

## **A Comparative Study of Social Intelligence of Tribal and Non-Tribal Students of India**

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### **Abstract**

The tribal students are the one with least exposure to the external world and with least facilities available to them but with a maximum support of their family and a healthy open environment to live in. With that situation, it would be worthwhile to check the social intelligence of these students in comparison to the non-tribal students. The present piece of research was done by studying a sample of 300 tribal students selected randomly from Kashmir provision and compare them to an equal number of those students who are not essentially tribal i.e. Non-Tribal. The Social intelligence scale by Chadda and Ganesan (2009) was used for the measurement of Social intelligence. The results after analysing the data revealed that the non-tribal students were having high patience, cooperativeness, confidence, social environment, tactfulness and sense of humour while tribals were high on sensitivity dimension of social intelligence. On memory dimension of social intelligence, no significant difference was seen between the two. Also, a significant difference was found between tribal and non-tribal students on the composite score of social intelligence with non-tribals having higher social intelligence than tribal students.

Keywords: Social intelligence, Tribal, Non-Tribal

### **Introduction**

India has the largest population of the tribal people in the world. Tribal's constitute 8.61% of the total population of the country, numbering 14.93 million (2011 Census) and cover about 15% of the country's total area. Jammu & Kashmir is having twelve Tribal communities viz Balti, Beda, Boto, Brokpa (Drokpa, Dard, Shin), Changpa, Garra, Mon, Purigpa, Gujjar, Bakarwal, Gaddi and Sippi. The Scheduled Tribes account for 11.9 percent of the total population (14.9 lakh) of the State (2011 Census of India) and 1.3 percent of the total tribal population of the country. The STs are predominantly rural as 95.3 percent of them reside in villages and habitations. Out of twelve (12) Scheduled Tribes, Gujjar is the most popular tribe with a total population of 763,806, thus forming 69.1 percent of the total Scheduled Tribe population. Gujjar along with the three

tribes constitute 88 percent of the total tribal population. Haimendorf in 1944 made the first contribution to the study of the educational problems of scheduled tribes in India. The author has described the outlines of educational schemes he had drawn up for the Gonds of Adilabad. The scheme paid rich benefits for the tribals of that area and even now forms the basis of educational planning for tribals. The government has been making efforts for the upliftment of tribal communities from the dawn of independence, so that they may compete with the non-tribal section. Provisions have been made in Indian constitution in this regard. Article-46: education, economic, social justice, and protection from exploitations of Scheduled Tribes. The Har sing committee (1967) on the tribal economy in forest areas suggested providing the tribals with employment in major and minor produces to save the forest from denudation. Article 330,332 and 334 of the constitution of India provide for the reservation of seats for scheduled tribes in Lok Sabha and Raj Sabha. In accordance with Article 164 of the constitution, a minister for tribal welfare is appointed. Likewise, a good number of programmes, provisions, and schemes have been set up for the upliftment and amelioration of the conditions of tribal people. But still, Tribal people are the one who are least developed and are most exploited. From the dawn of independence the government has been making efforts for the upliftment of tribal communities, so that they may compete with the non-tribal section. Provisions have been made in Indian constitution in this regard. Article-46: education, economic, social justice and protection from exploitations of Scheduled Tribes. The Har sing committee (1967) on tribal economy in forest areas suggested providing the tribals with employment in major and minor produces to save the forest from denudation. Article 330,332 and 334 of the constitution of India provide for the reservation of seats for scheduled tribes in Lok Sabha and Raj Sabha. In accordance with Article 164 of constitution, a minister for tribal welfare is appointed. Likewise a good number of programmes, provisions and schemes have been setup for the upliftment and amelioration of the conditions of tribal people. But still Tribal people are the one who are least developed and are most exploited.

