	100

Regarding the participation of parents of Paniyan students in school PTA meetings, half of the teachers have recorded their high dissatisfaction in their participation level. As the home atmosphere and parent's participation plays a virtual

role in the standard of academic learning of students, these observations need to be taken very seriously.

Table 3.20 Teachers' perspective on teaching Paniyan students

Whether they face difficulty in teaching Paniyan students	No. of respondents	Per cent
Yes	71	71
No	24	24
No response	5	5
Total	100	100

The samples were enquired whether they have faced any difficulties in teaching the Paniyan community students, 71% of the sample has revealed that they have faced problems while teaching students.

Table 3.21 Difficulties faced by teachers in teaching Paniyan students

FACTORS	No. of respondents	percentage
Low level of learning of students	51	17
Lack of interest in learning	62	21
Irregular attendance	75	26
Lack of cooperation from the parents	63	21
Language difficulties	43	15
Total	294	100

Lethargic attitude of Paniyan students towards learning, regular attendance, difficulties based on language and lack of support from parents are few among the

problems that teachers encounter. Teachers are comments that irregular attendance is the most difficult part.

Table 3.22 Teachers’ attitude towards special attention towards Paniyan students

Whether they give special attention	No. of respondents	Per cent
Yes	92	92
No	6	6
No Response	2	2
Total	100	100.0

Teachers are supposed to provide special attention to students who are seen facing difficulties in learning. The respondents 92% have revealed that they do give special consideration to Paniyan students.

Table 3.23 Measures taken by teachers to improve the learning of Paniyan students

Factors	No. of respondents	Percentage
Special attention during class	84	84
Free Tuitions	15	15
Asking classmates to help	50	50
Motivating	73	73
Giving awareness to parents	75	75
Discussing student’s academic problems with parents	63	63

By giving special care while teaching, other students help them or motivating them to take learning seriously and giving awareness to the parents about the importance of education. Teacher make sure that they give special attention to the

students. Apart from these, teachers do remedial teaching for those who need and few of them try to visit houses of Paniyan students and discuss students' academic problems with parents and try to make them aware of the issues. 84% of teachers firmly said that they had given special attention to Paniyan students and 75 % of teachers made that they gave awareness to parents about the importance to educate their child.

Table 3.24 on academic barriers faced by Paniyan students

Whether they face academic barriers	No. of respondents	Percentage
Yes	74	74
No	23	23
No Response	3	3
Total	100	100.0

The teachers of 74% are thinking that Paniyan students face certain academic barriers. Teachers accept that students will find it hard as the academic language and the tribal language are different. They also agree that the syllabus may be alien to the tribal students. There are no such lessons in the syllabus which includes tribal culture or rituals. Few teachers also blame themselves on lack of their academic training to handle tribal students.

Table 3.25 Subjects in which Paniyan students are backward

Factors	No. of respondents	Percentage
English	96	23
Malayalam	48	12
Hindi	63	15
Social science	39	10
Physical science	53	13
Biology	28	7
Mathematics	81	20
Total	408	

Teachers have observed that most of the Paniyan students are backward in almost all the subjects especially in English, Malayalam, and Mathematics.

Table 3.26 Minimum Level Learning test

Whether they use the MLL Test	No. of respondents	Percentage
Yes	38	38
No	45	45
No response	17	17
Total	100	100.0

Usually, there is a tool named Minimum level of learning (MLL) approach which essentially refers to a set of desired competencies to be achieved by practical children at the level of mastery. 45% of the teachers had said that no such kinds of tools are used to test the students. 38% of the sample had said that they follow such tools. 17 % of them were not aware of ‘MLL’. Those schools which have carried out MLL test have found out the following results. The test helps to find out the students who were backward in learning and it was found that the Paniyan students are backward in reading and writing other languages. As Paniyan students do not use language that is used in classes they find it difficult to use and learn lessons in other languages. The solutions have found to rectify this are the following. Most of the schools have arranged special training programmes for such students apart from regular classes and also teachers help the students to mingle with other students whose mother tongue as same as the medium of instruction which enables the Paniyan students to gain confidence in other languages.

Table 3.27 Facility in schools for teaching Information technology

Whether schools have the facility to teach IT	No. of respondents	Per cent
Yes	71	71
Average	23	23
No	4	4
No Response	2	2
Total	100	100.0

The table reveals that 71% of the schools have enough facilities to teach information and communication technologies and most of the teachers have also informed that Paniyan students are using this facility.

Table 3.28 Ways to overcome academic barriers of Paniyan students

Factors	No. of respondents	Percentage
Make new textbooks that include tribal language	48	15
Appoint teachers who can handle tribal language	70	22
Teach tribal students only with tribal language	32	10
Include tribal culture in curriculum	36	11
Appoint more teachers belonging to scheduled tribes	57	18
Make sure mentor teachers works to their full potential	77	24
Total	320	100

According to teachers, the ways to overcome the academic barriers faced by Paniyan community students are the following. There is a post called ‘Mentor Teacher’ introduced especially for tribal students in Wayanad district. These teachers are from Scheduled Tribe communities, whose duty is to give special care to tribal students and to prevent dropouts. Most of the teachers participated in the sample survey have suggested that active involvement of mentor teachers need to be ensured. But the field survey has revealed that most of these mentor teachers do not work up to their full potential. The teachers also suggested that in the schools where the population of Paniyan students are higher where Mentor Teachers should be

appointed. Teachers also have proposed that those teachers who are well qualified and belonging to scheduled tribe category should be given more priority in appointments. They believe that it is necessary to teach Paniyan students in their own language in Primary Classes. They also suggest that textbooks needed to be altered by including tribal languages as well as with lessons that can be related to tribal culture. There were suggestions saying that there should be study circles based in tribal hamlets which can help the students after school time.

Table 3.29 Library facilities in schools

Library Facilities(Yes/No)	No. of respondents	Percent
Yes	96	96.0
No	2	2.0
No Response	2	2.0
Total	100	100

The study focussed on the library facilities in the schools, 96% of the sample reveals that there are well-equipped libraries in which 75% of the books are related to children. Most of the teachers have agreed that Paniyan students utilize the libraries. All the teachers said that they check the students' attendance at schools regularly.

3.30 Other facilities in schools

Facilities	Sufficient	Insufficient	No response	Total
Play ground	70	29	1	100
Laboratory	54	44	2	100
Library	71	26	3	100
Buildings	56	43	1	100
Teachers	91	9	0	100
Furniture	59	39	2	100

Other Facilities	46	53	1	100
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The teachers were asked to rate various facilities provided by the schools and the results are as the following. 70% of the teachers agreed that the playground facilities are sufficient. 54% has an opinion that they have sufficient laboratory facilities. 71% of them are satisfied with the libraries and 56% opines that they have sufficient buildings. Only 59% inform that they have sufficient furniture facilities in schools. 91% responds that schools have enough teachers. Also, 53% of them think that they need more facilities in schools.

Table 3.31 Problems caused by insufficient facilities

Factors	No. of respondents	Percentage
No enough facility for extra reading	24	14
Difficulty in showing experiments	22	12
Affects academic progress	30	17
Makes students less interested in learning	44	25
Difficulty in teaching	25	14
Difficulty in organizing extracurricular activities	32	18
Total	177	100

Most of the teachers think that these insufficient facilities affect Paniyan students adversely in the following ways: - Lack of sufficient facilities make students less interested in academic activities. It makes the planning of extracurricular activities in a difficult manner. It affects their academic progress too. It stands as a barrier for extra reading. Sometimes the insufficient facilities makes it difficult to perform experiments in the class regularly. Few teachers feel that lack of facilities in schools affects their performance in teaching too. Ninety-three per cent of the teacher

confidently said that improvements in facilities will give a positive impact on Paniyan student's academic performance which will reduce dropouts. They say that if the schools are made more attractive and comfortable that would reduce dropout rates. Improvements in academic facilities will in turn results in students' scoring higher marks in exams. This would in turn bring more confidence to Paniyan students which will make them interested in higher studies. More facilities will help the students to understand lessons better. Throughout the study, we could understand that most of the teachers empathies with Paniyan students and they genuinely want to help them to improve their learning levels. But it was evident that teachers were hesitant to receive intensive training programmes that may enable them to understand the pedagogy of tribal students. Teachers agree that these students need special attention and admit the relevance of mentor teachers. Altogether it was fruitful to understand the perspective of teachers about the educational backwardness of Paniyan students in Wayanad district.

From the perspective of Parents and dropout students

The second set of schedule was used to understand the perspective of parents and dropout students of Paniyan community of Wayanad district. The total of nine hundred schedules was used. The study was conducted all over the district of Wayanad covering most of the Paniyan settlements. All the nine hundred schedules were divided almost equally among the four blocks of Wayanad district via; Kalpetta, Mananthavady, Sulthanbatheri, and Panamaram. More than two hundred Paniyan hamlets were visited during the study. A detailed study was conducted where researchers personally interviewed the informants. One schedule was used for both parents and students with two parts. Hamlets of dropout students were identified through schools. But during the study, it was understood that the number of dropouts is high. Each of the families had at least one dropout. Some families the entire children were dropouts. Therefore nine hundred families were chosen for the study. A parent and their child were interviewed from each family.

Table 3.32 Total number of dropouts in families

Male dropouts Female dropouts	0	1	2	3	4	Total	Percentage
0	0	194	62	21	0	277	30.78
1	190	167	50	10	1	418	46.44
2	89	55	20	3	1	168	18.67
3	25	6	1	0	0	32	3.56
4	3	2	0	0	0	5	0.5
Total	307	424	133	34	2	900	100
Percentage	34.11	47.11	14.78	3.7	0.22	100	

(Source: Primary Survey)

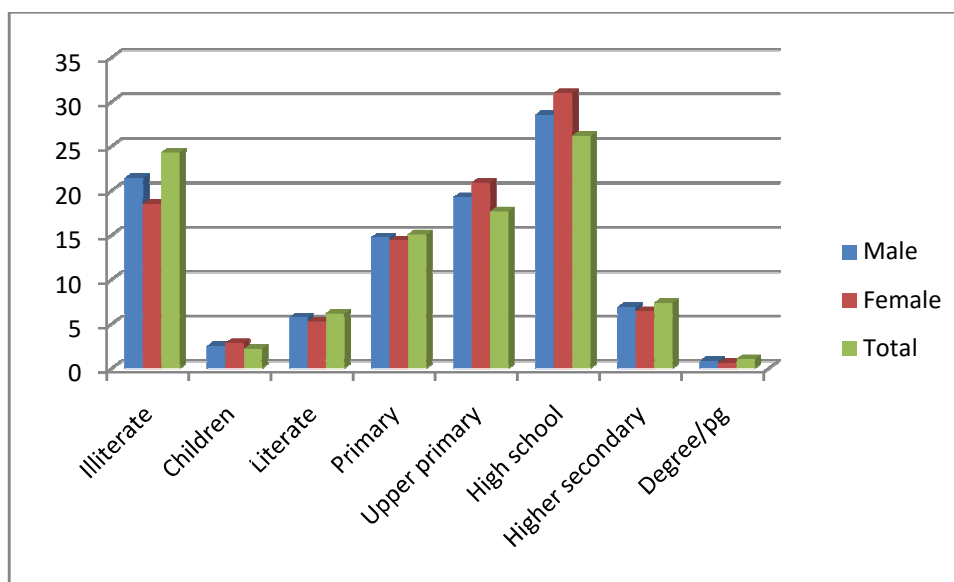
As we have mentioned sample of 900 families were taken for study. The table shows the number of dropout in the gender basis. The one male and one female dropout are seen in 194 and 190 families respectively as well as each two male and female dropout families are 62 and 89. 167 families have both one male and one female dropout. Three female and male dropouts in each family are 25 and 21. Overall analysis reveals that the female dropout is more than male dropouts in each family.

