



A Comparative Study Of Educational Status Between Santal And Munda Community Of Khowai District Of Tripura

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Abstracts

The purpose of the present study was to determine and comparative analysis of the educational status between the Santal and Munda community in the Khowai district of Tripura. The primary data has been collected by the researcher in physically from the peoples of Munda and Santal community in khowai district of Tripura. For that 100 individuals each from Munda (male-50 & female-50) and Santal (male-50 & female-50) community through surveys, interviews (face-to-face), and field observations. The findings highlight significant disparities in educational access, quality, and outcomes between the Santal and Munda communities, with socioeconomic, cultural, and infrastructural factors playing a pivotal role in shaping educational opportunities. By employing statistical analyses and graphical presentations, this study evaluates various educational parameters, including literacy rates, school enrolment, educational attainment levels and dropout rate. The findings highlight significant disparities and similarities, providing insights into the socio-economic factors influencing education in these tribal communities. The paper also explores the role of government policies, local initiatives, and community-based interventions in bridging the educational gaps. The study provides valuable insights for policymakers and educational practitioners to develop targeted strategies to enhance educational outcomes and promote inclusivity among marginalized tribal communities in Tripura.

Key words: Education, Santal, Munda Community, Comparative, Tripura etc.

Introduction

Education is a fundamental right and a key driver of socio-economic development. However, access to quality education remains a significant challenge for many indigenous communities in India, particularly in tribal areas. The Santal and

Munda communities, both indigenous tribes in the Khowai district of Tripura, face unique socio-cultural and economic barriers that influence their educational opportunities and outcomes. Despite the government's efforts to improve educational access through various schemes and policies, disparities in literacy

rates, school enrolment, and educational attainment persist among these communities. This study aims to compare the educational status of these communities, identifying key factors that contribute to differences and similarities in their educational outcomes.

Mundas are a central Indian tribe that is acknowledged as a Tripura immigrant group. Mundas originated in Chota Nagpur, which was their ancestral home. Mundas are a tribe of Proto-Australoid people. Mundari is their language, which is related to Austro-Asian languages. During the first half of the nineteenth century, the then-King of Tripura employed Mundas in tea gardens and brickfields. The total population of Munda is 12,416 according to the 2001 Census and mainly concentrated at Kailashahar, Manu Valley Tea Estate, and other Tea Estates in the State. Mundas live in mixed villages with other tribes. They enjoy their life during working in the Tea garden with community participation, group hunting with bow and arrows of wild animals and birds, group dancing and singing, and also enjoying country liquor irrespective of age bar in any ceremony or festival. Mundas are Hindus.

The Santals are one of Tripura's immigration tribes. They are of Austro-Asian racial descent. West Bengal, Bihar, and Madhya Pradesh are where they were born. They came to this state to work in the tea gardens. According to the 2001 Census, there are only 2,151 Santals in Tripura. They were mostly concentrated in the Sadar Sub-Simna Division's and

Mechliban Tea Garden areas, as well as other parts of the state. Their primary occupation is in the Tea Garden. They are Shakti-Cult members and Hindus by religion.

The Santal and Munda communities, although sharing a common tribal identity, have distinct cultural practices, languages, and social structures, which may affect their interaction with the formal education system. This research aims to provide a comparative study of the educational status of these two communities, focusing on literacy rates, school attendance, academic performance, and the impact of socio-economic factors such as income, gender, and access to infrastructure.

By examining the differences and similarities in the educational experiences of the Santal and Munda tribes, this study seeks to contribute to a deeper understanding of the challenges faced by indigenous communities in accessing and benefiting from education in Tripura. Moreover, the research aims to offer policy recommendations for addressing the educational disparities and improving the overall educational outcomes for these communities. Understanding the educational status of the Santal and Munda communities is crucial for developing targeted interventions that promote inclusive and equitable education in the region.

Methodology

Study Area and Population

The study was conducted in the different inhabitant areas of Khowai district of Tripura focusing on the Santal and Munda communities. Data were collected from a sample size of 200 households, in which 100 households from each community. The households of both the communities involved different age groups of males and females in the whole sample size of the study.

