

International Multidisciplinary
Research Journal

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Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

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ABSTRACT

The main purpose of this study was to know and compare the educational aspiration of santal tribe students in West Midnapur, Bankura, and Purulia of West-Bengal. Purposive sampling procedure was adopted to select the sample from entire population. Sample sizes of 300 respondents were participated in this study. The collected data edited and coded using appropriate tools like mean, standard deviation, and t-test. The finding of the study shows that there is no significant in educational aspiration difference between santal boys and girls.



KEYWORDS : *Educational aspiration, santal tribe etc.*

INTRODUCTION :

Education is the key aspect to the development of human resources. In the past, education was one of the main considerations for hierarchical classification in Hindu society. Lack of education has been largely responsible for the exploitation and pitiable plight of the tribal's. For the tribal, education is pivot on which their success depends. Education disseminates knowledge. Knowledge gives inner strength which is very essential for the tribal's for attaining freedom from exploitation and poverty. Due to ignorance arising out of illiteracy, the tribal have not been able to take advantage of new economic opportunities. Opening of the tribal areas in the wake of developmental process have brought in juxtaposition two distinct values systems- one based on tradition and ignorance and other on technology and innovations. Harmonious synchronization of the two systems is essential for development of tribal people. In this process, education has to play a key role.

NEED AND SIGNIFICANCE OF THE STUDY:

It is commonly acknowledged fact that Santal society is conservative, orthodox, reserved have

low self-confidence and not-expressive. It is difficult to find out the interest and expressiveness among the students especially belonging to this community. The Santal tribe constitutes a large number of the Indian population and hence it is clear that for harmonious development of India as a nation, the educational progress of Santals should be at par with other sections of society. India being a class-divided society based on economical perspective needs to develop each and every sections of its population. For a country which has accepted the goal of an egalitarian society, promotion and development of education is the foremost commitment. The slogan of 'democracy' says of the people, by the people and for the people; hence development of a country depends on the development of each citizen of the whole population.

Review of Literature: Kumar, P. (2005). Factors Facilitating Retention of Tribal Children of Ashram and other Schools. *Researches and studies*, vol. 56, 54. Objectives: (i) To identify and compare factors facilitating retention of tribal children of Ashram Tribal School (ATS) and non-residential schools (NRS); (ii) to identify and compare competencies of teachers of ATS and NRS. Methodology: Teachers, school children and parents of students of ATS and NRS of Sonebhadra were covered in the study. A school information schedule, open-ended interview schedule and an observation schedule of teacher's competencies were used for data collection. The data were analysed in qualitative and descriptive manner with the help of graphical representation. Chi square test was also used in analysis of data. Findings :(1) the government provided miscellaneous facilities for increasing retention of tribal children in ATS and NRS. (2) ATS had better retention rate due to hostel and mess facilities as compared to that of NRS. (3) Free textbook supply and scholarship distribution emerged as prominent factor for retention in NRS. (4) Teachers employed in NRS and ATS were found homogeneous with regard to Teacher's competencies. (5) School facilities contributed towards retention of children whereas it remained indifferent about teacher effectiveness. Rao, D.P. (2005). Status of Primary Education among Scheduled Tribes in Andhra Pradesh. *Gyan : The Journal of Education*, Vol 1(2), 12-20. Objectives: (i) To compare ST literacy rate with the overall literacy rate; (ii) to estimate and compare the rate of growth of enrollment of STs and all children; (iii) to examine the district-wise enrollment ratio of ST children and all children; (iv) to analyse the proportion of ST teachers to all teachers, district wise; (v) to estimate the student-teacher ratio at the district level in the state. Methodology: The secondary data relating to the number of children enrolled and number of teachers working in primary schools by caste group was obtained from the offices of the Bureau of Economics and Statistics, Hyderabad and the Commissioner and Director of School Education, Hyderabad, Andhra Pradesh. In order to analyse district wise enrollment ratios, the three distinct regions of the state, viz. Coastal Andhra, Rayalaseema and Telangana had been taken up. Findings: (1) While females generally lag behind males in literacy rate, the disparity in the rate between all persons and STs was higher among females than among males. (2) Government initiatives aimed at motivating the tribals to enroll their children in increasing number were bearing fruit especially in respect of enrollment of boys. (3) Enrollment ratio did not seem to be related to the development of a region. In fact the backward Terlangana region was found to have recorded high enrollment in respect of boys. (4) Cultural taboos seemed to constrain tribals from enrolling their girls in schools. (5) The drop-out rate among ST girls was much higher than ST boys and, between all children and ST children, it was much higher for the latter. (6) Student-teacher ratio, as seen from the district-level averages, seems promising. (7) Females were yet to gain considerable foothold as teachers in schools and this was much more so in respect of tribal females.

