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# STUDY OF THE ATTITUDE OF TRIBAL POPULATION OF RANCHI (JHARKHAND) TOWARDS EDUCATION

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## ABSTRACT

*Education creates awareness within people i.e. discovering themselves and around, acts as the major catalyst and prime factor for bringing out the social change and transformation.*

*Though, a lot of work has been done by different agencies to bring social changes through education for Jharkhand Tribes, especially at Ranchi, still it seems inadequate in terms of area spread and the quality.*

*The objective of this study is to probe into the attitude of the tribal population of Ranchi towards Education and to find out the obstacles which negate the process of learning, which is the prime enabler for socio-economic, socio-cultural development and overall uplift.*

*Result of the study indicates there is a strong correlation between the living standard of tribes and the positive attitude towards education, i.e. number of literate persons is more in case of families with sound economic background than those with relatively weaker background.*

*The development & social security programs being run by Government, NGOs and other Agencies have wide spread coverage and bring out the desired result to a great extent.*

*Following the Deming PDCA Model applied to this change process, after planning and implementing the changes, it is very important to check or review the actions taken and improving upon them, the last two steps of the model.*

*This research project is an endeavor towards facilitating this review process further by the way of getting a direct feedback.*

**Key Words:** *Education, Tribal Population, Ranchi (Jharkhand), socio-economic, socio-culture.*

## INTRODUCTION

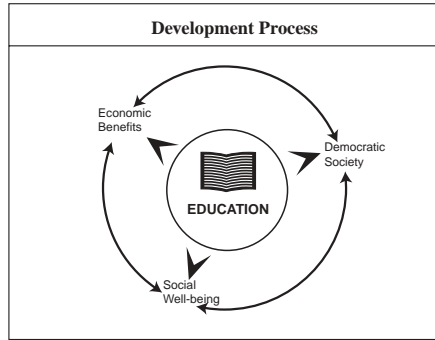
In our national perception education is essentially for all. This is fundamental to our all-around development, material and spiritual (National Policy on Education, 1986). Education is a vital factor in determining the positive change in any society. It results in upliftment of the understanding and reduces the exploitation of the people in a community.

Considering that education is dynamically interrelated to every aspect of social and economic development [the economic benefits of education (higher wages, better productivity, use of technology); the impact of education on population (growth, health, and social well-being); and the relationship between education and democratic society (participation in policy issues and decision making processes)], it should therefore occupy the topmost importance in all community development programs and activities.

(Singh P. 1989) Government support and facilities provided to the scheduled caste students in the fields of education have been made available to them since 1951. (Yadav S.K., 1985) states that special efforts are being made to narrow down the wide disparities that exist with regard to their socio-economic and educational conditions by providing to them certain extra facilities and through special schemes reducing the cost of education, by providing assistance for studies and guidance for better educational and occupational opportunities. (1981, NCERT Problem) as reported by NCERT, research on education of the scheduled caste children had been emphasized by it. It issued a list of 30 specific problems of research and development projects on the education on the scheduled caste and scheduled tribe children in 1982-83 saying that these problems may be studied on priority basis.

Jharkhand is the state resided by considerable number of tribal population. These people belong to underdeveloped rural, functionally weaker section of the society. Govt. of Jharkhand has taken major steps to provide education to these masses.

This study aims at studying the attitude of the Jharkhand tribal people towards education. The study would provide an insight into what these people think about education.



**Development process**

*Source: Basic Education Coalition (2004)*

**JANSHALA IN JHARKHAND**

The poor literacy and education scenario characterises Jharkhand, the 28th state of the Indian Union, which came into existence after the bifurcation of Bihar in November, 2000. From the census in 2001, the literacy rate of the state was as low as 54.1 per cent against the national average of 65.4 per cent. The literacy rate among women and tribal groups was even lower. The drop out rate particularly among girls and tribal students was found to be very high. Given that the state has a low level of literacy (Table 1), especially among the women and tribal peoples.