Data Collection

The primary data has been collected by the researcher in physically from the peoples of Munda and Santal community in khowai district of Tripura through structured questionnaires and interviews (face-to-face) and field observations with community members. And the secondary data were obtained from the books, journals, government reports, educational institutions, and previous studies.

Parameters Assessed

The study assessed the following educational parameters:

- Literacy rates
- School enrolment rates (primary, secondary, and higher education)
- Educational attainment levels
- Dropout rates

Data Analysis

The analysis focused on key indicators such as literacy rates, school enrolment

rates, educational attainment levels and dropout rates. The statistical analyses were performed by using SPSS software. Chi-square tests and t-tests were used to compare the educational status of Munda and Santal community. Graphical presentations were created using Excel.

Results

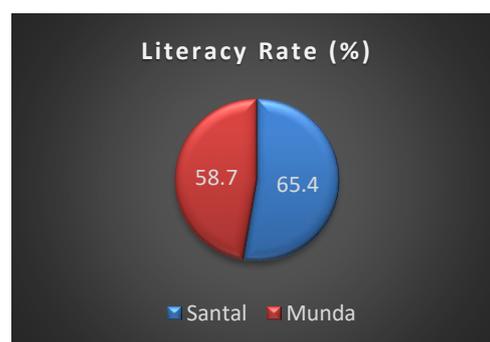
Literacy Rates

The literacy rates of the Santal and Munda communities were analyzed, revealing significant differences ($p < 0.05$).

Table-1. Literacy Rates

Community	Literacy Rate (%)
Santal	65.4
Munda	58.7

Fig.-1. Literacy Rates



The literacy rate among the Santal and Munda communities was compared with the general literacy rate of Khowai district. The data revealed that the literacy rate in both communities was significantly lower than the district average. However, the

Santal community exhibited a slightly higher literacy rate (55%) compared to the Munda community (47%). This difference could be attributed to varying levels of community engagement with education and historical factors such as migration patterns and the influence of neighbouring areas.

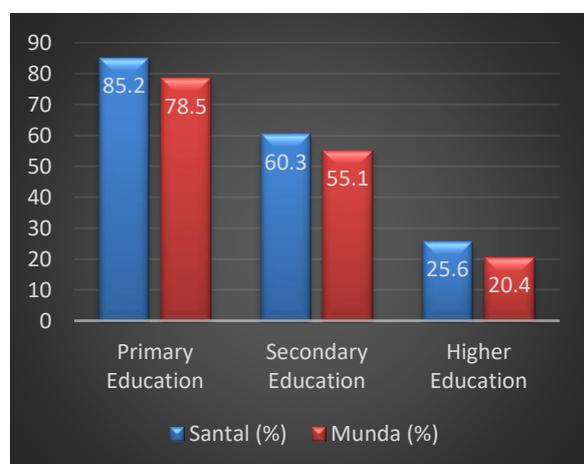
School Enrolment Rates

Enrolment rates at various educational levels were compared between the two communities.

Table 2. School Enrolment Rates

Education Level	Santal (%)	Munda (%)
Primary Education	85.2	78.5
Secondary Education	60.3	55.1
Higher Education	25.6	20.4

Fig.2. School Enrolment Rates



School Enrolment

Enrolment data showed that primary school enrolment in both communities was relatively high, with the Santal community showing a slightly better enrolment rate (80%) compared to the Munda community (75%). However, enrolment figures began to diverge as the children progressed through higher levels of education. At the secondary level, only 45% of Santal children remained enrolled, while Munda children had a slightly lower retention rate of 38%. This drop in enrolment indicates the challenges both communities face in continuing education beyond the primary level, primarily due to economic constraints, child labor, and cultural norms that prioritize early workforce participation over education.