Table 3.33 Distribution based on sex

Sex	No. of persons in the family	Per cent
Male	1871	48.9
Female	1954	51.1
Total	3825	100.0

Table 3.33 shows the sex ratio in families. 51.1 % was found to be Male members and rest females.

Diagram 3.1 Educational levels of family members of the dropout students (in percentage)



The diagram shows the educational qualification of the rest of the family members of the dropout students taken in the sample. 21.44 Percent was found to be illiterate. 5.73 % was found to be literate but haven't gone to school. 14.75% was studying/ studied until Primary classes. 19.27 % was studying/ studied in Upper Primary. 28.55% was studying/ have finished high school. 6.90 % was studying/ have finished higher secondary. Only 0.84% was found to be studying or have finished a Degree.

Table 3.34 Occupation of the family members

Main occupation	No. of persons in the family	Per cent
MGNREGA	293	7.7
Coolie	1622	42.4
Agriculture	26	.7
Main staff	14	.4
Government job	4	.1

No job	662	17.3
Student	276	7.2
Not applicable	928	24.2
	3825	100.0

(Source: Primary Survey)

The table shows the occupation pattern of the family members. 42.4 % was engaged in daily wage labour. 17.3 % was unemployed. 7.7 were engaged in MGNREGA. Only 0.7 were involved in Agriculture.

Table 3.35 Monthly Income of the Family

Monthly income	No. of persons in the family	Per cent
Below 500	862	22.6
500-1000	575	15.0
1000-1500	37	1.0
Above 2000	10	.2
No income	2341	61.2
Total	3825	100

The table shows that 61% of the sample has no Income. 22.6 % has income below 500 rupees per month. 15 % of the sample has an Income between 500 to 1000 rupees. 1% has an Income ranging from 1000 to 1500 rupees. Only 0.2 % have said that they earn above 2000 rupees per month.

Table 3.36 Extent of Land owned

Land (in cents)	No. of respondents	Percentage
Below 5	337	37.44
5-10	179	19.88
10-15	42	4.66
15-20	24	2.66
20-25	19	2.11
25-30	12	1.33
30-35	4	0.44

35-40	5	0.55
40-45	2	0.22
45-50	6	0.6
50-100	26	2.9
Above 1acre	9	1
Flat	2	0.22
No response	233	25.88
Total families	900	100

When we analyze the general characteristics of the family, as the table shows 3.37, 37.44% of the Paniyan families had land below 5 cents. 19.88% of them possess 5 to 10 cent of land 1% of the families have said that they had above 1 hectare of land. Few families were living in flats, which were provided by the government.

Table 3.37 whether living in the hamlet or separately

Housing Type	No. of respondents	Per cent
‘Ooru’	887	98.6
Separated	13	1.4
Total	900	100.0

(Source: Primary Survey)

98.6% of the sample were living in ‘ooru’ were 1.4% were found to be living separately from the settlement.

From a Parent’s Perspective

When we analyse parents’ opinion on the general reasons that affect their children’s education.

Table 3.38 Reasons that affect the education of Paniyan students

Reasons	No. of comments	Percentage
Neighborhood	422	46.89

Lack of Space	339	37.67
Alcoholism	444	49.33
Lack of Roads	119	13.22
Lack of Transportation Facilities	242	26.89
Others	31	3.44
No Response	105	11.67

(Source: Primary Survey)

46.89% of the parents put the blame on the neighbourhood. 49.33% that is almost half of the sample says that alcoholism in the hamlets affects their children's education. 37.67% blames on lack of space in the hamlets and 26.89% says that lack of transportation facilities affects their wards education. 13.22% says that they have a lack of proper roads. While the study it was understood that neighbourhood plays a major role in the educational backwardness of Paniyan community students. Peer pressure and societal pressure has an important role in any students' life. When there is no peer pressure or pressure from the society children gradually shows less interest in going to schools. Alcoholism is a very crucial problem that Paniyan hamlets face. During the study, it was found that almost all the Paniyans had a habit of chewing tobacco. When all the elders in the family have this habit and there is no surprise that children are also addicted to this. Parents are not hesitant to give tobacco to their children too. It is found that even children of age five have started using tobacco. When analysing deeply there is a very vicious reason behind the use of tobacco. Chewing tobacco reduces hunger. From this we can observe that all of them are overcome hunger and poverty with these habits. This makes them physically weak and affects their everyday life. Their hamlets are situating in very remotely and they didn't have proper roads and transportation facilities which also affects school-going children.

Table 3.39 Parents' opinion on problems that affect their child's education

Whether Socio-economic Backwardness affect their ward's education	No. of respondents	Per cent
YES	826	91.8
NO	74	8.2
Total	900	100.0

As we have seen in the previous chapter 91.8% of the parents feel that their socio- economic backwardness affects their student's education. The economic backwardness affects education in the following ways.

Table 3.40 Problems that arise due to economic backwardness

Problems	No. of comments	Percentage
Fails to meet the needs of their children	818	90.89
Difficulty in providing study materials	779	86.56
Difficulty in paying study tour fees	565	62.78
Difficulty in paying donations asked by the schools	581	64.56
Fails to provide necessary facilities	672	74.67
Fail to give special tuition	513	57
No comments	77	8.6

(Source: Primary Survey)

90.89% of the parents say that the economic backwardness does not allow them to fulfill the academic needs of their children. 86.56% says that they can't provide study tools and 74.67% complains that they fail to provide sufficient materials that would help their wards education. 64.56% is difficult to pay donations that schools demand. 57% says that they can't provide special tuition to their kids because of their low level of income. Few say that it is hard to pay fees for

supplementary examination and therefore their children end up being dropouts. Economic backwardness and educational backwardness is a vicious circle that Paniyan community is stuck in, and it is very hard to come out of it. Economic backwardness remains a major reason for Paniyan community students dropping out of schools.

Table 3.41 Opinion on government assistance

Whether satisfied with government assistance	No. of respondents	Per cent
Yes	236	26.2
No	664	73.8
Total	900	100.0

(Source: Primary Survey)

For the question of whether they are satisfied with the facility that the government provides. 73.8% of the parents opine the dissatisfaction with the educational facilities providing by the government.

Table 3.42 Opinion on various financial grants

Facilities	Stipend	Lump sum grant	Parents economical grant	Free hostel	Free food	Free journey
Satisfied	137	145	157	429	604	288
Percentage	15.22	16.11	17.44	47.67	67.11	32
Not satisfied	527	519	507	235	60	376
Percentage	58.56	57.67	56.33	26.11	6.67	41.78

More than half of the parents express their dissatisfaction in the stipend and lump sum grant provided to their children.41.78% of them are not satisfied with the

transportation facilities provided by the government. But most of the parents are happy with the free hostel and food provided for their children. Though the government gives grants and stipend, it is found that schools play a role of middle-man where these grants are being exploited. Students are asked to pay back more than half of the amount given to them as grants mainly for stitching uniforms. Schools also take back the grant money as various donations.

Table 3.43 comments on incensement of Grants

Facilities	No. of comments	Percentage
Stipend	826	91.78
Lump sum Grant	713	79.22
Facilities for extra reading	435	48.33
Free transportation facilities	316	35.11
Free food	7	0.7
Free Hostel	6	0.6
No Response	57	

(Source: Primary Survey)

Parents demand an increase in stipend, lump sum grants, more books, better transportation facilities and free uniforms from the government as these will help to reduce dropout rates. Half of the sample has revealed their insufficient facilities gradually make their wards to stop going to schools and end up doing daily wage works, almost says. The parents realise the role of government in their children's education and demand efficacy in this assistance.

Table 3.44 Attitude towards the education of girl child

Attitude towards the	No. of respondents	Pecent
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girl's education		
Favorable	749	83.2
Unfavorable	151	16.8
Total	900	100.0

(Source: Primary Survey)

While asked about their attitude towards educating girls, 83.2% is in favour of it, 16.8% who were not in favour and says that it is a financial burden to the family and also they are afraid of the social mobility which is created by education. Though, most of the parents have expressed in favour of girl's education. The field study has revealed that after the girl attains puberty they are immediately married off. Women who get married do not aim for further studies. This is the condition of the majority of female dropouts. Early marriage and pregnancy remain as major reasons behind increased dropout rates of female students. Marriages also affect male students as the burden of the family falls on them. It was found that many of the dropped out students are engaged in early marriage.

Table 3.45 Opinion on the atmosphere in the family

Whether a family atmosphere is comfortable or not	No. of family	Per cent
Yes	210	23.3
Average	602	66.9
No	82	9.8
Total	900	100.0

(Source: Primary Survey)

Sixty-six per cent of the parents are not aware whether the atmosphere in the families are comfortable for students to carry out their academic activities. 9.8% is said that they have failed to provide a comfortable space or enough facilities for their children to study. In those who have told that they provide enough facilities for their wards, most of them have opined that they give a better family atmosphere, study rooms, and electricity which are, they think, facilitates their child's education.

Table 3.46 Debit for educational needs

Whether borrowed money for educational needs	No. of family	Per cent
Yes	208	23.1
No	692	76.9
Total	900	100.0

(Source: Primary Survey)

76.9% of the parents reveal that they have not borrowed money for their child's education. It is evident that due to the financial instabilities parents do not consider the education of their child as a necessity.

Table 3.47 Opinion on Child labour

Whether Sending children to daily wage affect their studies or not	No. of families	Per cent
Yes	800	88.9
No	100	11.1
Total	900	100.0

(Source: Primary Survey)

Table 3.48 Harms caused by child labour

Harms	No. of comments	Per cent
Dropping out	792	88
Difficulty in concentrating in studies	798	88.67
Difficulty in passing exams	736	81.78
Difficulty in interacting with other students	506	56.22
Gradually reduces interest in studies	412	45.78

(Source: Primary Survey)

88.9% of the families think that sending children to daily wage works affect their school education. Sending them to works makes them hard to go to schools. Most of the parents are understand that sending them to work affects their learning.

Table 3.49 Opinion on the attitude of teachers

Whether a teacher's attention helps or not	No. of respondents	Per cent
Yes	844	93.8
No	56	6.2
Total	900	100.0

(Source: Primary Survey)

93.8% of the parents opined that the special attention of teachers on their children would improve their child's aspiration in learning.

Table 3.50. Opinion on the attitude of teachers-2

Results of the passive attitude of teachers	No. of respondents	Per cent
Loses interest in learning	875	97.22

Difficulty in competence with classmates	817	90.78
Scores less marks in exams	715	79.44
Loses interest in participating in extracurricular activities	482	53.56

(Source: Primary Survey)

They say that the passive attitude of teachers is not giving special attention to Paniyan community students will make them less interested in academics. Also to makes the students not able to compete with other community students. It also makes them scoreless marks in examinations. Parents also say that teachers do not encourage their children to participate in extra-curricular activities. Parents also complaints that teachers discriminatory attitude creates mental distress to their children.

