



ISSN: 2249-894X  
 IMPACT FACTOR : 5.7631 (UIF)  
 UGC APPROVED JOURNAL NO. 48514  
 VOLUME - 8 | ISSUE - 8 | MAY - 2019

## STUDY OF QUANTITATIVE MEASURES OF EDUCATIONAL ATTAINMENT AMONG TRIBALS

**Tengsrang A. Marak**

**Research Scholar, Department of Education, North-Eastern Hill University, Tura, Meghalaya.**



### ABSTRACT:

*Scheduled Tribes who have been historically out of the main stream development take initiatives partly due to the still continuing socio-economic barriers and partly due to the inadequacy of the Government programmes in reaching these disadvantaged groups, still find themselves in difficult to compete with other sections of the society. Tribes are very important in constituting the population of the country as they are 8.2 percent of the total population of India. They constitute 85.9 percent of the total population of Meghalaya.*

*Tribal education has many problems to face hindrance for development. The reason for this can be categorized as external, internal, and socio-economic and psychological. The external constraints are related to problems and difficulties at levels of policy, planning, implementation, and administration. Internal constraints refer to problems associated with the school system, content, curriculum, medium of instruction, pedagogy, academic supervision, monitoring and teacher-related problems.*

**KEYWORDS:** Educational Attainment among tribals, Socio-Economic

### INTRODUCTION AND LITERATURE:

Studies suggest a strong relationship between poverty; development and child labour. One cannot deny the fact that the economic status of a family is a powerful force in shaping its behaviour in many aspects of life including the engagement of their children in productive labour and schooling. However, nowadays in enrolments clearly indicate that poor parents are increasingly sending their children to

school, even to private fee-charging schools. Moreover, in recent years the government has launched several programmes to educate older children who missed out on schooling due to their involvement in child labour. Studies have attempted to assess the magnitude and extent of child labour, the nature of work the children are engaged in and its impact on their health, education and well-being. Studies point out that a large proportion of children in the states of Andhra Pradesh, Bihar, Rajasthan, Madhya Pradesh are engaged in farming activities and household chores. A large section of these child workers are girls who also work for long hours to earn meager wages.

Based on the variety of work contexts in which children are engaged in labour studies argue, 'the circumstances under which children work is a form of socialization into adulthood.' This is also supported by findings that work conditions do not leave scope for children to pursue schooling even on part time basis. (Sujatha, K. 2002; Savatkar N. R. 2014; Rajam V.; Malarvizhi MS. V ;2011) (Arun C. Metha 2009-2010; Choudhury, S.S. 1985; Jha, J., Jhingran, D. 2002; Kabita Kumari Sahu 2014; Krithiga K. 2011) The observation made from the review of related literature above suggests that most of the studies have focused on the many significant issues pertaining to

education of tribals for example quality, completion, gender, child labour and drop outs of tribal education and less information is available on inter-tribal variation in education. For instance, what is the scenario of educational inequalities among the tribal communities within a state or a region. It is observed that no such study has been conducted focusing on inter-tribal variation in education in the state like Meghalaya. Therefore, there is a wide gap to undertake such studies in this area and hence, the researcher felt the need of taking up the research work.

### RESEARCH QUESTIONS

- 1) Are there any differences in demographic and socio-economic conditions of various Tribes within a State?
- 2) What are the existing school infrastructural facilities in the villages predominated by different Tribal groups? Are there any changes / variation among the two groups?
- 3) Are there any variations in quantitative measures of educational attainment among the various Tribal groups?
- 4) Is there any gender disparity in quantitative measures of educational attainment among various Tribes within a State?

### QUANTITATIVE MEASURES OF EDUCATIONAL ATTAINMENT:

Quantitative measures of educational attainment give evidence about the number of persons receiving education at a point in time, as well as about dropping out and continuing in school. The quantitative measure of educational attainment include few important indicators which are given and may be defined as follows:

- a) **The Gross Enrollment Ratio:** The number of children of any age enrolled at a given level divided by the number of children of the appropriate age for that level.
- b) **The Net Enrollment Ratio:** The total number of children of the appropriate age enrolled at a given level, divided by the total number of children of that age.
- c) **Completion Rates:** The percentage who are completing a given grade or level.
- d) **Dropout Rates:** The percentage who are not proceeding from one level to the next.
- e) **Continuation Rates:** The percentage who are proceeding from one grade or level to the next.

### CONCLUSION:

The review of related literature reveals that the tribal children are being engaged in child labour, and as a result it impacts on their health, education and well-being. It is also observed that there is a slow progress in tribal education. Disparity and drop outs among the tribal children are seen almost in all tribal communities. The observation of the prevailing literature pertaining to inter-tribal education gives an indication that no studies have been undertaken focusing on the aims to improve the ongoing problems faced by the inter-tribal people in the remote villages. The present study has a great significance as it assumes to improve the existing problems of the tribal people. Thus, from the review of related literature above, the researcher felt that there is a gap in the researchers conducted earlier in these areas which needs to be addressed. Hence, there is a need to study the inter-tribal variation in education. The inter-tribal variation in education needs to be studied so as to find out the problems and to bring solution to it.

### REFERENCES:

- Arun C. Metha (2009-2010). Elementary Education in India. Progress Towards UEE: Analytical Report. National University of Educational Planning and Administration. 17-B, Sri Aurobindo Marg, New Delhi – 110016.
- Choudhury, S.S. "Education and social change among the Scheduled Tribes of North Bengal". Ph.D. Thesis Sociology and Social Anthropology, N.B. University, 1985.
- Jha, J., Jhingran, D. (2002). Elementary Education for the Poorest and Other Deprived Groups, Centre for Policy Research. New Delhi.

- Kabita Kumari Sahu (2014). Challenging Issues of Tribal Education in India. IOSR Journal Economics and Finance (*IOSR-JEF*). volume 3. Issue 2. Ver. II. Retrieved on September 12, 2016 from <http://www.iosrjournals.org/iosr-jef/papers/vol3-issue2/Version-2/I03224852.pdf>
- Krithiga K. (2011). Educational status of Scheduled Tribes in Nilgiris District. Thesis in Economics. A vinashiligam Deemed University for women Coimbatore-641043 Tamil Nadu, India. Retrieved on 26<sup>th</sup> August, 2016. from <http://shodh.inflibnet.ac.in/handle/123456789/1049>
- Rajam V.; Malarvizhi MS. V (2011). A Study on Educational status of Tribal Children in the Nilgiris District. ZENITH International Journal of Business Economics & Management Research Vol.1. Issue 2. PP. 198-199. Retrieved on September 18, 2016 from <http://www.zenithresearch.org.in/images/stories/pdf/2011/Nov/ZIJMR/14 ZIBERM V OL1 ISSUE%202.pdf>
- Savatikar N. R. (2014). Problems of Education among Scheduled Tribe P.G. Students in Karnataka. KLE Society's S.V.S. Bellubbi Arts and Commerce College, Saundatti, Belgavi District, Karnataka, India. Retrieved August 26, 2016 from <http://www.ijird.com/index.php/ijird/article/view/49637/40228>
- Sujatha, K. (2002). Education among Scheduled Tribes. In Govinda, R. (ed.), India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press.