A good number of studies have been conducted on different dimensions of tribal people like on social adjustment, Mujiaba (2017), Verma (1985), made a comparative research on tribal and non-tribal students and found a significant differences between the tribal and Non-tribal students in regard to their social adjustment. On nutritional and health status Dar, Bharathiraja, Pandi (2017) studied nutritional and health status of tribal and non-tribal reproductive women and found and found a significant difference between the two. Patil et al. (2013) studied adjustment of tribal and non-tribal students. Zannat (2013) studied the intelligence of different tribal and non-tribal groups. Das and Deb (2013), Suvera (2013), Muralidhar.R (2008), studied the Academic

achievement of tribal and non-tribal students. Dewan (2012) conducted a Comparative study on self-esteem among tribal and non-tribal Yadav (2012), Reseal (2007). Lynn et.al (2005), Tripathy (1986), Verma (1985), Stevenson et al. (1985), Deshpande (1984), Lalitha (1982), Aruna (1981), Tribal and non-tribal intelligence by Sing (1980). Aggression between tribal and non-tribal students in Chittagong hill track, Mubayi (1976), Gokulanathan (1972), Mehta (1972), Chaudhury and Sinha (1959) have made a comparative study of concrete intelligence of tribal and non-tribal school girls in Ranchi. Also a few studies have been conducted in Jammu and Kashmir on tribal students, like Access to education for Gujjar and Bakarwal of Kashmir by Bhat (2007). Education patterns among Gujjar and Bakarwal children in the valley of Kashmir, Wani (2006). But no such study has been conducted on social intelligence of tribal and non-tribal students so far in Kashmir. Therefore this research is a humble beginning in this direction and an effort to help the students of this area by finding out the status of social intelligence of tribal and nontribal students of India.

‘There is a significant difference between Tribal and Non-Tribal Students on social intelligence (composite score)’ stands accepted.

### **Conclusion:**

Non-Tribal Students are having calm endurance during stressful conditions. They are not hesitated

- ❖ by the unconditional pressure and stay peaceful even in hassle circumstances. They are able to assimilate to situation, give space to others' viewpoints and are able to control their sensations during stressful social environment and are have thus high patience than tribal students. Tribal students are intemperate and show restlessness in stressful situations. They are more impatient.
- ❖ and show the tendency to be provoked and irritated quickly by others. They show less patience in behaving under stressful situations as the type of social setup they are grown up tame them for such behaviour. Tribal students are less cooperative, and are less able to interact with each other in a pleasant way and are less able to view matters from all angles. The Tribal students lack trust in oneself and others. They find it hard to believe in what they do is
- ❖ right or not, thus are less cooperative. The Non-Tribal Students able to take initiative, show readiness, accept their limitations and also love

- ❖ to accept challenges marking thereby that they are more confident. Non-Tribal students are less sensitive to external feelings and situations. They are not acutely active
- ❖ and responsive to the human behaviour. Tribal Students show sympathetic and empathetic approach towards others, show concerns about
- ❖ social events and feel the pain for others as they internalize these things from their social surroundings. Non-Tribal Students show a high degree of tactfulness in comparison to the Tribal students. The
- ❖ Non-Tribal Students have the good ability to tackle the bizarre situations, possess high self-control, show high self-confidence and have the high ability to dig out the right thing from an event. They also have the high ability to make out the right thing to say or do as they interact with different types of people
- ❖ Tribal students should be involved in various programmes like seminars, debates, plays etc. of schools so that they may develop the social qualities so as to adjust in society in future.
- ❖ Resources like libraries, computer labs, and other information communication gadgets should be made available to tribal students in their respective areas which will compensate the technological backdrop of these students.
- ❖ More emphasis should be given on vocational education for these areas which will enable these students to opt for jobs other than their ancestral occupation.
- ❖ Locally relevant material should be made available to these students especially in lower grades so that they may understand better the meaning and value of education. Teachers of same tribe and dialect should be preferred to teach these students.
- ❖ The Non-Tribal students also need some attention on part of sensitivity empathy and feelings like issues. The materialistic outlook of their parents compel them to give the second preference to empathy leaving behind the original human traits and turning them into money earning machines without feeling for others. So these children should be encouraged to participate in social events where they will learn to be helpful for others.

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