Table 3.51 Opinion on facilities in the school

Whether satisfied with facilities in School	No. of respondents	Per cent
Yes	752	83.5
Average	132	14.7
No	16	1.8
Total	900	100.0

(Source: Primary Survey)

83.5% of the parents are satisfied with the facilities that schools provide and almost all of them also think that more facilities will benefit their wards education.

Table 3.52 Benefits of education through parents view

Benefits of education	No. of respondents	Per cent
Ability to read and write	872	96.9
Economic Progress	868	96.4
Awareness about exploitation	704	78.2

(Source: Primary Survey)

The parents were asked to list out the benefits from education and most of them agreed that it would enable them to have basic literacy, economic upliftment, freedom from exploitation, a better job, and bright future.

Table 3.53. Awareness about the constitutional right to education

Whether Parents are aware of the constitutional right of education	No. of respondents	Per cent
Yes	57	6.3
No	843	93.7
Total	900	100.0

But 93.7% of the parents do not know that free and compulsory education for their children. They are unaware that their child has the right to get quality education from government.

Table 3.54 Aspirations of Parents about their children's future

Ambition	No. of respondents	Per cent
No Response	5	.6
Doctor	5	.6
Teacher	78	8.7
Promoter	24	2.7
Football Player	1	.1
Government Job	137	15.2
As the child's wish	86	9.6
No Ambition	469	52.1
Others	95	10.6
Total	900	100.0

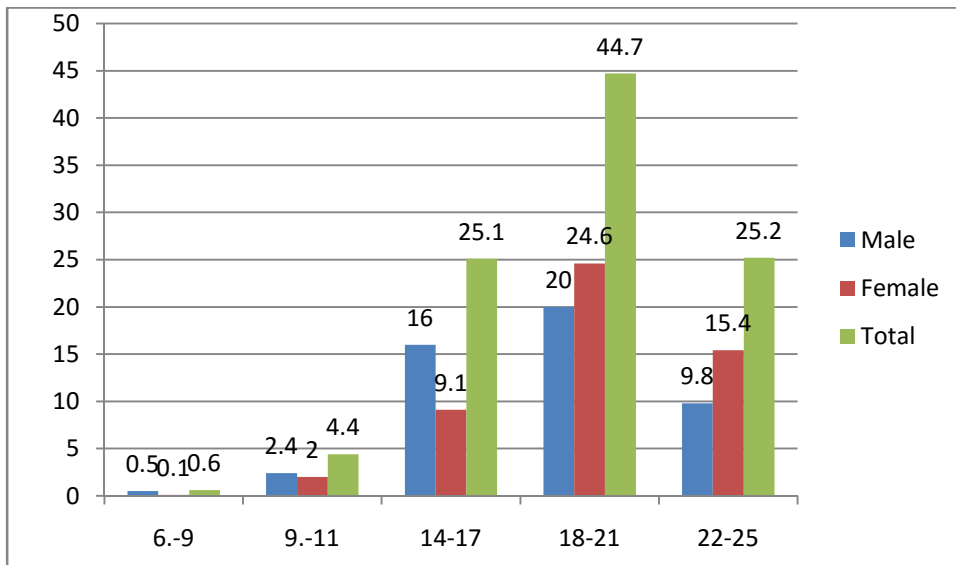
(Source: Primary Survey)

Parents were asked about their aspirations on their children that what do they wish their children to become in the future. It should be noted that more than half of the sample reveals no such aspirations. The study has also revealed that more than

half of the parents belonging to Paniyan community were found to have no such ambitions or aspirations about their children. From this, we can infer that there is no pressure on these children. This would definitely support students' attitude towards learning. A very few that is 15.2% of the parents opines that they want their children to get a 'government job'. 8.7% of them aspire their child to become a 'Teacher'.

A small percentage of parents wanted their child to become an 'ST Promoter'. There are very few parents who had interesting ambitions about their child's future. A very a few wished their child to become a police, nurse, doctor or a Mechanic. Though few parents had no specific ambitions they were happy with whatever their child wants to be. The lack of ambitions might have arisen because of their lack of exposure to modern society. They are definitely not aware of the opportunities that their child can have. All these might be the result of social exclusion the community had been facing for years.

Diagram 3.2 Age and Gender of dropouts in families (in percentage)



(Source: Primary survey)

Diagram 3.2 represents the gender and age proportion of dropout's students in the study. Out of the total sample, 51.2% were females and 48.8% were males. Information about the age proportion of the collected samples, 44.7% were under the category of age between 18 and 21, about 25.1% belonged to the age between 14 to 17, and 25.2% belonged to the category of 20 to 25. A small portion of about 4.4% fell under the age between 10 and 13 and 6% under the age group 6 to 9.

Table 3.55 Educational status at pre-primary level

Status	Category			
	Yes	Percentage	No	Percentage
Anganwadi – nearby house	750	83.3	150	16.7
Is Anganwadi accessible	667	74.11	83	9.22
Is Anganwadi worker/teacher house near hamlet	265	29.44	485	53.89
Is Paniya language using in Anganwadi	158	17.56	742	82.44

(Source: Primary Survey)

Table 3.55 – represents the pre-primary level education status among the dropout students in Wayanad. Education is the process of acquiring knowledge to develop one's abilities and talents needed for a productive, successful person and social life, also transmit accumulates knowledge, skill and values from one generation to another. A child gets basic non formal education from his family. After that parents send their children to

Anganwadi for continuing their learning process. Anganwadis are providing non-formal education at the pre-school level. The purpose of Anganwadi for children is to provide the facilities for physical and mental growth at school and home. Through the study, we can analyze that 83.3% of them have the facility to Anganwadi nearby their house. The remaining 16.7% do not have this facility, and also 74.11% of the Paniyan families opines that Anganwadi situated in at an easily accessible place. 9.22% of them have no Anganwadi facility near their home and it is also not in an accessible place. From the total sample, we can understand that majority of the Anganwadi teachers are living outside the hamlet and only 29.44% of the teachers are living within the hamlets. The study found that 17.56% of teachers are using Paniyan language in Anganwadi and remaining 82.44% were not using. This is a prime problem faced by Paniyan community students and which lead to difficulties in the learning process among the students.

Table 3.56 Academic Information

Level	Course completion		Educational status			Mode of travelling				
	YES	NO	AA	A	BA	W	SB	PB	J	GS
LP	848	52	228	522	150	843	14	6	14	23
%	94.22	5.7	25.33	58	16.67	93.67	1.6	0.7	1.6	2.6
UP	653	182	208	505	122	659	26	95	18	37
%	72.56	20.22	23.11	56.11	13.56	73.22	2.8	10.56	2	4.1
HS	223	391	127	403	84	442	24	97	15	36
%	24.78	41.11	14.1	44.8	9.3	49.1	2.7	10.78	1.6	4
HSS	22	101	31	88	4	61	4	51	2	5
%	2.4	11.2	3.4	9.7	0.4	6.8	0.4	5.7	0.2	0.6

(source: primary data)

(Educational status: - AA-above average, A-average, BA-below average. Per-percentage mode of travelling:- W-walking, SB-school bus, PB-private bus, J-jeep, GS-Gothrasarathi)

Table 3.56 illustrates the educational information of dropout students in the study area . 94.22% of the total sample has completed their lower primary education and 5.7% were dropout during the time of lower primary schooling, all these have studied in Malayalam medium. During their schooling 25.33% were above average students,58% were average students and 16.67% were under the below category. Among the total sample, 93.67% were used to go to school by walking and some others have used school bus facility, private bus and Gothrasaradhi.

Out of the total sample, 72.56% were completed upper primary level of school education and 20.22% were dropout. And all those were studied in Malayalam medium. In students who have completed upper primary schooling 23.11% were above average students 56.11% were average and 13-56 per cent were below average. Out of the total sample, 73.22% used to go to school by walking. And 10.56% used private bus; others used Gothrasaradhi, school bus, and jeep.

In the case of high school level education, out of the total 24.78% have completed the course and 41.11% were dropout. Which reveals that the high rate of dropouts has happened in the high school level. These students completed their high school education in Malayalam medium. Among these 14.1% of students are in the category of above average, 44.8% average and 9.3% are below average students. 49%were used to go to school by walking, 10.78% were by private bus and remaining were by Gothrasaradhi, school bus and jeep.

In the higher secondary level, out of the total samples only 2.4% have completed the course and 11.22% did not complete. Out of the total students appeared High school level of schooling 75 chose Malayalam language and 48 were selected the English language as a medium for learning. Among this,3.4% were above average students and 9.7% were average and small portion on the below-average category. Out of the total among these students, 6.8% were using to go to school by walking and 5.71% were using the private bus and some others were used Gothrasaradhi and school bus to reach their school.

Table 3.57 Economic problems of the dropout students

Problems	No. of respondents	Percentage
Shortage of employment of parents	645	71.67
Low income of parents	735	81.67
Alcohol consumption of parents	350	38.89
Responsibility of family needs	130	14.44
Death of parents	113	12.56

(Source: Primary survey)

Table 3.57 reveals that the economic problem faced by the dropout students during the time of education. Financial stability plays a major role in the living condition of a family. It enhances better education and health status. There are a number of economic problems associated with the financial instability of dropout students. From the student's perspective major reason behind the financial instability which affects their education is a shortage of employment opportunities and low income of the parents. Out of the total sample, the former affects,71.67% and the latter affects 81.67%. Other problems are alcohol consumption of the parents that affects 38.89%. and 14.44% of them have the responsibility to take care of their family. Through 12.56% of the dropout, students say that their parent's death affected them dropout to meet the income of the family.

Table 3.58 difficulties faced by dropouts

Factors	No. of comments	Percentage
Ignorance of parents on education	492	54.67
mental stress faced from the society	98	10.89
Personal habits	51	5.67
To adjust hostel environment	47	5.22
Mental stress from teachers	90	10.00
Mental stress from classmates	90	10.00

To mingle with school atmosphere	292	32.44
Fear to go school alone	305	33.89
Lack of interest on learning activities	343	38.11
Other problems	221	24.56

(Source: Primary survey)

Table 3.58 depicts the problems during the time of education. Here, 54.67% of the total sample responded that the ignorance of parents on education is an important problem. Some other major problems are children's lack of interest in learning activities accounts that 38.11% of the total. And 33.89% have the fear to go to school alone and about 32.44% faces the difficulty to mingle with the school atmosphere. And other like mental stress faced from the society about 10.89%, mental stress from the teachers around 10%, and mental stress from classmates 10%, 5.67% have personal habits which badly affect their study. And 5.22 % has the difficulty to adjust to their hostel environment. About 24.56% are suffering from other reason like early marriage, long distance between home and school, lack of subject knowledge, lack of education of people around the community are severe affects the educational backwardness of Paniyan students in Wayanad.