**Table 1. Literacy rates in Jharkhand**

Gender	%
Total	54.13
Male	67.94
Female	39.38

*Source: Compiled from Provisional Population Totals: Census of India 2001*

(Sudhakar, C. 1999), studied the enrolment and dropout trends in schools, family members’ interest in their children’s education, weavers’ views regarding education, and their perception towards child earnings and work-orientation. It was found that school dropouts were highest among STs followed by SCs and then OBCs. The percentage of boys who dropped out was higher than girls among backward castes. 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management

As per Census 1991 the literacy rate of Ranchi district is 52.52 per cent as compared to 38.48 percent of the State and all India level of 50.21

per cent. In Ranchi District Female Literacy Rate is 36.57 per cent which is higher than that of Bihar 22.89 per cent and less than all India rate 39.29 per cent.

(Goyal, 1972) Goyal also reports in his studies through survey the educational facilities available for the under-privileged communities.

(Chitnis) and (Premi) told that instead of providing equal opportunities to all, the present system of education is creating new inequalities. (Ambaro 1982) Ambaro states that the available data and studies carried show that only a small proportion of scheduled castes students have been able to reap the major benefits of higher education and modern occupations. Uplaonkar (1982) states that in case of the low class families the occupational aspirations of the scheduled caste students are lower as compared to those of the non-scheduled caste students.

## **METHODOLOGY**

### **OBJECTIVE OF STUDY**

To probe into the attitude of tribal population of Ranchi about Education and to find out the obstacles which negates the process of learning, which is the prime enabler for socio-economic, socio-cultural development and overall uplift.

### **HYPOTHESIS**

1. There is a strong correlation between the living standard of tribes and the positive attitude towards education, i.e. number of literate persons is more in case of families with sound economic background than those with relatively weaker background.
2. The development & social security programs being run by Government, NGOs and other Agencies have wide spread coverage and yields the desired result to a great extent.

### **STUDY**

Field study was carried out by visiting the village, and collecting feedback of individual persons.

The field study was restricted to Kanke Village at Ranchi, as the village is consisting of tribal people of different living standards and social status, which was ideal for this survey.

The study was conducted on 30 tribal persons of Kanke village, Dist. Ranchi, and was undertaken in October 2007.

A Stratified Random Sampling Method was adopted for drawing the sample villagers. The study involved application of quantitative & qualitative methods. The data about villagers was collected through structured questionnaire & interview.

## **OBSERVATION & DISCUSSIONS**

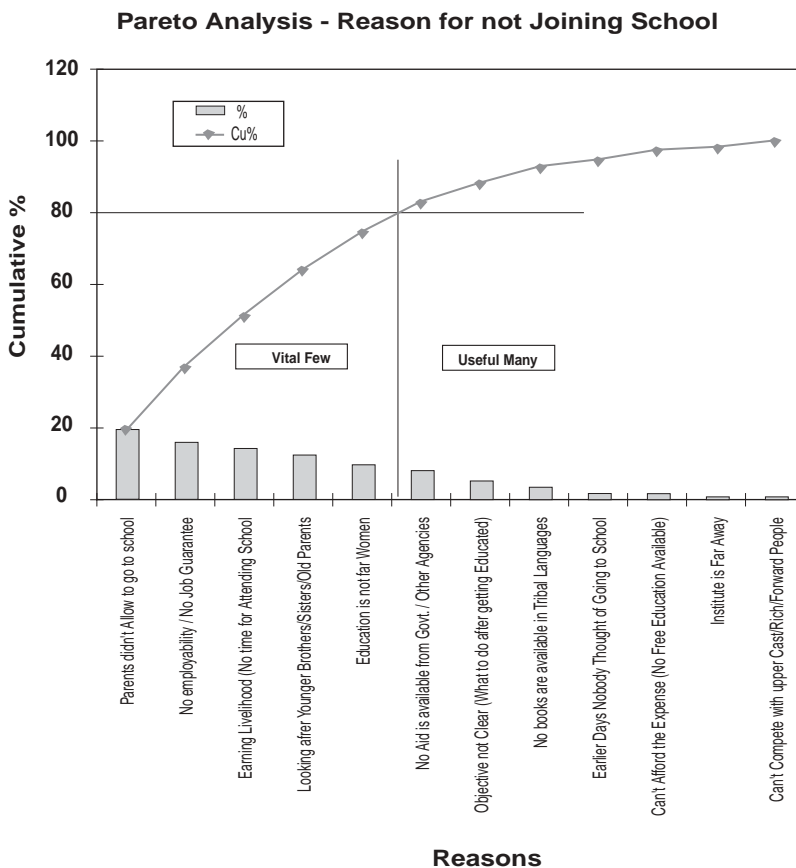
46% of the samples were Females and 54% were Males. Their Profession was -

