



# Comparative Analysis of Educational Achievement among Sabar and Santal Community of Kadodiha and Domohani Village, Jhargram District, West Bengal, India.

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This article is dedicated to Moumita Moitra Maity who Died in herness on 2023.

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## ABSTRACT

The present study aims to identify whether any variation in academic achievements occurs across different social groups. The present study investigates the disparity of educational enrolment and achievement among Sabar and Santal Communities in Kadodiha and Domohani villages of Jhargram district, West Bengal. The survey was carried out in 19 households of Sabar Community and 85 households of Santal community with a structured questionnaire. Multiple linear regression shows the presence of significant degree of association among different parameters which indicates that the impact of one or more indicators on other related indicators is critical for achieving quality education. Guardians of Santal community are more aware of achieving the education for their children than the Sabar Community. Monthly per capita investment for children's education, higher educational achievement and enrolment are maximum in Santal communities. Guardian's awareness is the most important parameter to achieve children's quality education. The educational disparity among different tribal people is significant despite the same economic status.

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## Introduction

Educational achievement is an important driver of social development. It is a series activity of improving the immediate living conditions or enhancement of potentiality of future living. It plays an important role in bringing the development of the skills of the people. It expands the livelihood opportunity and tackles the problem of poverty (Kumar, 2008). India has the second-largest higher

education system in the world (AISHE, 2021-2023). But, the educational scenario of tribal people are underprivileged. The nation is still backward in establishing universal education in all societies. The family's economic problem has interrupted children's education. The tribal students has stopped to attend school to look after their younger siblings (Parida, 2016) and also to engage in different types of household work

all over the year. Most of the Santal students do not get any scholarships and most of the educated Santals are unemployed in Jhargram District (Ahmed & Tattwasaranand, 2018). Women of tribal community plays a vital role in their economic and religious lifestyles in society. They could not achieve the means of modern lifestyles such as education, employment, good health, economic empowerment, etc. Due to the low participation at the educational level, tribal communities have retreated from modern flows (Heggade & Heggade, 2012). Most of the inhabitants of the community of Santal are illiterate. They do not know how to read or write and even they don't know their rights as a member of an independent country (Elahee, 2013). As education does not produce an immediate economic return, the tribal parents do not prefer education, and they engage their children in remunerative work, which supplements the family income (Sahu, 2014). The tribes generally live in their colony. Due to their isolation and preference, they remain in the homogeneous group. This isolation is caused due to distinct geographical habitat, and socio-cultural differences (Banerjee & Adhikary, 2017). Most parents do not know what they can do to help their children for schooling. They don't know their role and responsibility in guiding children's development and create an appropriate

domestic environment to their children for school (Sharif, 2014). The tribal speak their own dialect. However, the textbook and curriculum are not prepared in local language. The quality of teaching in schools is very poor, where language problems raise a multitude of inconsistencies in tribal students' education (Chakrabarti, 2019).

### **The Study area**

The study area covers Kadodiha and Domohani Village, two small villages in Jamboni Block of Jhargram district. The villages are situated in Jangal Mahal area of West Bengal. The villages are located in the fringe area of Chhotonagpur plateau. The topography of the villages consists of undulating terrain and infertile lateritic soil. Dulung River is passing beside the village. All the villages are dominated by mono-crop cultivation. Paddy is the main cultivated crop.

There are 75.51 percent Scheduled Tribe (ST) population in Kadodiha Village and 98.98 percent tribal population in Domohani village. On both the villages tribal population consists of Sabar and Santal communities. Only 7.55 percent population of Kadodiha village and 7.34 percent population of Domohani village are main workers (PCA,2011). In most of the seasons of a year, the villagers do not get jobs for earning. The villagers having the tendency to migrate other placesto find jobs. Most of the villagers belong to Below Poverty Line (BPL).

There are no educational institutions in Kadodiha village. One primary (Class I-IV) school is in Domohani Village. The Secondary school is 7 km away from the village and Higher Secondary school is 9 km away.