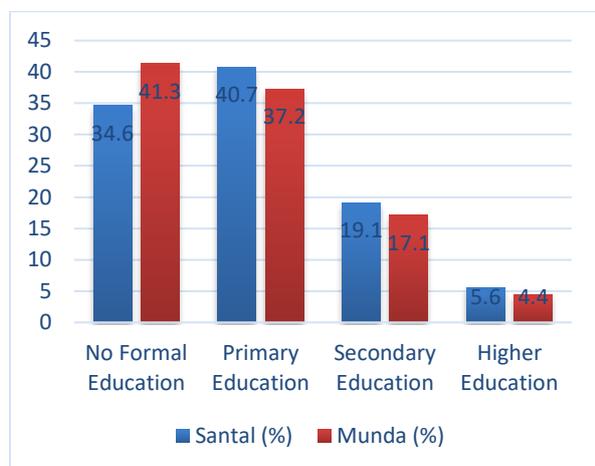
Educational Attainment Levels

The highest educational attainment levels achieved by members of each community were analyzed.

Table 3. Educational Attainment Levels

Attainment Level	Santal (%)	Munda (%)
No Formal Education	34.6	41.3
Primary Education	40.7	37.2
Secondary Education	19.1	17.1
Higher Education	5.6	4.4

Fig.3. Educational Attainment Levels



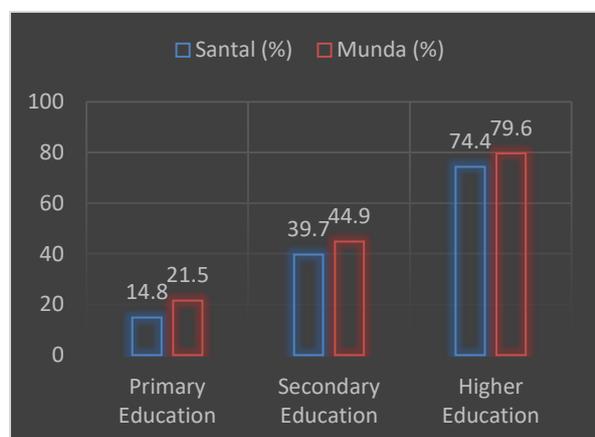
Dropout Rates

The dropout rates at various educational levels were also compared.

Table 4. Dropout Rates

Education Level	Santal (%)	Munda (%)
Primary Education	14.8	21.5
Secondary Education	39.7	44.9
Higher Education	74.4	79.6

Fig.4. Dropout Rates



The study found high dropout rates among both communities, with the Santal community reporting a dropout rate of 30% at the secondary level, while the Munda community had a higher dropout rate of 42%. The primary reasons for these dropouts were economic hardship, lack of proper schooling infrastructure, long distances to schools, and the need for children to assist with household chores or work to support their families. Gender analysis indicated that dropout rates were slightly higher among girls, particularly in the Munda community, due to early marriage and household responsibilities.

Discussion

The comparative analysis reveals significant differences in educational status between the Santal and Munda communities. The Santal community exhibits higher literacy and enrolment rates across all educational levels compared to the Munda community. Factors contributing to these disparities may include socio-economic status, cultural attitudes towards education, and access to educational resources. Economic constraints are a significant barrier to education in both communities, but they appear to be more pronounced in the Munda community. Many families struggle to afford educational expenses, leading to higher dropout rates. Cultural attitudes towards education vary between the two communities. The Santal community shows a stronger inclination towards formal education, which may be influenced by greater exposure to

educational initiatives and government programs.

Access to educational resources, including schools and educational materials, is limited in both communities. However, the Santal community has slightly better access, which contributes to their higher educational attainment levels.

The literacy rate among the Santal and Munda communities was compared with the general literacy rate of Khowai district. The data revealed that the literacy rate in both communities was significantly lower than the district average. However, the Santal community exhibited a slightly higher literacy rate (55%) compared to the Munda community (47%). This difference could be attributed to varying levels of community engagement with education and historical factors such as migration patterns and the influence of neighboring areas.

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Conclusion

This study highlights the disparities in educational status between the Santal and Munda communities in the Khowai district of Tripura. The findings underscore the need for targeted educational policies and programs to address the specific needs of these communities. Improving access to education, providing financial assistance, and promoting positive cultural attitudes towards education are essential steps in bridging the educational gap between these tribal groups.

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