Table 3.59 Language difficulties

Factors	No. of comments	Percentage
Malayalam language understanding problem	232	25.78
Difficulty of Application and speaking Malayalam	265	29.44
English language understanding problem	742	82.44
Difficulty of Application and speaking English	725	80.56
Hindi language understanding problem	743	82.56

Difficulty of Application and speaking Hindi	694	77.11
Difficulties in teaching on their mother tongue	354	39.33
Others	48	5.3

(Source: Primary survey)

Table 3.59 shows the medium of language affected by the dropout Paniyan students during the time of education. Language is the tool for learning and an aid to understanding and also mandatory for communication. It encourages educational development apprehension and acquisition of knowledge. From the study, 82.56% of students have the difficulty of understanding the Hindi language. 82.44% has the did not understand the English language, and these two closely associated with the speaking and using the English language by 80.56% and 77.11% were feeling difficulties for speaking and to apply the Hindi language. 39.33% opines that the language problems arise due to the absence of teaching in their mother tongue. 25.78% have to the problem of understanding Malayalam language. 56% have to face difficulties in studying commerce and science subjects.

Table 3.60 Other factors that affect education

Factors	No. of comments	Percentage
Lack of food and clothing	300	33.33
Lack of proper housing	305	33.89
Absence of proper road facility	202	22.44
Lack of transportation facility	280	31.11
Unavailability of drinking water	198	22
Absence of electricity	163	18.11
Long distance between school and home	75	8.3

Others	328	36.44
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(Source: Primary survey)

Table 3.60 represents the unavailability of basic requirements which negatively affects the education process of the Paniyan student's dropout. Basic requirements are important for every student for the smooth and efficient learning process. It creates mental refreshment to the child. The absence of basic requirements results in many obstacles to the educational process of the students in their area. 33.33% were had lack of food and clothing, about 31.11% have no transportation facility. And 22.44% have no proper roads facility to reach their house and 22% has the problem of the absence of drinking water. 18.11 % have no electricity in their house and 8.3% has no schools nearby their home. And out of the total 36.44% felt that all these problems do not affect their schooling.

Table 3.61 Discrimination faced by Paniyan students

<i>Discrimination faced from individuals</i>			<i>Discrimination faced from Institutions</i>		
Factors	No. of comments	Percentage	Factors	No. of comments	Percentage
Teachers	69	7.7	Village office	154	17.11
Administrators	106	11.78	Panchayath	155	17.22
Classmates	25	2.78	Taluk office	68	7.6
Peer groups	19	2.1	Tribal (E/D) office	16	1.78
Parents of classmates	1	0.1	Educational institutions	30	3.33
From other communities	2	0.2	Other offices	5	0.56
From the public	5	0.5	No discrimination from Offices	700	77.78
Not from	690	76.67			

above individuals		
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(Source: Primary survey)

Table 3.61 shows the details about discrimination faced by the Paniyan students from the various individuals and institutions. From the study, 11.78% have faced discrimination from different authorities and 7.7% from teachers and 2.78% from friends. Somebody has faced problems from peer groups, parents of classmates, other religion and society. 76.67% had not been faced with any type of discrimination from the above-mentioned individuals and institutions. At the same time, there is some institution which also showed discrimination to the dropout Paniyan students. 17.22% have experienced discrimination from Panchayat authorities and 17.11% from the village office. Some other students faced discrimination from the institutions of Taluk office (7.6%), Education institution (3.3%), Tribal office (1.78%) and 0.56% from other offices. 77.78% opined that they have not been faced any discrimination from these offices.

Table 3.62 Health problems faced by Paniyan community students

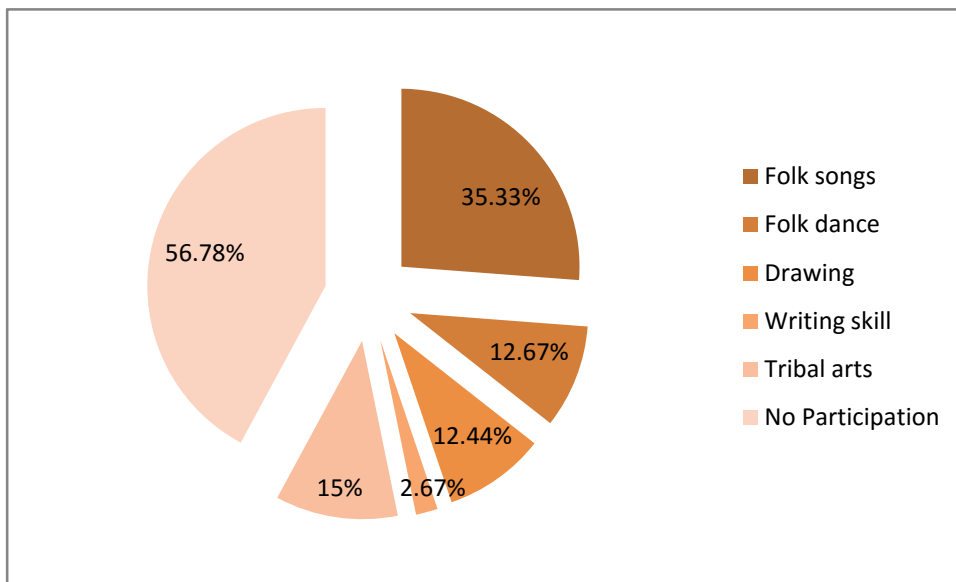
Factors	No. of comments	Percentage
Chronic health problems	136	15.11
Chronic health diseases of parents	87	9.67
Physical illness	110	12.22
Mental distress	34	3.78
No health problems	626	69.56

(Source: Primary survey)

Table 3.60 depicts that the dropout students faced health problems and these problems adversely affected their schooling. For achieving better health condition of

the child plays an important role. Out of the total sample 15.11% respondent that they have chronic health problems. 12.22% have physical disorders, 9.67% dropout student's parents are suffering from chronic health diseases which had adversely affected their schooling. 3.78% have mental distress and 69.56% of the sample told that no health problems affected their education.

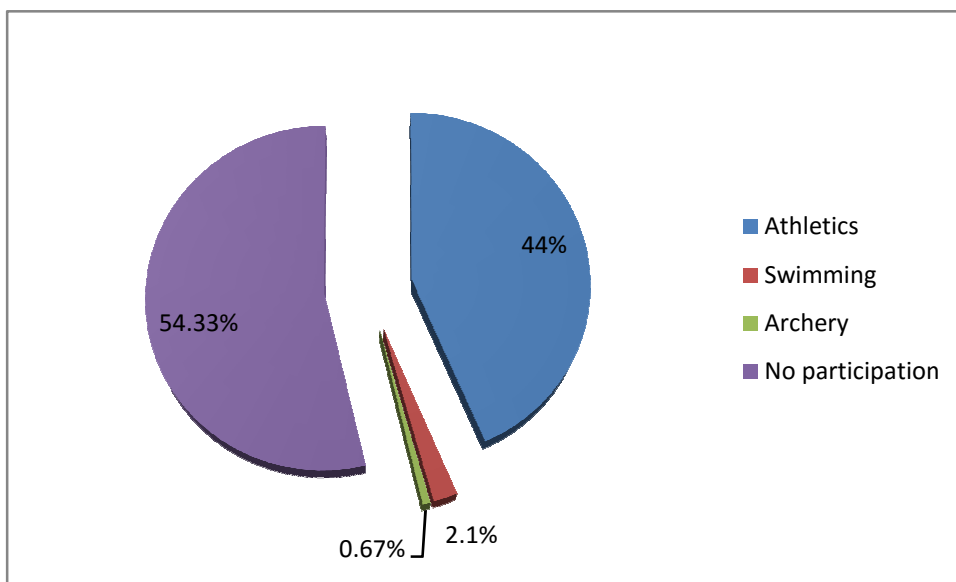
Diagram 3.3 Participation in extra-curricular activities



(Source: Primary survey)

Diagram 3.3 gives information about the participation or interest in extracurricular activities of dropout students. Extracurricular activities are important for the overall development of a student especially for improving social skills. Through the study , we could infer that about 35.33% have interest in folk songs, 15% have in tribal arts, 12.44% have the skill in drawing, 2.67% have writing skill and 56.78% were not responded about their extracurricular activities.

Diagram 3.4 Participation in Sports



(Source: Primary survey)

Diagram 3.4 shows the student’s interest in sports activities. 44% of the sample reveals they have talent in athletics and have participated in it. Out of the total samples only 2.1% of had shared that they are interested in swimming and 0.67% like archery and 54.33% of the dropout students were not interested in any sports item.

Table 3.63 Financial help from other Organization

Received any financial help(Yes/No)	No. of respondents	Per cent
Yes	63	7.0
No	837	93.0
Total	900	100.0

(Source: Primary survey)

Table 3.63 reveals that 93% of the total samples did not get financial help from any Organization for improving their education and only 7% had got financial assistance from neighbors, Panachayat, political parties, friends, teachers, parents workplace, for their better schooling.

Table 3.64 Attitude of parents towards providing facilities

Facilities	sufficient	insufficient
Books for study	784 (87.11%)	116(12.89%)
Listening study	540 (60%)	360(40%)
Atmosphere	673 (74.78%)	227(25.22%)
Higher education	755(83.89%)	145(16.11%)

(Source: Primary survey)

Table 3.64 reveals that the attitude of parents towards their wards education. To get proper instructions, guidance and support from the parents are essential for their children better education from the sample collected. From the sample 87.11% opine that parents did not provide sufficient books for study. The major reasons behind these are lack of finance, unemployment among the parents, liquor consumption of the parents and other family issues.

The proper attention of the parents on their wards education, 60% of the total sample of the dropout students which have revealed that parents give proper attention to their wards education. The remaining 40% are not interfering in their children's education. The major reason behind the negative attitude of parents is low educational status, ignorance about the importance of education, parent's alcoholism, family issues and no one at home care for their studies.

In creating a better atmosphere for the education to their wards, 74.78% of the parents are providing good learning atmosphere and 25.22% parents were not providing this facility because of alcoholism, financial problem, disputes between family members and neighbors and bad neighborhood etc. About 83.89% of the parents were encouraging their children for further studies.

Table 3.65 Community members who have finished higher education

Whether finished	No. of respondents	Per cent
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Yes	98	10.9
No	407	45.2
Not responded	395	43.9
Total	900	100.0

(Source: Primary survey)

Table 3.65 represents the higher educated members of the Paniyan community. Higher educated members can be a model in the studies and inspiration. There are only 10.9% higher educated members in the study area. 45.2% had no higher educated members, in the settlements, 43.9% of the samples reveal no information whether there are higher educated members in the hamlet. Among the higher educated members they are working in different sectors. Out of the total samples collected from the study area, the number of higher educated members are 43 graduates and 3 postgraduates.

Table 3.66 Parents pressure in academics

Parental pressure	No. of respondents	Percent
Yes	457	50.8
Average	332	36.9
No	111	12.3
Total	900	100.0

(Source: Primary survey)

Table 3.66 shows compelling of parents to their children in learning activities. 50.8% were compelling their wards in their studies. 36.9% were not much compelling and 12.3% of were not interfering in their wards education.

Table 3.67 Part-time works by students

Part time work	No. of respondents	Per cent
Yes	201	22.3

No	699	77.7
Total	900	100.0

(Source: Primary survey)

Table 3.67 depicts those dropout Paniyan students who used to take different jobs for raising income at the time of schooling. Out of the total 22.3% were involved in jobs like daily wages labour, domestic work, tailoring etc for making income. 77.7% were not engaged in any types of the job during their schooling for generating income.