STATEMENT OF THE PROBLEM:

There are numerous problems in Santal tribal community. Many students from santal community not understand the purpose of education. The present investigator attempts to find out the problems and aspiration level among XI and XII classes Santal student of Paschim Midnapur, Bankura and Purulia district of West-Bengal. The title of the problem is thus stated as follows:

"A Study on Educational Aspiration of Santal Tribes"

OBJECTIVES:

To study the educational aspiration of boys and girls of santal tribes.

Hypothesis:

H₀¹. There is no significance difference between educational aspiration of Santal boys and girls.

METHODOLOGY:

Sample:

The purposive sampling technique was adopted to select an adequate consisted of 300 santal boys and girls from higher secondary schools from west midnapur, Bankura and Purulia of West-Bengal.

Tools:

Standardized test on study Educational Aspiration by Dr. V.P. Sharma and Dr. Anuradha Gupta (1987) was used for data collection.

Analysis and interpretation of the data:

In order to understand the nature of educational aspiration among Santal students frequency distribution along with descriptive statistics were design as given in table 1.

Table 1
Distribution of Higher Secondary School Students on the basis of Educational Aspiration (N=300)

Class interval	frequency	percentage	Cumulative percentage
56-65	17	5.66	100.0
46-55	92	30.66	94.31
36-45	133	44.33	63.65
26-35	50	16.66	19.32
16-25	8	2.66	2.66
Total	300	100	

Mean=42.47 SD=8.25

It may also see from the table 1 and figure 1 that there are 44.33 percentage students who scored in the range of 36-45, the interval containing the mean value of 42.47.

The table 1 shows that the mean score of higher secondary school santal students on educational aspiration came out to be 42.47 with standard deviation of 8.25. Further table 1 depict that 19.32 percentage of higher secondary school santal students have score up to 35 points as compared to 44.33 percentage being between 36 to 45 and remaining 36.32 percentage scoring 46 and above.

Fig. 1

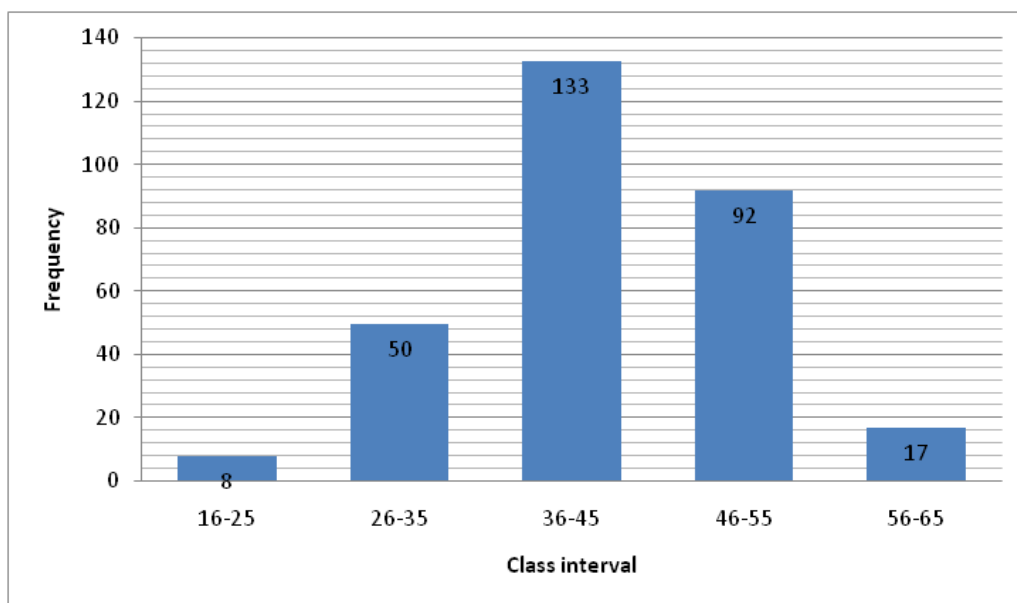


Fig. 1 Distribution of Educational Aspiration among santal higher secondary school students.

Table 2

	N	Mean	SD	SE _M	SE _D	t-Score	Remarks
Boys	132	42.6	8.0	0.69	0.696	0.508	Null hypothesis is accepted
Girls	168	42.3	8.4	0.65			

The above table 2 shows the data relating to level of educational aspiration of Santal higher secondary students. The mean of scores of Santal boys and girls in educational aspiration are 42.6 and 42.3 respectively. The t-value comes out to be 0.508 which is found non-significant at 0.05 level of significance. This indicates that there is no significant difference between the Santal boys and girls in their educational level of aspiration. From the above stated findings this can be said that the null hypothesis i.e. “there is no significant difference between educational aspiration of Santal boys and girls.”

RESULT AND CONCLUSION:

Education aspirations among higher secondary Santal students turned out to be significant in all the analysis, the hypotheses: “There is no significant difference between educational aspiration of Santal boys and girls” was accepted. The result shows that both boys and girls have similar educational aspiration, however the researcher observed that, the educational achievement of both boys and girls is not at all at satisfactory level and above all the girl student are lagging behind because of other socio-economic reasons instead of having similar aspiration as of boys.

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