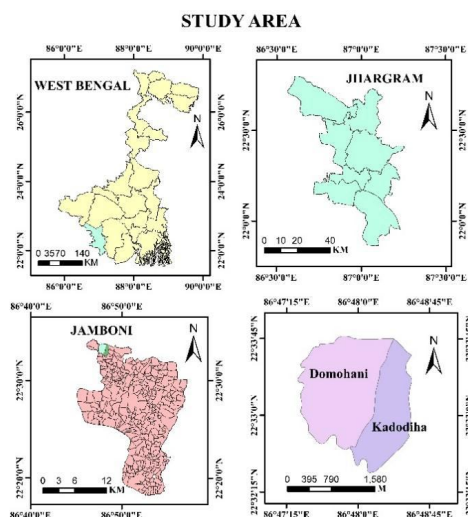


Figure 1: Location Map of Study Area

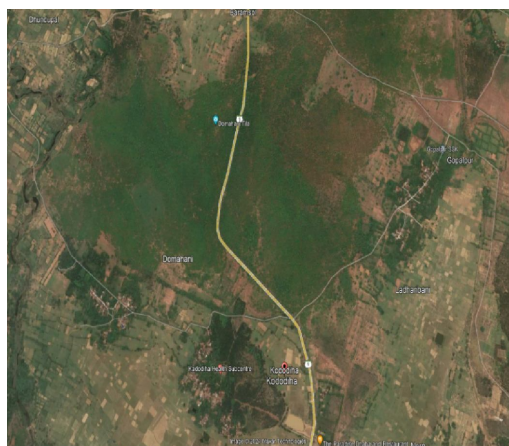


Figure 2: Satellite View of Kadodiha and Domohani Village

### Database and Methodology

The study was a combination of quantitative and qualitative techniques. The structured questionnaire survey was carried out in 19 Sabar families and 85 Santal families and data were collected on occupation, income, level of education, educational level of parent, monthly investment for per head children's education, etc. The primary data were collected from an open-ended interview from the head of the villages (*Majhi*), teenagers (6 years to 18 years old), 23 people from Sabar community and 74 people of Santal community. The Secondary data was collected from PCA (Population

Census Abstract) 2011, Banglar Shiksha Portal, books, journals, different published journals, government reports, etc.

To find out the educational achievement of villagers' multiple regression is used which shows the functional relationship and impact of one or more indicators on other related indicators, critical for achieving quality education.

$$AE = f(ELFOH, ELF, ELM, MIF, MIPHCE)$$

Where, AE refers to educational achievement level; ELHOF refers Educational Level of head of the Family; ELF is educational level of father; ELM is educational level of mother; MIF stands for

monthly income of the family and MIPHCE stands monthly investment for per head children’s education. The above-mentioned equation is associated with the following functional form-

$$y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 \dots + e$$

Where, ‘y’ refers to the level of academic achievement and  $\beta_1, \beta_2, \beta_3 \dots$  are the independent variable which includes the educational level of head of the family, parental educational level, monthly income of the family, monthly investment for per head children’s education and  $e$  indicates the error terms.