- Unemployed - 46%
  - Agriculture - in own Land - 8%
  - Cottage Industry - 5%
  - Business - 15%
  - Domestic Aid - 6%
  - Daily Labor (Agriculture/ Industry/ Other) - 19%
  - Permanent Service (Govt. / Pvt.) - 01%
  - Any other - 00%
- The monthly income distribution of the samples showed that 20.66% of them were earning around Rs. 1001 to Rs. 5000; 5.17% of them were getting Rs. 5001 - 10000; other 5.17% were getting below Rs. 1000/-.
  - Literacy level showed 171 illiterate out of 246.
  - Gender wise Literacy level showed 49% Male illiterate & 51% Female illiterate.
  - Out of 75 literate people 2 were educated upto college level, 14 upto Secondary & Plus 2, 19 upto Middle School (VI Std.), 20 upto Primary, 20 with no formal education.
  - Income vs. Literacy showed 95% illiterate having below Rs. 1000 income and 68% of them having income between Rs. 5001-10000.
  - 60% Male Drop-out from Institutions were reported against 40% Female Drop-out.

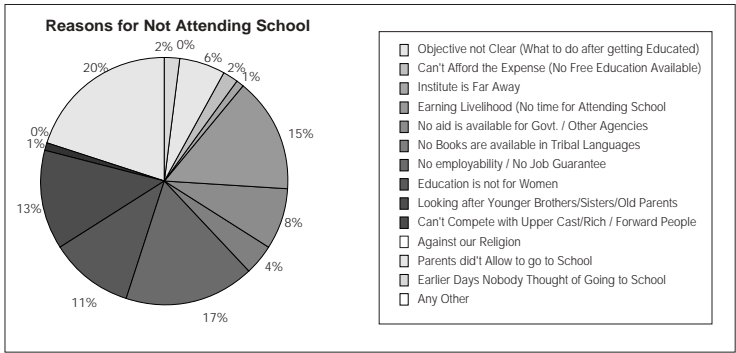
## **FINDINGS**

1. Ratio of male members compared to female is more i.e., 54:46.

2. More family members are unemployed other major professions are daily labour and in some business.
3. Most families are having a monthly income below Rs 5000 .
4. Very high no of Illiterates more Illiterates are in the female category.
5. Within the Literates, most of the people are either having no formal education or having primary level education.
6. More Illiterates belong to the families having lower income families.
7. No. of drop out from school is higher in case of male compared to female.
8. Several reasons have been found for not going to school e.g. parents didn't allow to go to school, no employability/no job guarantee, etc. (Fig. 1 & 2)



**Figure - 1**



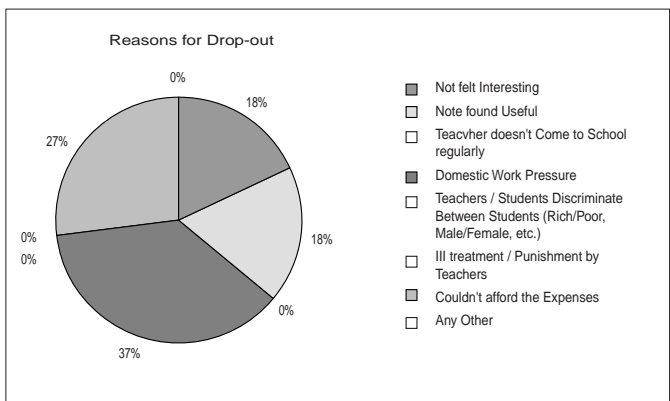
**Figure - 2**

Further, Pareto Analysis was carried out (Fig. 1) to narrow down the reasons and to identify the vital ones which are as follows:

