



A Study On The Transmutation Of Life Of The Nagesia Tribe (Kishan) Of Latehar Plateau (In Region Of Surkaipath And Chiropath) Caused By Education

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Abstract

The Nagesia tribe, also known as the Kishan tribe, is a significant ethnic group located in the Mahuadanr Block of Latehar district in Jharkhand, India. Traditionally skilled in farming, the Nagesia people have a rich cultural heritage and a unique language known as the Kishani language. Despite their historical roots in agriculture, the tribe has faced challenges in accessing education and development opportunities.

This research proposal aims to investigate the impact of education on the Nagesia tribe, with a specific focus on the communities of Chiropath and Surkaipath. By analyzing the social, economic, cultural, and political aspects of the Nagesia community, this study seeks to understand how education has influenced their lives and contributed to their overall development.

The objectives of this study include assessing the educational level and progress of the Nagesia tribe, highlighting the importance of education

in their socio-economic context, and providing recommendations for improving educational planning and facilities for the tribe's betterment.

By filling the gap in documentation and understanding of the Nagesia tribe, this research aims to support policy-making efforts and contribute to the development of marginalized communities in Jharkhand.

Key words: Nagesia, transformative, policy, primary source, education, disparities

1. Introduction

Education plays a crucial role in shaping individuals and communities, empowering them to thrive and contribute to society's progress. In the context of the Nagesia tribe, also known as the Kishan tribe, education has the potential to bring about significant changes in their social, economic, and cultural lives. This research proposal focuses on exploring the impact of education on the Nagesia community, particularly in the villages of Chiropath and Surkaipath in the Mahuadanr Block of Latehar district, Jharkhand.

The Nagesia tribe, with a population of 37,265 in Jharkhand according to the 2011 census, has a unique history rooted in agriculture and a distinct language known as the Kishani language. Despite their agricultural prowess, the tribe has faced challenges in accessing education and development opportunities, leading to disparities in their socio-economic status.

Through a comprehensive analysis of the Nagesia tribe's educational progress, socio-economic conditions, and cultural practices, this research seeks to shed light on the transformative power of education within the community. By examining the impact of education on various aspects of their lives and documenting their educational journey, this study aims to provide valuable insights for policymakers, educational institutions, and researchers working towards the development of marginalized tribal communities like the Nagesia tribe.

Drawing on existing literature and scholarly insights, this research proposal sets out to address the gap in documentation and understanding of the Nagesia tribe, aiming to contribute towards more effective educational planning and support systems for their upliftment and empowerment.

2. Objectives of studies

2.1. Assessing Educational Achievement: - Evaluate the current educational levels of the Nagesia tribe members across different age groups to understand their educational attainment and identify areas for improvement.

2.2. Socio-Economic Impact of Education: - Examine the socio-economic conditions of the Nagesia tribe before and after the introduction of education to assess the impact of education on their living standards and economic well-being.

2.3. Awareness and Perception of Education: - Investigate the awareness and perception of education among the Nagesia tribe members to

determine their understanding of the importance of education in improving their quality of life.

2.4. Gender Disparities in Education: - Analyze the educational levels of male and female Nagesia tribe members to identify any gender disparities in access to education and opportunities for educational advancement.

2.5. Cultural and Social Changes: - Explore the cultural and social transformations within the Nagesia community resulting from educational progress, including changes in traditional practices, beliefs, and social dynamics.

2.6. Economic Development: - Study the economic changes brought about by education among the Nagesia tribe, including improvements in income generation, employment opportunities, and overall economic development.

2.7. Vocational Education Awareness: - Assess the awareness and importance attributed to vocational education among the Nagesia tribe members to determine their readiness to acquire practical skills for sustainable livelihoods.

2.8. Higher Education Aspirations: - Investigate the aspirations and barriers faced by the Nagesia tribe members in accessing higher education opportunities to enhance their knowledge, skills, and socio-economic status.

2.9. Transformational Impact of Education: - Document and analyze the overall transformation experienced by the Nagesia tribe as a result of educational interventions, including changes in mindset, lifestyle, and community dynamics.

By focusing on these key areas, the research aims to provide a comprehensive understanding of the educational progress and its broader impacts on the Nagesia tribe, thereby contributing valuable insights for informed policy-making and development initiatives tailored to their specific needs and aspirations.

3. Brief Literature Review

Scholars have provided valuable insights into the history, culture, and educational trends of the Nagesia tribe, shedding light on their unique journey and challenges. In Gaya Pandey's book, "*Jharkhand's Tribes and Their Culture*," it is revealed that the Nagesia tribe, originally known as the Kishan tribe, faced adversities during the Mughal rule, leading them to change their names to Kishan and migrate to the forests, mountains, and plateaus. This migration journey took them from present-day Chhattisgarh, then through Madhya Pradesh and Orissa, eventually settling in Jharkhand.

Pandey highlights that the Nagesia community showed an inclination towards education during the early ages of 5 to 9 years. However, there seems to be a lack of emphasis on higher education and technical education within the community. This insight points towards potential barriers or gaps in educational opportunities for the Nagesia tribe.