### Result and Discussion

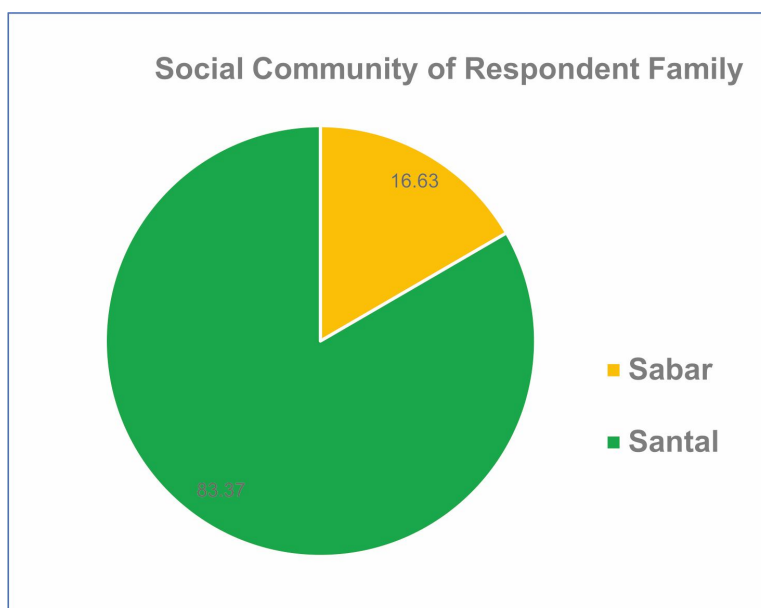
#### Social Community

Most of the population of the study area

belongs to Sabar and Santal communities. Figure. 3 shows that about 16.63 percent of population belongs to Sabar community and 83.37 of population belongs to Santal community.

#### Literacy rate

According to the Census, 2011 literacy rate of Jhargram district is 70.92 percent and the literacy rate of tribal community is only 50.5 percent, which is much less than the average literacy rate of West Bengal’s literacy rate. Only 61.5 percent of males and 40.40 percent of females are literate in Jhargram district. In case of Kadodiha and Domohani villages literacy rate are 72.02 percent and 75.73 percent respectively that is higher than the literacy rate of West Bengal.



**Figure. 3: Share of Sabar and Santal communities in the study area**

Table No. 1: Literacy rate

	Tribal Population	Literacy rate (%)			Tribal Literacy rate (%)		
		Total	Male	Female	Total	Male	Female
<b>Jhargram</b>	29.37	70.92	72.23	56.11	50.50	61.50	40.40
<b>Jangle Mahal</b>	18.50	71.50	78.75	59.05	54.72	67.20	45.40
<b>West Bengal</b>	5.80	77.00	82.60	71.16	57.90	68.20	47.70
<b>Jamboni</b>	28.60	72.63	82.04	62.88			
<b>Kadodiha</b>	75.51	72.02	87.96	56.36			
<b>Domohani</b>	98.98	75.73	81.21	70.62			

Source: PCA, 2011

Table No. 2: Educational Level of Sabar and Santal respondents

Educational Level	Sabar Population		Santal Population	
	In Number	In Percentage	In Number	In Percentage
<b>Pre School</b>	7	9.59	21	5.74
<b>No Formal Education</b>	39	53.42	84	22.95
<b>Primary</b>	15	20.55	105	28.69
<b>Upper Primary</b>	7	9.59	99	27.05
<b>Secondary</b>	3	4.11	26	7.10
<b>Higher Secondary</b>	2	2.74	18	4.92
<b>Graduate</b>	0	0.00	8	2.19
<b>Postgraduate</b>	0	0.00	5	1.37
<b>Total</b>	73	100	366	100

Source: Field survey, January, 2023

### Educational Level

Table no. 2 shows the educational status of the study area. 9.59 percent of Sabar children and 5.74 percent of Santal children are in pre-school stage. 53.42 percent Sabar population and 22.95 percent Santal

population are not formally educated. 20.55 percent of Sabar population and 28.69 percent of Santal population are educated upto primary-level. On the other hand, 9.59 percent of Sabar population and 27.05 percent of Santal population are educated

Table No. 3: Parental Education Level of Sabar Community

<b>Educational Level</b>	<b>Father</b>	<b>Mother</b>	<b>Father</b>	<b>Mother</b>
<b>No Formal Education</b>	20	17	83.33	70.83
<b>Primary</b>	3	6	12.50	25.00
<b>Upper Primary</b>	1	1	4.17	4.17
<b>Secondary</b>	0	0	0.00	0.00
<b>Higher Secondary</b>	0	0	0.00	0.00
<b>Graduate</b>	0	0	0.00	0.00
<b>Postgraduate</b>	0	0	0.00	0.00
<b>Total</b>	24	24	100	100
Source: Field survey, January, 2023				