- Parents didn't Allow to go to School
  - No Employability / No Job Guarantee
  - Earning Livelihood (No time for Attending School)
  - Looking after Younger Brothers/Sisters/Old Parents
  - Education is not for Women
9. Different reasons have been found for drop-out e.g. domestic work pressure, couldn't afford the expenses, etc (Fig. 3).

Further, Pareto Analysis shows the most important reasons, as follows (Fig. 4):

- Domestic Work Pressure
- Couldn't Afford the Expenses



**Figure - 3**

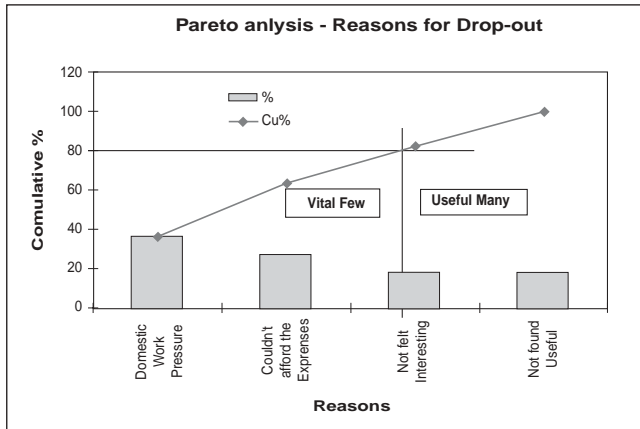


Figure - 4

A study (Aikara J.) also states that the incidence of stagnation and dropout is higher among the scheduled castes than among the non-scheduled caste students.

### SUMMARY & CONCLUSION

To summarize & conclude the above findings, Force Field Analysis was carried out as follows:

- The Barrier was defined as “Negative Attitude towards Education”
- All vital reasons for Not sending the children to school and drop-out were plotted as constraints or Restraining Forces
- Possible remedies / solutions against each Restraining Forces were plotted on the right side.

Barrier : Negative Attitude towards Education	
Restraining Forces	Driving Forces
Can't Afford the Expense	Needs Counseling, School Education is free
Parents didn't allow to attend School	Needs Counseling
Education is not for Women	Needs Counseling
Earning Livelihood	To be brought under Social Security Schemes run by Govt. / other
Domestic Work Pressure	Needs Counseling (Sharing of Jobs by others)
No employability / No Job Guarantee	To be brought under social Security Schemes run by Govt. / other

### **Force-feild Analysis**

Through this exercise it can be concluded that still the attitude of tribal people of Ranchi is not positive towards education, i.e. the desirable objectives / goals of different development initiatives have not been achieved to the extent, which they were supposed to be.

### **VALIDITY OF HYPOTHESIS**

1. There is a strong correlation between the living standard of tribes and the positive attitude towards education, i.e. number of literate persons is more (32%) in case of families with sound economic background (income between 5001 to 10,000) than those with relatively weaker background, (income below Rs. 1000/-) where only 5% literate people were found.
2. The second hypothesis is rejected. The development & social security programs being run by Government, NGOs and other Agencies have wide spread coverage and yielded the desired result to a great extent. - proved wrong from the high level of illiteracy that still exists among the tribes.

### **RECOMMENDATIONS**

- For certain reasons, like “Parents didn’t allow going to school”, “Domestic work pressure”, “Education is not for women”, etc. needs counseling in most of the cases.
- For the reasons, “Earning Livelihood”, “Couldn’t afford the expenses”, ‘No employability, etc., coverage of the Development and Social Security Programs to be extended to the areas, yet to be reached. New method of Support Programs also can be designed.

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