Table 3.66 Activities after school

Factors	No. of comments	Percentage
Learning activities	683	75.89
Play	825	91.67
Job	30	3.3

(Source: Primary survey)

Table 3.68 represents how dropout students spent their free time after schooling. 91.67% of the total was engaged in playing, 75.89% were spending their free time for learning activities and 3.3% were engaged in other occupation.

Table 3.69 Students' participation in household works

Whether they participate in household works	No. of family	Per cent
Yes	170	18.9
No	730	81.1
Total	900	100.0

(Source: Primary survey)

Table 3.69 shows that after school time 18.9% of them were engaged to take household works and the remaining 81.1% did not do any household works.

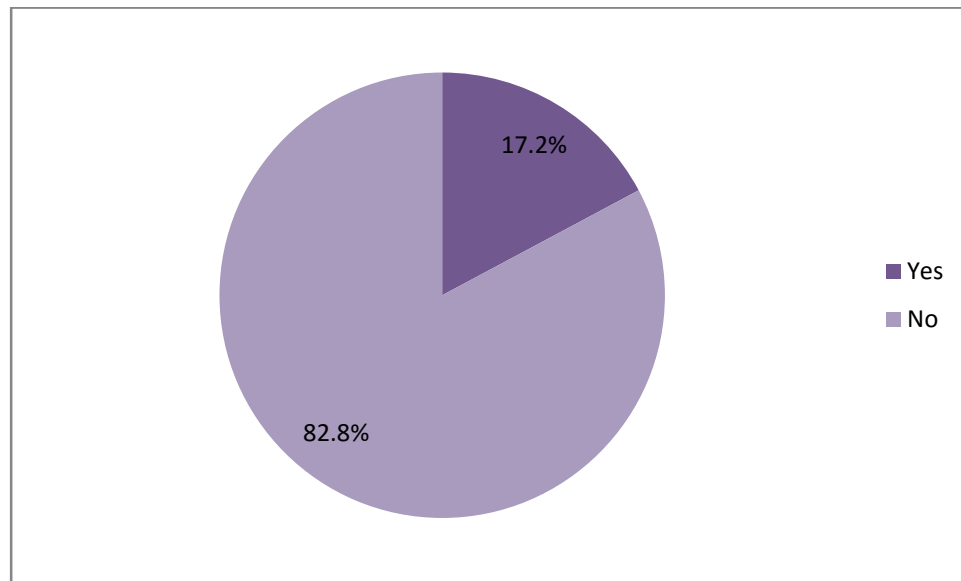
Table 3.70 Effect of Alcohol consumption of Parents

Whether parents' alcoholism affect them	No. of family	Per cent
Yes	257	28.5
Average	230	25.6
No	413	45.9
Total	900	100.0

(Source: Primary survey)

Table 3.70 reveals that the alcohol consumption of parents has affected the dropout students in their academics. 28.5% of the sample reveals that this problem strongly affects their better environment in their home which leads to hurting their education. 25.6% of the samples show this is not much seriously affected them. Remaining 45.9% had not faced the problem of alcohol consumption of parents.

Diagram 3.5 Study room facility



(Source: Primary survey)

Diagram 3.5 represents the dropout students who have study room facility in their home. The 17.2% have a study room facility in their home and 82.8% of the sample does not have this facility. Among the students who have a study room which was constructed by government assistance.

Table 3.71. Availability of Community hall

Availability of Community Hall	No. of family	Per cent
Yes	139	15.44
No	533	59.22
Not responded	228	25.33
Total	900	100

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The above table 3.69 draws about the availability of community hall in the Paniyan settlement. The 15.44% said that they have a community hall facility within their settlement. 59.22% does not have this facility and 25.26% had not responded.

Table 3.72 Hostel facility

Availed Hostel Facility (Yes/no)	No. of family	Per cent
Yes	132	14.67
No	768	85.33
Total	900	100.0

(Source: Primary survey)

Table 3.70 represents the details about students who availed the hostel facility during the period of their schooling. Out of the total sample, 14.67% that is about 132 were utilized the facility and 100 had utilized during pre metric period, 28 in post metric period and 4 in pre metric and post metric period. Those students who have utilized this facility opine that they got better amenities. In the hostel, they had neat rooms and better sanitation facility, basic learning aids, tuition, nutritious food, playground, peaceful and safe environment.

Table 3.73 Attitude towards continuing education

Interested in continuing studies (Yes/No)	No. of family	Per cent
Yes	397	44.1
No	503	55.9
Total	900	100.0

(Source: Primary survey)

Table 3.71 represents the dropout's students among the samples are interested in continuing their education. Out of the total sample collected 44.1% were interested in continuing their education and the remaining 55.9% were not interested in further studies. Those students who were interested in continuing their education had taken some steps like an attempt for the supplementary exam, preparing for equivalency exam etc. Many of them have discussed with teachers about continuing their education and few dropout students are preparing to give application for next year. Some of them are ready for going to school but they did not take any steps or action.

Table 3.74 Knowledge on Constitutional right of education

Awareness about the right (Yes/No)	No. of family	Per cent
Yes	200	22.2
No	700	77.8
Total	900	100.0

(Source: Primary survey)

The above table 3.72 shown that only 22.2% of dropout students know that the Indian constitution ensures free and compulsory education till the age of 14. Remaining 77.8% were unaware of this constitutional provision. Throughout the study the dropout students informed about the importance of education for economic progress, employment opportunity, acquiring knowledge, better life, sharing knowledge, social status, income generation, freedom from exploitation, social uplifting and financial stability of the family.

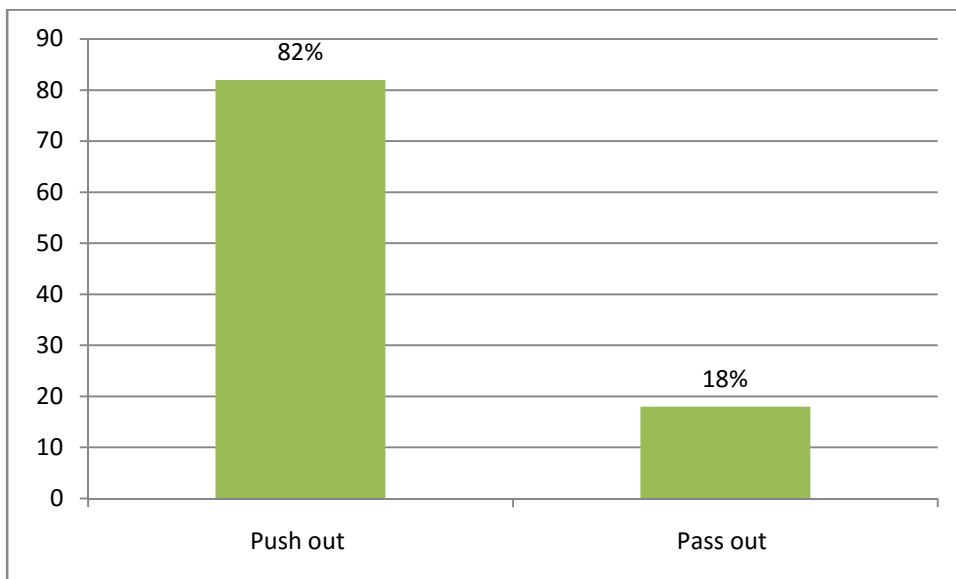
Table 3.75 Aspiration of students

Ambition	No. of family	Percentage
Doctor	5	0.6
Teacher	122	13.6
Promoter	27	3
Foot ball	4	0.4
Government job	66	7.3
Any job	59	6.6
No response	494	54.8
Others	123	13.7
Total	900	100

(Source: Primary survey)

Through the study, the students were asked about their aspirations and ambitions about their future. 54.8% from the total sample did not respond about their ambitions. 13.6% responded that they wanted to become teachers, 7.3% of them for a government job. And also 6.6% were wishing to get a job in any sector. A few proportions of the sample wishes to become doctor, football players and ST promoters, 13.7% said they want to become a nurse, dance master, singer, police, pharmacist, electrician, conductor, drivers etc.

Diagram 3.6 Category of dropout



(Source: Primary survey)

Diagram 3.6 depicts the category of dropout students in the study area. Out of the total 82% were under pushed out the category that means they have stopped their education in the middle because of different socio-economic and other reasons and only 18% belonged to pass out category which means that have finished a class and have not gone to the next grade as there is no accessibility to higher education.

CASE STUDIES

Case study 1

A boy, from Kuppad hamlet situated in Meppadi Gamma Panchayath, who have four siblings and his parents are working as daily wage labourers. They have own land and there is an income from it. The student's name is Rahul. He had to stop his education in plus one because of severe Jaundice. After recovering he couldn't complete the course because he could not handle subjects without help. He could not get proper attention from teachers too. The boy was also helping his family and works as a daily wage labourer in holidays during his studies. He can manage English and Malayalam language. He can get any kind of help from the government or any other

institution apart of the educational grants. He is interested to study if he can get any kind of help from the authorities he can study more. He dreamed of a good job and a better life through education. And he wanted to help his community members also. He believes that he can face others with confidence against exploitation through good education. Now he is planning to join a technical course which offers placement.

Case study 2

The student from the Malayachan hamlet completed the seventh standard and have one sibling. Her father had met with an accident, since then he could not work. Her mother takes care of the family, working as a daily wage labourer. In this circumstance financial difficulties, she stopped her studies from high school level. Not only was that she also suffering from some kind of health issues. She is interested to study more and has dreamed to become an IPS officer. She passed the 7th class, but she could not read Malayalam. The teachers have not identified this problem, and when the parent informed it, the teacher blamed on previous class teacher. Then they told their ST promoter about these problems, but none of them took any action about this. Which reveals the need for more attention to increasing quality and standard of education.

Case study 3

One of the Paniyan hamlets belonging to Kalpettta municipality named Mailady hamlet, where many families are living and there is no proper road facility to the hamlet from the main road. In this hamlet, Paniyans are living with very congested and the settlements and its surroundings are not hygiene. In the settlement, the head of the family goes for daily wage works by morning. Many children were playing in the muddy soil. In the family a boy aged 12 was a dropout from 6th standard, has to take care of his younger brother. Parents gave the responsibility to this boy to take care of the child untill they came back to the home. His parents are daily wage workers and they have no other income. The poor financial situation of the family has lead to drop out of the boy from school due to irregular attendance in

school. Financial problems of the family, parent's attitude towards education, lack of learning aids, absence of educated peoples in the hamlet were the major reasons behind the dropout.

Case study 4

A 34 aged widow at Kallumottamkunnu hamlet in Padinharathara grama panchayath. Her native place is at Cheriya mkolly, Padinharathara. She has two sons and one daughter. She is the only earning member in her family and tried hard to educate her children and she has discontinued her studies at the primary level. Her sons discontinued their study at upper primary and high school level respectively. Daughter when she was studying in ninth standard the financial situation of the family become very critical and she was forced to leave school education. She is very ambitious and wanted to become a Police officer. Only because of the financial crisis, she became a dropout. But now she has taken steps to continue her education by approaching the school.