Table No. 4: Parental Education Level of Santal Community

<b>Educational Level</b>	<b>Father</b>	<b>Mother</b>	<b>Father</b>	<b>Mother</b>
<b>No Formal Education</b>	24	39	28.57	46.43
<b>primary</b>	14	16	16.67	19.05
<b>Upper Primary</b>	23	19	27.38	22.62
<b>Secondary</b>	11	5	13.10	5.95
<b>Higher Secondary</b>	8	3	9.52	3.57
<b>Graduate</b>	3	2	3.57	2.38
<b>Postgraduate</b>	1	0	1.19	0.00
<b>Total</b>	84	84	100	100
Source: Field survey, January, 2023				

up to upper primary level. Secondary education is achieved by 4.11 percent of Sabar population and 7.10 percent of Santal population. Only 2.74 percent of Sabar population and 4.92 percent of Santal population are educated up to higher secondary level. Sabar Community, no one

graduated. Only 2.19 percent and 1.37 percent of Santal population are educated upto graduate and postgraduate levels respectively.

#### **Educational level of parent**

Parental education is a significant parameter to promote the quality education of children.

Table No. 5: Monthly income of Sabar family

Range of Income (in Indian Rupees)	Respondents Family	
	In Number	In Percentage
>3000	12	63.16
3000-6000	4	21.05
6000-9000	1	5.26
9000-12000	0	0.00
12000-15000	1	5.26
15000-18000	0	0.00
18000-21000	0	0.00
<21000	1	5.26
<b>Total</b>	<b>19</b>	<b>100</b>

Source: Field survey, January, 2023

Table No. 6: Monthly income of Santal family

Range of Income (in Indian Rupees)	Respondents Family	
	In Number	In Percentage
>3000	22	25.88
3000-6000	37	43.53
6000-9000	9	10.59
9000-12000	10	11.76
12000-15000	3	3.53
15000-18000	1	1.18
18000-21000	1	1.18
<21000	2	2.35
<b>Total</b>	<b>85</b>	<b>100</b>

Children may get the environment for all needs to keep learning, favourable strategies, techniques and ways to teach from parents.

The study was conducted on ongoing school children and also those in different educational institutions. In case of Sabar

Table No. 7: Monthly investment for per head children’s education of Sabar family

Range of Investment (in Indian Rupees)	Respondents Family	
	In Number	In Percentage
>300	14	73.68
300-600	3	15.79
600-900	2	10.53
900-1200	0	0.00
1200-1500	0	0.00
1500-1800	0	0.00
1800-2100	0	0.00
<2100	0	0.00
<b>Total</b>	19	100

Source: Field survey, January, 20 23

community, most of the parents are not formally educated. 83.33 percent father and 70.83 percent mothers are not formally educated in Sabar community. On the other hand, 28.57 percent fathers and 46.43 percent mothers are not formally educated in Santal community. Most of the fathers (12.50 percent) and mothers (25.00 percent) are educated upto primary level. In case of Santal community both father and mother are educated up to upper primary level.

#### Monthly income of the family

The monthly income depends on the participation in different occupations. Agriculture is the main occupation in the study area which is mostly restricted to one season. So, they are unemployed in another season. Such situation forced them to migrate

to different places for findings jobs. The monthly income of the family is very low. Most of the Sabar family’s monthly income is under 3000 INR (63.16 percent) and only 15.78 percent of the family’s income is more than 9000 INR. On the other hand, most of the Santal family’s (54.14 percent) monthly income ranges from 3000 INR to 6000 INR. 25.88 percent family’s income is under 3000 INR. The average monthly income of the Santal community is better than Sabar community.

