

SCHOLASTIC ACHIEVEMENT OF TRIBAL STUDENTS IN DISTRICT RAJOURI: A STUDY

Mohd Shakeel¹, Dr. Emmanuel Hans², and Dr. Rajni Gupta³

INTRODUCTION

Tribe is a social group, used to live in hilly and remote areas of a country. Living in nature; utilizing than exploiting it. The members of the group used to speak a common dialect. Tribes are having their own unique living culture and tradition. “A collection of families or group bearing a common name, the members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligation” (Majumdar,1961).

There is vast assortment tribes inhabit in India. The beauty of diversity is lies in their culture, language, tradition, ecological settings, livelihoods, social stratification and level of development. The demography of tribe in India is not uniform pattern. Every tribe has their own unique culture and tradition. In Jammu and Kashmir majority of the tribes are Gujjars (9.8 lakhs) and another 1.1 lakh are from the related tribe of Bakarwals. Both these tribes are belongs to Muslim communities. During the last decade, the population of the two tribes together has grown by nearly 33 percent.

Tribes are falling under marginalized communities in India. Lack of adequate representation and in Indian democratic scenario as well as the ill attention from the concerned, the tribes has been facing economic and educational deprivation in the country. Despite many provisions in Indian constitution for the betterment of tribal education and health; the status reveals poor statistics regarding.

OBJECTIVES OF THE STUDY

1. To study the Scholastic achievement of tribal students in district Rajouri of Jammu and Kashmir.
2. To compare the mean difference of Scholastic achievement of seasonal migrant tribal students with non migrant tribal students in district Rajouri of Jammu and Kashmir

¹ Ph.D. Research Scholar, Desh Bhagat University

² Research Supervisor, Desh Bhagat University

³ Co-research Supervisor, Desh Bhagat University

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Scholastic achievement of seasonal migrant tribal students with the non migrant tribal students of Jammu and Kashmir.
2. There will be no significant difference in the Scholastic achievement of tribal students in district Rajouri of Jammu and Kashmir with respect to Gender.

METHODOLOGY

In the present descriptive research the investigator adopted the survey method. All students from tribal communities of District Rajouri constitutes as the population of the study. Gender and migration were treated as dependent variable and scholastic achievement was treated as independent variable. Due representation was given to the subsamples of the study. For the purpose of data collection the investigator has visited 30 middle schools at Rajouri District of Jammu and Kashmir. Information was collected from a sample of 600 through administering General Classroom Achievement Test (GCAT-SG) developed by A.K Sing & A Sen Gupta (2005). Stratified Random Sampling technique was used for sample selection. Descriptive analysis, Percentage analysis and mean difference analysis were carried out to find out the objectives.

DISCUSSION OF RESULTS

The collected data was organized and analyzed with the help of SPSS. The comprehensive analysis of the study is described as under.

Table 1. Statistical Constants of Scholastic Achievement Test Scores of Tribal Students

Sample	N	Mean	Median	SD	Skewness	Kurtosis
Total Sample	600	47.00	46.00	13.55	0.17	-.86
Male	428	45.00	43.00	12.70	-.79	0.23
Female	172	50.00	49.00	14.91	-.01	-1.07
Migrants	343	38.00	38.00	08.65	0.27	0.12
Non Migrants	257	58.00	59.00	10.11	-.80	1.19

Table 1 shows that the distributions of scores of the select independent and dependent variables are normal and are not badly skewed. Hence the data is qualified for inferential analysis.

Table 2. Scholastic Achievements of Tribal Students- Percentages of Total Sample and Subsamples

Sample	N	Above Average	Average	Below Average
Total	600	20	63	17
Male	428	22	63	15
Female	172	22	60	18
Migrants	343	19	68	13
Non Migrants	257	18	65	17

Table 2 reveals that 17 % of tribal students falls under the below average level on scholastic achievement. When considering the gender category 18 % of girl students and 15% of boy students are coming under below average level on scholastic achievement. It also reveals that among the total sample and all the sub samples around 60 % students are possessing average level of scholastic achievement.

Table 3. Data and Results of the Test of Significance of Difference between Mean Scores of Scholastic Achievement- Migrants and Non Migrants Tribal Students

Subsamples	N	Mean	Standard Deviation	C.R	Level of Significance
Migrants	343	38	08.65	25.39	0.01
Non Migrants	257	58	10.11		

Table 3 shows that the critical ratio obtained for the mean scores of scholastic achievement test of *Migrant and Non Migrant Students* are 25.39 which is significant at 0.01 level. The hypotheses no.1 is rejected. It shows that the mean scores of scholastic achievement test of *Migrant and Non Migrant tribal Students* differ significantly. This indicates that the non migrant tribal students are superior in scholastic achievement than the migrant tribal students at elementary level.

Table 4. Data and Results of the Test of Significance of Difference between Mean Scores of Scholastic Achievement- Male and Female Tribal Students

Subsamples	N	Mean	Standard Deviation	C.R	Level of Significance
<i>Male</i>	428	45	12.77	03.41	0.01
<i>Female</i>	172	50	14.91		

Table 4 shows that the critical ratio obtained for the mean scores of scholastic achievement test of *Male and Female tribal Students* are 03.41 which is significant at 0.01 level. Hence the hypothesis 2 is rejected. It shows that the mean scores of scholastic achievement test of *Male and Female tribal Students* differ significantly. This indicates that the female tribal students possess high scholastic achievement than the male tribal students at elementary level.

CONCLUSION

Scholastic achievement is the clear indication of educational achievement of any regular classroom community. Tribal communities are the educationally backward in India. The study reveals that only around 20 % students from tribal communities are possessing high level scholastic achievement. To cope up with world level of development and quality improvement in education, the nation has to take creative measure to improve the scholastic achievement of all the school population of the country.

REFERENCES

- Bhat, S.M. (2007). Access to education for Gujjars and Bakarwals of Kashmir A case study of District Kupwara. Ph D, thesis, Faculty of Education University of Kashmir, Hazratbal Srinagar
- Javaid, Reshi. (2011). The Gujjar tribe of Jammu and Kashmir' Gulshan Books, Residency Road \Srinagar.
- Prethive, Nath.,& Kaul, Bamzia. (1962). A History of Kashmir (political, social and Cultural) from the earliest times to the present day .Metropolitan Book Co.pvt. Ltd. New Delhi.
- Rana, A.H.C. (1998). Short History of Gujjars (past and present) Begum Akbar Jahan Foundation (GTCT), Jammu, Tawi. <http://krishikosh.egranth.ac.in/handle/1/5810073776>

- Rana, A.H.C.(1998). Short Story Of Gujjars (past and present) Begum Akbar Jahan.
- Sheikh, W.M. (2011-12). Village Amenity Directory, District Statics and Evaluation Office Shopian.
- Survey (TRCF), NGO. (2006). Gujjar and Bakarwal living 'Stone Age' life. Srinagar, November, 23rd 2006
- Walter, R.L. (2000). The valley of Kashmir. Chinar Publishing House, Srinagar Kashmir.
- Warikoo, K., & Sujtsom, Gujjars of Jammu and Kashmir'(ed). Director Indra Gandhi RashtriyaManovSangrahalaya Shimla Hills,Bhopal-462013