Case study 5

A girl, aged 12 is a resident of Kallumottamkunnu hamlet in Padinharathara grama panchayath. Her native place is at Cheriya mkolly, Padinharathara. Her mother is aged 37. She has one brother and two sisters (twins) aged 19 and 4 respectively. Mother discontinued her studies when she was the second standard and father in the fourth standard. Both of them are daily wage earners. A large part of the father's income spent on the consumption of liquor and he became an alcoholic. The whole family lost their peace only because of father's drinking. The brother and girl put an end to their study at ninth standard.

The main reason that the girl discontinued her studies was only because of her father's alcoholism. The lack of interest in education also contributes to her a dropout and she is not ambitious too. Language is found to be a hurdle in her learning activity also. When the teachers are trying to rejoin her in school she shows

reluctance. By giving proper counselling and guidance she will be able to understand the importance of education and imparting special attention from teachers also contribute a positive attitude to education from her side.

Case study 6

Kappamkundu hamlet is one of the settlements of Paniyan Community in Mananthavady block of Wayanad district. The people of Kappamkundu are not aware of the importance for the attainment of education to their children. The students from this hamlet also have not interested in going to school. Alcoholism and playing cards are the prime time pass for the people of this settlement. Usually, elder people and youngsters used to participate in such activities. Some middle-aged people are doing theft activities and the children were initiating these same activities. Most of the dropout children are living with their family, the majority of the parents have no primary education. The parents are subjected to poverty and unemployment. When the teachers are trying to look after the students, the whole settlement people came against teachers.

In this hamlet, people do not understand the importance of and need for education. But one of the boys in hamlet, his family consist of four members. His father was a daily wage worker who met with an accident, now at bed rest at home. His brother completed Diploma in Diesel Mechanic and he is working in Chennai. His younger sister is a differently-able girl by birth. She is staying at a hostel because one of the neighbours had attempted to sexually harass her. Still, she has not received any help from the government. Now pension amount is the only relief of the family.

The only way to change the attitude towards education in this hamlet is the proper intervention by the government and local bodies by doing, awareness programme to children and parents and financial assistance, enhancing hostel facilities etc.

Case study7

This case study is related to women aged 25, resident of Panthaladkundu hamlet of Kaniyambetta Grama panchayath. The hamlet is far about 2km from Kaniyambetta town. Around 8 families are living in this hamlet. Her family consists of 4 members. The women completed B.A English from Government College, Mananthavady and after that, she also has completed the B.Ed course. Now she is working in temporarily at ITDP office. She studied primary, secondary and higher secondary from Kaniyambetta Higher Secondary school. She told that when childhood days of schooling her family had faced difficulties to make availability of study materials. Government assistance was not sufficient to meet the expense during those days; her parents were daily wage labours. The shortage of works made difficulties in their daily life on those days and leads to the lending of money from money lenders and friends. However, parents have given much support to the education of their daughter because she studied well than her siblings during school level. Her brother and sister were early dropouts. Her parents have only primary level education but they dreamed a better life for their children through better education and never wished to become like them. They suffered a lot to educate their daughter and showed much care and attention to educational matters. When she was studying plus two her father died. After the death of her father, her mother was the only income source of the family. All these hurdles created the women study well to fulfil her parent's dream. Teachers, friends, promoters were given her directions and help for the successful completion of degree and B.Ed courses. Now she is preparing for Kerala Public Service Commission examinations. She opines that the government assistance is not getting at the proper time and the administrators not showing much interest in the transferring of grants and stipends in time.

The woman from this hamlet is a role model for the students of this community. The hard-working mentality and the support from family for education lead her successful completion of the degree and B.Ed courses.

Case study 8

Ambalakkunnu hamlet belongs to Nenmeni Panchayath where around 150 Paniyan families are living. One of the families of this hamlet women aged 24, completed B.A Economics from Mary Matha College, Mananthavady. Her family includes four members; her parents are daily wage workers and brother was a dropout from plus two. He was not showing much interest in the study. Her parents have a basic education. However, they are not aware of the need for education and did not compel the children to attain education. But they have provided all basic facilities for them going to school and college. She opined that the financial difficulties of her parents did not affect her education because they did not inform the difficulties to them. They lend money from neighbours to meet their expenses. They got government assistance but it was insufficient for their expenses. The family members provided good support for achieving higher education. The poor condition of congested houses of the hamlet made difficulties. But she overcomes all these problems during schooling to achieve her ambition to become a government employee. She got directions and helps for education from teachers, it helps her to complete graduation. After the completion of graduation, she got married and discontinued further studies. Her husband is a daily wage worker. The women are now conducting tuition for students in their hamlet and preparing PSC examinations.

Case study 9

A girl aged 22 in Narikkund hamlet of Kalpetta municipality. She was a dropout from plus one because of some family matters and financial problems. She is living with her uncle's family which includes 4 members. Her parents were daily wage workers, her family is economically backward and they did not care about the

education of their daughter. During the period of schooling, she stayed in the hostel till 10th standard, after that she is living at her uncle's house. Through the study, we understood that she was an above-average student. She has the ambition to get a good job. She got admission in a hostel and it makes her study well. She opines that the hostel facilities helped her to improve the quality of education and deeply understanding the subjects through special classes, tuition and the good atmosphere of the hostel. Unexpectedly the demise of her mother changed everything. Her father was married to other women and he did not look after her. This caused the depression to her and led a negative impact on education. She joined plus one and there she did not have a situation to continue her studies by financial difficulties for buying study materials, tuition etc. were led the girl to become a dropout. Now she is working in a retail shop as a salesgirl. She told that if she has financial assistance she is willing to continue the course and wishes to achieve the goal.

Case study 10

A boy aged 20 from Ambaleri hamlet of Munderi at Kalpetta municipality and a dropout from 8th standard. His family includes 5 members and parents are daily wage workers and one of his sister also dropout from 7th standard. He told that he has no interest in the study because he did not get what the teacher taught. He has the difficulties to understand the subjects. His parents are not forcing them to go to school and not much care about the education of their wards. His parents told that they will leave home in the early morning for daily works and will be back home in the evening, the children are remaining at home when they go for work. They did not go to school because of the difficulties of understanding and it leads to fear of teachers and it results in dropouts. He is now going for daily wage works. He has many friends nearby his house and they are also dropout students with similar reasons. They are giving more importance to make money than going to school. They told that they didn't understand the subjects and it results in the continuous absence thus they are going to daily wage works. This is not a rare case in the Paniyan community of

Wayanad. The parents had never bothered about the education of their children and are assuming that their children are attending the school regularly. They are simply going for daily wage works without informing their parents. These students are making a group within their locality and lives as they wish.

Case study 11

Onivayal hamlet belongs to Kalpetta Municipality and there are 17 families are living in a flat. Government of Kerala made the flat for the Paniyan community for improving their living condition. The flat is situated near Kalpetta town. Through the study, we understood that more than the actual number of families is living in the flat in a congested situation. This does not create good hygiene, overflowing of toilet waste and lack of pure drinking water. One of the boy from this hamlet aged 25, a dropout from 8th standard, his family includes 5 members and her parents are daily wage workers. His brothers are also daily wage workers and they have primary education. His parents were not interfering with the educational activities of the boy. He told that during schooling he has no interest to study the subjects because he did not understand the subjects and fear of teachers leads to long absent. At that time his parents send him to the hostel for continuing his studies, but after 3 months he returned to home because he could not adjust with the hostel atmosphere and the non-cooperation with the senior students in the hostel. After that, he did not show interest in the study and his parents did not try to send him school. He did not get any awareness classes and special attention from the teachers and authorities.

Case study 12

Kappamkolli hamlet of Panamaram block where a Paniyan student is a drop out in the school during the 7th standard due to low economic status. Apart from the economic issues faced by the family and his father was an alcoholic and used to create commotions in the hamlet which are indirectly affected the study of the child. There was low-income flow in the family. Due to all these reasons he used to skip the

classes and go for menial jobs. Most of the days he was used to bunking the school by goes to another place for doing menial works. He leaves a home wearing uniform, but always carries extra clothes which are wearing them while working. He worked in a coffee plantation and collects coffee seeds and gives it to the owner. So due to the lack of attendance, he was suspended from the school. Even parents were not interested in teaching him which initially affected him a drop out of the school. Apart from this student case, the tribal people of that mentioned many other examples. The coffee plantation owner hires such children to work in their plantation for low wages. In certain cases, they won't even pay wages to these children. In spite of that children are given chances to watch TV for an hour, because they are interested to watch TV programmes especially cartoon channel. Due to all these reasons, there is a high rate of illiteracy and drop out in this area. In order to change this situation, parents and children should be given awareness classes about the advantages of education. Paniyan Children should be provided with a better environment to study or if not, they should send to the hostel. And strict action should be taken against child labour and such landowners.

Case study 13

A student belongs to Kappam Kunnu hamlet of Mananthavady block, who has completed the degree course and preparing to go to Chennai for a job. He was born in 1998. Till 4th standard, the student took help from his father for his studies. His father was a 10th pass out, and he made sure that his son got received complete education. As an initial step, he admitted his ward in Anganvadi of the age of five. Kappam Kunnu hamlet is an educationally backward area and the children were reluctant to go to school. This also affected the educational journey of these students. In a juncture, the student was sent to the hostel to complete his study. In the initial stage, it was difficult for him to leave the family and stay in a hostel to complete the study, but later he got used to it. He stayed in a hostel since 5th standard to his degree course. His interest in studies was appreciated and encouraged by both parents and teacher. Along

with under-graduation he also did a diploma in diesel mechanic as a part-time course. His friends made the idea of this diploma course. Currently, he is assigned as a Diesel Mechanic in a diesel plant located in Chennai. His father played a major role in his career transition. His father should against all the odds and educated his son. Even his father was fluent in languages like Malayalam and English. It is evident from this case that if the tribal students are encouraged to study, the dropout rates will initially decrease.

Case study 14

A girl, belongs to Mathur hamlet in Mananthavady block, with the help of local organization she continued her studies after 10th standard at MRS Kaniyambetta and later she opted to stay in a hostel and continue her study. In the initial stage, she had discomfort to adjust within hostel life. But later she coped with it. The local organization also got involved in her family issues and convinced her parents about the advantages of education. Till 10th standard, she had a proper environment to study but after that, her parents started forcing for a marriage. Her family circumstances were different as her father as well as her brothers were alcoholic nature and they never supported the studies. Gradually she completed her 12th and now she got admission into Pulpally College at Sultanbattery. Moreover, the government has made in most of the parts in Wayanad that a teacher should go to every tribal hamlet occasionally to take classes to create awareness among the tribal children of education. So the girl attended almost all classes which initially created interest and continue her education. It is evident from the study that the girls coming from the Paniyan community facing various issues from the community. The government should take steps to increase the number of such hostels to increase the educational status among the girls of Paniyan community. Such hostel will provide a better environment for Paniyan girls to pursue their education.