#### Monthly investment for children’s education

The monthly income of the family is very necessary to sustain the family. Required learning materials (books, exercise books, notebooks, pens, pencils, etc.) are also



Table No. 8: Monthly investment for per head children’s education of Santal family

Range of Investment (in Indian Rupees)	Respondents Family	
	In Number	In Percentage
>300	18	21.18
300-600	29	34.12
600-900	15	17.65
900-1200	11	12.94
1200-1500	5	5.88
1500-1800	1	1.18
1800-2100	3	3.53
<2100	3	3.53
<b>Total</b>	<b>85</b>	<b>100</b>
Source: Field survey, January, 2023		

necessary to develop the children’s quality education. More than 73 percent of Sabar families can invest only 300 INR or less per month for their children’s education. No one from Sabar family wants to invest more than 900 INR per month. That is a very crucial scenario in this present world. 34.12 percent of Santal family’s monthly investment for their children’s education is 300 INR to 600 INR. 21.18 percent Santal family wants to invest 300 INR or less. Only 3.53 percent Santal family’s can invest more than 2100 INR for their children’s education.

### **Educational participation of the teenage population**

The educational participation of school-going children is very eccentric. In case of Sabar children, educational participation is very less

due to low educational performance and participation in different household work. The study was conducted on teenagers (6 years to 18 years). 52.17 percent of teenagers enrolled in different educational institutions and 47.83 percent of teenagers in Sabar community are completely dropped out of formal education. In Santal families, 60.71 percent are enrolled and 39.29 percent of teenagers are dropped out from formal education. Dropout is much more in Sabar community. Dropout rate is maximum in higher education (Table no. 10 and 11).

Table No. 9: Educational participation of teenagers

Category of Educational Participation	Sabar Community		Santal Community	
	In Number	In Percentage	In Number	In Percentage
Enrolled	12	52.17	34	60.71
Drop out	11	47.83	22	39.29
Total	23	100	56	100

Source: Field survey, January, 2023

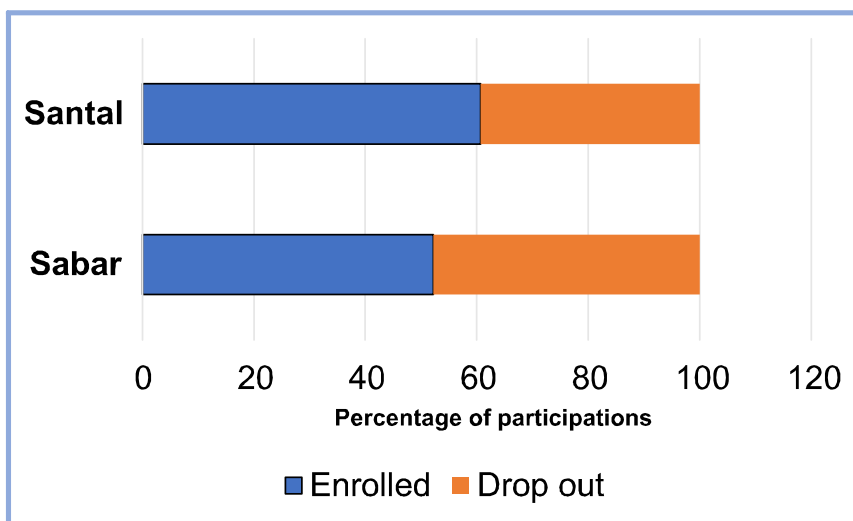


Figure 4: Educational Participation of Sabar and Santal Community

Table No. 10: Educational level wise educational participation of Sabar Students

Educational Level	Enrolled	Drop out	Enrolled	Drop out
Primary	5	0	21.74	0.00
Upper Primary	3	2	13.04	8.70
Secondary	2	4	8.7	17.39
Higher Secondary	2	5	8.7	21.74
Total	12	11	52.17	47.83

Source: Field survey, January, 2023

Table No. 11: Educational level wise educational participation of Santals Students

<b>Educational Level</b>	<b>Enrolled</b>	<b>Drop out</b>	<b>Enrolled</b>	<b>Drop out</b>
<b>Primary</b>	15	0	26.79	0.00
<b>Upper Primary</b>	11	6	19.64	10.71
<b>Secondary</b>	5	7	8.93	12.5
<b>Higher Secondary</b>	3	9	5.36	16.07
<b>Total</b>	34	22	60.72	39.28
Source: Field survey, January, 2023				

**Academic achievement: Analysis through Multiple Regression Model**

The academic achievement is assessed by a multiple linear regression model. The achieved education was considered as the dependent variable. On the other hand, Education Level of Head of Family (ELHOF), Education Level of Father (ELF), Education Level of Mother (ELM), Monthly Income of Family (MIF), and Monthly Investment on Children Education (MIPHCE) were taken into account as the independent variable.

Here, the regression model exhibits a significant relationship between to variables. The regression table (Table no: 13) shows monthly income of family (MIF) is significantly correlated (0.05 level) with achieved education. Father’s education,

mother’s education, monthly income of the family, monthly investment for children’s education do not significantly affect the children’s education of Sabar family. Monthly income of the family positively affects educational achievement. When the income of the family of Sabar community increases, then the achievement of education also increases.

In case of Santal community (Table no.14), the regression model is statistically significant. The table shows when the education of head of the family and monthly investment for the education of children is increased, the achievement of education is also increased. Education level of the head of family and monthly investment per children’s education are positively correlated with educational achievement.

Table No. 12: Regression result on academic achievement of Sabar community

<b>Independent variable</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	3.049	1.332		2.289	0.000
Education Level of Head of Family (ELHOF)	0.169	0.163	0.191	1.035	0.315
Education Level of Father (ELF)	0.259	0.183	0.251	1.417	0.175
Education Level of Mother (ELM)	0.098	0.368	0.046	0.267	0.793
Monthly Income of Family (MIF)	0.000	0.000	0.662	3.821	0.001
Monthly Investment Per Head Children Education (MIPHCE)	0.000	0.001	-0.041	-0.209	0.837
Dependent Variable: Achieved Education					
R Square	0.654				
Adjusted R Square	0.552				
Significant Level	0.05				

Table No. 13: Regression result on academic achievement of Santal community

<b>Independent Variable</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	6.561	0.853		7.695	0.000
Education Level of Head of Family (ELHOF)	0.286	0.085	0.348	3.368	0.001
Education Level of Father (ELF)	0.161	0.101	0.206	1.597	0.115
Education Level of Mother (ELM)	-0.028	0.122	-0.026	-0.230	0.819
Monthly Income of Family (MIF)	2.039	0.000	0.022	0.185	0.853
Monthly Investment Per Head Children Education (MIPHCE)	0.001	0.000	0.266	2.131	0.037
Dependent Variable: Achieved Education					
R Square	0.373862				
Adjusted R Square	0.327822				
Significant Level	0.05				

Educational achievement depends on different parameters. They are individually or collectively affecting the achievement of education. Different kinds of projects, Yojanas, scholarships, etc. have been taken into account by the government to develop and ensure quality education. Despite these efforts the educational achievement are not developed properly in rural areas, especially in Jangal Mahal and also in tribal communities. Table no. 12 shows only Monthly Income of Family significantly correlates with the educational achievement of Sabar community. In case of Santal community (Table no. 13) only education level of head of family and monthly investment per head children education significantly correlate. Because most of the guardians are not formally educated (Table no. 4 and 5). So, they cannot guide their children properly and lacks behind in achieving education.

### **Conclusion**

The power of education can change individual lives, and then only families will provide a better educational environment and develop the quality education of children. At present Tribal education gradually increased in general, but, some tribal communities like Sabar are still very backward in educational achievement. Sarva Shiksha Abhiyan (SSA), Mid-Day Mill (MDM), Right to Education Act, 2009, Sabuj Sathi Prakalpa, Kanyashri Prakalpa, etc., and different types of

scholarships have been taken into account by the government to ensure and implement the educational achievement and enrolment of tribal education. Most of the families of Sabar and Santal have poor financial status. So, they focus more on their livelihood and ignore formal education. Dropout of Sabar and Santal children increased in the level of higher education. Regression results depicts that monthly family income, educational achievement of parent are insignificant determinant of their children's education. So, Govt. & non-Govt organizations should take proper initiative for employment and income of Sabar and Santal communities.

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