Case study 15

This case is entirely different from the other cases which have been covered so far. A Paniyan girl belongs to Manathavady Block. Her father is a farmer and 10th pass out. She is a specially-abled child since birth and the student is currently pursuing her 12th standard in a special school. She joined the school at the age of eight. She could not adjust with other students at school. Eventually, her father discontinued her studies. After that, her father has provided home tuition to her. After a while, he discovered that his daughter was being physically harassed by a man from the community. She was in a passive condition to oppose these activities. With the help of his friends and officials, he decided to continue his daughter's education. Then he admitted her to a special school from the fifth standard. She stayed in a hostel which was very far from home. She cleared 10th standard examination with good marks and currently, she is pursuing 12th standard in a special school. Even she has faced many difficulties in studies, she is undergoing certain treatment. In spite of being a specially-abled child, she never received any kind of financial assistance or aid from the government. Recently her father went down the government officers to avail the aid provided by the government. Even after his continuous effort, he did not receive any response from the authorities. Due to the flood, he could not visit the government office on time. After the flood, when they went to the government office they were denied from availing the aid. Due to such instances, her father made a case in court. The case is continuing.

Case study 16

A boy is from Moopainadu, he discontinued his education in the tenth standard. From childhood, he had aimed to become an electrician. His financial background is not well. In his childhood, he lost his father because of the lack of proper medical attention. After that his mother took all the responsibility, she started to work. Financial insecurities put their life into a vicious circle of poverty, for them surviving is a difficult task. But the mother worked hard for sending her son to the school. She believes that, if he gets sufficient education, he will get a good job, and then all

problems will sort out. But that situation is different. While his tenth examination time, his mother fell in the workspace. The doctor suggested that she is not supposed to do any kind of physical work.

Without a proper source of income, the family struggled to face their day to day living. Huge medical expenditure was another burden. He has no choice, so he discontinued his education for survival. This family did not get any kind of support from authorities. Now he has to meet their daily needs. Now he is 23 years old, he doesn't have any interest in further education. He believed that all socio-economic organizations have denied him future opportunities.

Case study 17

A boy belongs to Vettimoola hamlet. He is the only child of his parents, and he discontinued the education at eighth standard. His barrier was that he was not able to understand the Malayalam language. When the parents approached the teachers, who have neglected it and sometimes responded as it was their responsibility. Thus the student has not received any kind of progressive response from his teachers. They always respond that this issue is a burden on them. So he can't follow up on the classes. Other students started making fun of him. Finally, the boy decided to discontinue his education. Even though he is the only child of his parents and they have a lot of dreams about him. However, the parents are not much bothering about to continue the education.

Case study 18

A boy is one among the three children of a family from Amabalakunnu hamlet, in Nenmeni. The parents are working as daily wages labourers. They are very interested in their children's education, but except this boy, the other two are discontinued from school. Even though parents were tries to send them back to school. They were not ready to do so. This boy has completed the graduation in Political Science and worked as a football coach. From childhood itself, he wanted to

become a Football Coach. He continued his study to full fill the aim. His parents have always tried to meet his needs without considering their financial difficulties. This boy has pointed out that he has faced a lot of problems while his education, including language problem, insecurities, lack of accessibility to various things etc. But his strong support from his parents and teachers helped to overcome all the issues to fulfil his aim. Now he is very proud of his life and job.

Case study 19

A boy discontinued his education from the seventh standard and he belongs to Necholi hamlet. This hamlet is different from all other settlements particularly in the matter of education. No one from the hamlet has completed their school education. Alcoholism and tobacco usage are common among them. The children are not ready to complete their education and parents are not bothering about that.

In the case of this boy, the major reason for discontinuing education was a language problem. He was not able to understand the teaching and pointed out that distance to school is also another reason. However in this case the boy took admission in the hostel. But he did not even go there. The overall attitude of the members of hamlet has affected his education. He also discontinued school like other children in the hamlet.

Parents in the hamlet are not giving importance to their wards education. They are not considering education as a necessity and a tool for survival. The hamlet members are keeping a strange attitude with outsiders. They are not ready to cooperate with others. That prevent teachers and other workers to take interaction in the hamlet. Hamlet members are living in a vulnerable condition. They are blaming the government for their miserable situation. Alcoholism and lack of awareness for education are the major reasons in the hamlet.

Case study 20

In Wayanad, schools are functioning especially for Scheduled castes and Scheduled tribes. The main objective of these institutions is to promote the educational status of the children belonging to SC/ST categories. Generally, the majority of the students are studying in other schools and they are facing lots of problems which mainly include discrimination. A Student from Paniyan community does face such inequalities and their educational status is comparatively low with general students. The economic and social status of these people has also stood behind. There are certain schools which function for 100 % success in Board examinations, and such schools hesitate to take the students from Paniyan community. There are even cases where students are being dismissed for this reason. The reason behind the dismissal of the student mainly includes attendance shortage, the poor economic status of the family, lack of interest in study etc... While discussing the same with the Headmaster, it was noticed that headmaster do support to intake the Paniyan students where the teachers of the institutions are standing against him. The former headmaster was transferred for the same matter. The instances of a teacher showing such kind of discrimination are noticeable. The role of a mentor teacher for tribal students will reduce such problems but not much change has been noticed at the desired level. It doesn't mean that all the teachers in the school are against tribal student education, there are a few groups of teachers who do support these students. There are a group of teachers who visits the tribal hamlet and encourage the students for their education. Hence the government should take initiatives to enhance such activities among the school teachers. All the improper malpractices should be avoided where the teachers and non-teaching staffs should always encourage their student into academics. The educational department should conduct a teacher's training programme for tribal community and make sure that every student gets equal opportunities and consideration. The teacher's duty should be clearly mentioned where the mentor teacher should also visit the tribal settlement to increase the educational status of the Paniyan children. If the school authorities and teachers show

any such biases, there should be a system to alert the tribal department or educational department.

Chapter IV

ANALYSIS OF BACKWARDNESS IN EDUCATION

Education is the most important tool that can be used to transform an unequal society. Backwardness in Education of any community in modern society is lead to obstacles to achieve development. Because only Education can make them come out of the vicious circle they have stuck for years. Paniyan community is a marginalized community, which face many socio-economic difficulties. There have been many studies on Paniyan community and their educational backwardness as we have seen in the literature. We have found the literature gap as there have been no specific and intense studies yet happened. It enquires the reasons behind the Educational Backwardness of Paniyan community of Wayanad. We have already understood the significance of the study. The field study has revealed that there is at least one dropout student in every Paniyan home in Wayanad district. In the study, we have divided dropout students into ‘Passout’ and ‘Pushout’ which has been defined in chapter III. We have seen that most of the dropout students fall in the category of pushouts which means that the problem is very intense. We have found many reasons behind these students being dropped out of schools. Understanding the perspective of teachers, dropout students and their parents have new dimensions to the study.

Analyzing the results of the study conducted among the teachers we could infer many facts.

Pedagogy:

We have seen that most of the teachers in Wayanad where most of the schools have a good number of Scheduled tribe students who have not received any specific training in the pedagogy of the tribal culture. And we have seen that they are also not willing to get special training too. Teachers must know thoroughly the pedagogy of the tribal students as they have different culture and language which may not go with the mainstream schooling and syllabus. As teachers lack in this training, they fail to ensure a balanced treatment to students having a different socio-cultural background.

Language:

The language in which the lessons are taught in primary classes is not the mother tongue of Paniyan community students and this makes them losing space for themselves in primary classes itself. When the individual space is lost, learning becomes difficult and they are unable to catch up like other community students who are familiar with the language and syllabus. Gradually, these children lose interest in learning. This space causes lack of interest which gradually makes them lazy to attend schools. This laziness has been found as a major reason behind students dropping out of schools. The economic backwardness also makes them unable to have any kind of private tuition. The root cause of this can be traced back to the lack of teacher's knowledge in the Pedagogy of the tribal students as well as the lack of space these students have where their language and culture are not part of the Syllabus. Those teachers who have received the training have revealed that it has helped them to teach Paniyan community students easily, which proves that such kind of training will benefit the students. Teachers have opined that Paniyan students do not face any discrimination. But from the study, it has been inferred that they do face a lot of discriminations indirectly. For example, when we compare the learning standard or

understanding of a Paniyan community student with other category students we could find a vicious gap in their understanding and learning standard. This arrives because of the discriminatory teaching nature of the teachers. Because a teacher must make their students learn. It was also found during the study that a Paniyan student who was studying in high school classes was unable to read or write properly. The parents who complained to the teacher for the student's lack of proper understanding of subjects, no proper reply were given by the teachers. Those teachers blamed on teachers who taught them in previous classes. Languages used in classrooms play a vital role in a student's life. The study has found that this has caused many students to drop out. Teachers have an opinion that those qualified teachers from the same category who knows to handle tribal language should be appointed in Primary classes so that it can help students to understand their lessons. It was found that though there are 'Anganvadi' facilities near every hamlet, Paniyan language is used only in very less Anganvadi's as teachers are from other communities. When students show different standards of learning it is most of the time the teacher's fault. It is indispensable to make sure the teachers do sincere work. Parents also want the teachers to give special care to their children.

Quality:

Since there is no failing option for students till ninth standard. Paniyan students in high schools were found to be unable to read or write in Malayalam or English as teachers do not give proper attention to evaluate them.

Parents:

According to teachers, Parents attitude plays a vital role in a student's attitude towards learning. Parents' ignorance about the importance of education is a major cause behind the backwardness of education of Paniyan community students. Even though parents want to help their children, they are unable to do because of the many socio-economic reasons we have seen in the previous chapter. Parents do not see the

education of their wards as a necessity. Parental pressure in learning was found to be very less among this community.

Child labour:

Parents are not hesitant to send their children to works though they know it affects education. This is basically because of the economic backwardness of the community faces. Sometimes it forces to send their children for works. Children are found to be going to daily wage works largely. It was understood that, once they earn some money which makes them able to meet their needs and they tend to prefer to work than to schools. Elder sibling's dropout happened because of the family's pressure on them once they reach a certain age. This is found to be occurring in most of the Paniyan families.

Living condition:

Paniyan hamlets are found to be in a pathetic condition where they do not have proper roads or proper houses. They were found to be residing in unhygienic surroundings which directly affect the students. Most of the hamlets have complained that they do not have proper drinking water facility.

Infrastructure:

Teachers also blame on infrastructure and other academic facilities that cause the backwardness in the education of these students. Schools are found to charge unnecessary fees and they play the role of middle man in delivering grants and stipends that should be given to the Paniyan students. As we have seen in the previous chapter, grants for students are found to be taken back partially by the schools in various forms of donations which are a very serious issue. The grants and stipends are very less and the students are unable to meet their academic needs with that minimum amount of money.

Discrimination:

Schools tend to show a discriminatory attitude towards students who want to resume their studies after dropping out. They are discouraged when they want to write supplementary exams etc.

Government schemes:

Governments have lots of schemes that facilitate the education of Paniyan students. But the study has found that the schemes fail to be working efficiently. This affects the students who are supposed to be the beneficiaries of such schemes. Schemes like 'Gothrasaradhi' are found to be ineffective. The study proved that the effective workings of such schemes are not ensured by the authorities. Hence students who are supposed to be the beneficiaries are rejected their rights. Schools are far away from hamlets which makes dropout gradually. This can only be rectified with the effective functioning of such schemes.

ST Promoters:

Promoters and local authorities are not much attentive to the problems of the Paniyan community students. Parents have complained that they are not able to get help on time from the Promoters regarding the academic problems of their wards.

Extra-Curricular activities:

The interaction with students has shown that a good percentage of Paniyan students have interest in extracurricular activities. They have proved their skills in arts and sports. But they fail to get proper encouragement from schools. Lack of scholarships based on talent in sports and arts are making them de-motivate.

Alcoholism and tobacco:

The increased use of tobacco and alcoholism is found among Paniyan families. We have seen that even children from the age of five are used tobacco. This addiction is reducing hunger. The families are stuck in deep poverty; such addictions

help them to overcome the miseries at least for some time. This leads to the main reason behind the educational backwardness of the students. All these habits make the neighbourhood as an unhealthy place to carry out their academic activities.

Peer pressure:

Hamlets are the primary society they live in. Paniyan students' socialization process begins there and when it gives negative impacts because of such dangerous habits that adversely affect the children. Societal pressure and peer pressure are very important factors. When there is no societal pressure or peer pressure to go to school, these students will end up not going to school or gradually stops going to schools. The dropouts students have told that they find it difficult or go to schools alone and have stopped going because of that. Here we can understand the great importance of peer pressure

Early marriage:

We have understood that girls from Paniyan families get married at a young age. This makes them to drop out from schools. Early marriages and pregnancy make them took familial responsibilities at an early age.

Health:

Another major reason that the study has revealed is that Paniyan community students and families face many health issues. Dropouts have happened because of diseases like sickle cell anemia, Polio, scabies, anemia etc. Many students have found to be stopped going to school because their parents' were suffering from such diseases. It can be seen that they have less access to proper medical facilities which affect their lives.

Hostels:

Many of the students who stayed in hostels do not like the surroundings. They tend to escape from hostels as they lack homely feeling at hostels. When they are sent to homes for a vacation they tend not come back to hostels. This also is a major reason for students dropping out of schools.

Aspiration:

As Dr Ambedkar said that “We need to realize our all problem and have one permanent solution in good education”. Aspirations and dreams about life are what make people achieve great things in life. The importance of aspirations has been taught to everyone at a very small age. The study has been shown that most of the children, as well as parents belonging to Paniyan community, are unable to tell any such kind of aspirations. Their lack of exposure to such things is a major reason behind that. The persistent marginalization faced by this community has led them to be in such conditions. As we have seen in the previous chapter, only a few have high hopes and dreams for themselves. And these people were unable to explain how they will achieve these dreams. There is a lack of proper guidance and mentoring for these students as parents of these students had inadequate skills or knowledge to guide their children in the academic field. ‘Mentor Teachers’ or “ST Promoters’ were mostly found to not do their duty to the full potential. This is a very serious issue to be met to overcome the educational backwardness of Paniyan community of Wayanad.

Inspiration:

It is found that people who have gone for higher studies from the Community is very less, and in those who have managed to complete their education, most remains unemployed. So people who are academically ‘successful’ are very less in the community, which makes the students have very fewer people to motivate from their surroundings. Almost half of the dropout students wish to continue their studies and realizes the importance of learning. But they do not know of the steps to be taken to resume their studies. All these arrive because of the lack of guidance. Paniyan

students lack access to such guidance which adversely affects their education. They are aware of the benefits they can receive with proper education but are pulled back because of all these factors mentioned above. They are unaware of the constitutional rights that they supposed to enjoying are not reaching to them properly.

Chapter V

CONCLUSION

Findings of the study

The educational scenario in Kerala is far better than that of most other states in India. But about education among Scheduled tribes is still backward. The National Commission for Education, 1966 observed: “it is necessary to pay special attention to the education of children from backward classes which include the SC, ST, the De-notified communities and a few nomadic and semi-nomadic groups”. Article 46 under the directive principles of Indian Constitution reads thus “The state shall promote with special care the educational and economic interest of the weaker sections of the people, and in particular, of these and ST, and shall protect them from social injustice and all forms of exploitations.” Years later since these reforms and rights have come into being; the condition of Scheduled Tribes remains unchanged. The Paniyan community of Wayanad remains backwards in many aspects. The community is

found to be backward in education and the depth of the backwardness is found to be huge. We have explained in detail the reasons behind the educational backwardness of Paniyan community of Wayanad. The study had found the following factors affect the educational backwardness of the community:

- Teachers attitude and pedagogy
- Language barriers
- Quality of schooling
- Parents' attitude
- Child labour
- Living Conditions
- Infrastructure
- Discrimination
- Inefficient policy implementation
- Alcoholism and tobacco use
- Peer pressure
- Early Marriage
- Health issues
- Lack of Aspiration and Inspiration

These reasons still cause dropouts even though there have been various actions from the government to rectify these. That happens mainly because of schemes do not function to its full potential. Authorities fail to ensure the proper functioning of the schemes which the government provides. The community's access to these facilities is at stake for all these years. All these reasons cumulatively affect the educational backwardness of Paniyan community of Wayanad. Solving only one or two problems will not give a result. To ensure the education to Paniyan community of Wayanad district, all these problems have to be solved simultaneously. If there is no

effective policy intervention, this situation will not change and the community cannot break the vicious circle of socio-economic backwardness they are stuck in for years.

The review of literature, in general, has revealed that the ST population in India had enjoyed considerable autonomy in their way of life. It is reported that the forest economy was sufficient enough to cover more than eighty per cent of their needs. Subsequently 'loss of land' has led to 'loss of nerve' and they became agricultural labourers and wage labourers. But it is a rare phenomenon that in a particular ecosystem, a section of tribal population in Kerala was under the bonded labour system, which is a form of slavery. The fate of Paniyan community is an eloquent example of this sort. Developmental program of the ST population should be according to the tribal Sub Plan strategy on community-specific and cultural. But again for planning the developmental aspect of an ex bonded labourer community, it needs serious and special attention. We have not thought about such things so far and which is the major question here. In light of the findings of the present study, the arduous task of building a first-generation is really challenging. An approach with missionary zeal is the need of the hour.

Recommendations and suggestions for reforms

- The study has helped deeply understand the problems and the causes behind educational backwardness of Paniyan community of Wayanad, There are a few suggestions and policy recommendations that would help to rectify the issues. The following are the policy recommendations and suggestions for reforms.
- Teachers should have a genuine interest in doing their work which is lacking in most cases as found in the study. Teachers need to be given special training so that the tribal students do not face left out. Appoint Mentor teachers and teachers who can handle Paniyan language in 'Anganwadis' and pre- Primary

Classes. It is important to appoint teachers belonging to Paniyan community through special recruitment in all schools where Paniyan students are high in number. Teachers who are teaching in tribal areas should be given training/bridge courses regarding dialects of the particular region.

- It is necessary to organize special training programmes for Paniyan students during the academic year. It would be beneficial to organize summer camps at hamlets to instill children about the importance of education.
- It is proposed to start learning centers at hamlets under the leadership of Committed Social Workers.
- Paniyan students should be given a bridge course in language as well as in subjects so that they can compete with other students during regular classes.
- It is suggested to appoint Tribal facilitators in schools from Paniyan community who are degree holders in the ratio of one is to forty tribal students. They should be given the whole responsibility of Paniyan students for the general welfare and academic progress.
- Distance between schools and the home was found to be a major reason behind students gradually dropping out from schools. So transportation facilities need to be effectively implemented. Authorities should make sure that the transportation facility 'Gothrasarathi' is working to its full potential.
- Parents should be given awareness and those parents who are interested should be given non-formal education.
- Give special financial and medical assistance to children affected by diseases like sickle cell anemia.
- Teachers should visit the hamlets and bring students who are found to be absent for long.
- Committed Social Workers need to look into the issue of children going for daily wage works and seasonal employments. It is important to initiate strong legal measures against employers who engage Paniyan children in works.

- Alcohol consumption and tobacco addiction is a major social issue that the community is facing. Most of the community members are addicted to this. It should be provided with proper health knowledge programmes. It is proposed to give counseling to parents about the after-effects of the habit.
- There should be coordination between parents, teachers and students. PTA meetings should be organized and discussion about the performance of students should be done at frequent intervals.
- The schools should organize extra co-curricular activities and ensure students participation. Youth festivals should include tribal art forms.
- Most importantly apart from all the efforts taken by external agencies to improve the educational status, there should be some internal initiatives too. Self-help groups or cultural groups of Paniyan community members that include educated people from the community itself need to be organized. It is proposed that a cultural club should be organized under the leadership of an educated person within the community and the students should be made to do different activities and should be encouraged to read. This would improve the interest of students in academic activities too.
- Early marriages are found to be a reason behind dropouts. So Childline and Committed Social Workers need to look into these issues.
- Include Pedagogy (the method and practice of teaching, especially as an academic subject or theoretical concept) of the tribal students in Teacher's training.
- More study materials, uniforms, reading materials should be made available free for Paniyan students at the beginning of the academic year.
- As the curriculum does not reflect the tribal culture, the students feel a lack of space. To make the students interest in learning, as an inclusive policy, the curriculum should include tribal culture, rituals lifestyle etc.
- Vocationalisation of tribal craftworks and introduce it in VHSE too.

- An increment in all types of scholarships and grants from the government as it is not sufficient right now. Financial assistance to the students do not reach in the right time in right hands as schools play a role of middlemen, that situation should change.
- It is recommended to start more MRS (Model Residential Schools) especially for Paniyan students in the district and also establish more post metric hostels to encourage students for pursuing higher education.
- Economic backwardness is found to be the most important reason that causes educational backwardness.
- There should be a regular monitoring system by all concerned agencies.
- These are suggestions and recommendations for the betterment of the current situation of students of Paniyan community. A tribal educational policy has to frame to improve the current educational and economic scenario of tribes especially Paniyan community of Wayanad. It is high time for the government to deliver the constitutional right of education to all without any kind of discrimination. The quality of the education and its accessibility to the weaker section of the society should be the main motto of any education reform. We need to take each step carefully and a step by step reform will transform society.

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PHOTOGRAPHS



Picture- 1&2; One of the government schools in Wayanad where many Paniyan students are studying in the primary, secondary and higher secondary level.



Picture 3. Kaniyambeta Girls Model Residential School. Here many Paniyan girl students are studying



Picture 4. Kaniyambetta MRS Girls hostel.



Picture 5,6. Computer lab for the students in the Government High School, Wayanad





Picture 7. Kaniyambetta Government High School library



Picture 8. Kaniyambetta Government High School



Picture 9. A Road to a settlement of Wayanad



Picture 10. Road to a Paniyan settlement Kalpetta



Picture 11 to 14. Conditions of houses in different Paniyan settlements in Wayanad







Picture 15. One of the Anganwadi attached near the Paniyan settlement of Wayanad



Picture 16. The first residential flat for the tribal communities, Kalpetta, Wayanad



Picture 17. Verandha of the tribal flat in Wayanad



Picture 18. A bedroom in the flat



Picture 19. The main entrance door to the flat



Picture 20. The main hall in the flat



Picture 21. Contaminated well in the tribal settlement



Picture 22. Pre-metric hostel for tribal students in Vythiri, Wayanad



Picture 23. The Community Hall in a hamlet especially for the tribal community



Picture 24 and 25. Programme of student police cadets (SPC) in Wayanad.



Participation of Paniyan students in SPC









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