In Dr. Bimala Charan Sharma's book, "*Tribes of Jharkhand*," it is noted that the Nagesia (Kishan) tribe were initially wanderers before transitioning to agriculture as their primary occupation. Unlike some other tribal communities like the Oraons who had educational organizations like Dhumkuria, the Nagesia tribe lacked such structured educational support systems. Children in Nagesia villages primarily learned from their parents and elders at home, indicating a reliance on informal education methods.

The literature also suggests that poverty and the lack of accessible schools have been significant factors keeping Nagesia children away from formal education. These insights underscore the complex socio-economic and cultural dynamics influencing the educational status and progress of the Nagesia tribe. Addressing these challenges and gaps in educational opportunities could be crucial in supporting the educational

advancement and overall development of the Nagesia community.

4. Methodology

4.1. Research Design:

The study will adopt a descriptive research design to explore the educational progress of the Nagesia tribe in the selected villages of Surkaipath and Chiropath in the Mahuadanr Block of Latehar district, Jharkhand.

4.2. Sampling Strategy:

Due to constraints in time and resources, a purposive sampling technique will be employed. This study comprises the Nagesia tribe residing in the Latehar district of Jharkhand.

Two villages, Surkaipath and Chiropath, have been selected as the study universe, representing a significant portion of the Nagesia population in the region.

The sample will include a representative number of households and individuals from these two villages, ensuring diversity in terms of age, gender, and educational status.

4.3. Data Collection Methods:

Primary data will be collected through structured interviews, questionnaires, and direct observations to gather information on the educational background, challenges, aspirations, and perceptions of the Nagesia tribe regarding education.

Secondary data from government records and existing literature will provide additional context and background information on the Nagesia tribe.

4.4. Data Analysis:

Quantitative data collected through surveys and questionnaires will be analyzed using statistical tools such as Charts or excel sheets to identify trends, patterns, and correlations in the educational progress of the Nagesia tribe.

Qualitative data from interviews and observations will be thematically analyzed to gain insights into the lived experiences and perspectives of the Nagesia community regarding education.

4.5. Ethical Considerations: Informed consent will be obtained from all participants, ensuring confidentiality and anonymity of their responses. The research will adhere to ethical guidelines, respecting the cultural sensitivities and traditions of the Nagesia tribe throughout the study.

5. Data collections and Data Analysis

5.1 Source of Income and Yearly Cultivations

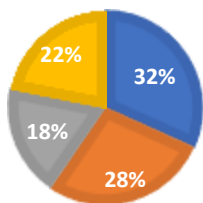
Nagesia community, the diversity of crops grown, and the allocation of resources for different cultivation activities throughout the year.

Table1

Cultivation Frequency	Source of Income				
	Maize	Rice	Wheat	Jatangi ¹	Vegetables
Once a year	29	25.5	17	20	8.5

Yearly Seasonal Cultivations

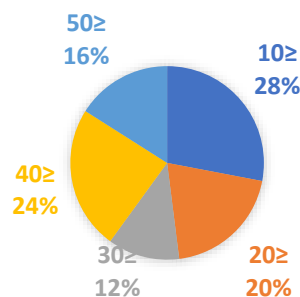
■ Maize ■ Rice ■ Wheat ■ Jatangi ■ Vegetables



The picture depicts the distribution of land cultivation activities within the Nagesia community over the course of a year. Each section or parcel of land is designated for specific seasonal crops or activities based on the percentages found in a survey conducted during research interviews. This visual representation

showcases how the community plans and manages their agricultural practices throughout the year, taking into account the seasonal variations in weather, crop growth cycles, and labor requirements. By analyzing this picture, we can gain insights into the agricultural calendar of the Nagesia community, the diversity of crops grown, and the allocation of resources for different cultivation activities throughout the year.

LAND DISTRIBUTIONS OF PEOPLE
(in acrs)



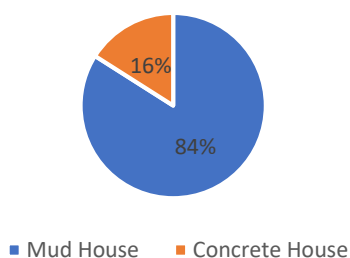
The image shows a pie chart representing the land distribution among people in acres. The chart is color-coded and has percentages that indicate the share of land each group holds. Here's the breakdown according to the chart:

- 10 acres: 28% of the people own 10 acres of land each.
- 20 acres: 20% of the people own 20 acres of land each.
- 30 acres: 12% of the people own 30 acres of land each.
- 40 acres: 24% of the people own 40 acres of land each.
- 50 or more acres: 16% of the people own 50 or more acres of land each.

From this, we can deduce that smaller land holdings (10 and 20 acres) are more common among the people represented in this chart, while fewer people own larger tracts of land (40 acres or more). However, there is a significant percentage of people (16%) who own 50 acres or more, which indicates that there is a fair number of people with quite substantial land ownership.

¹ Regional Millet

Types of house



The Nagesia community has transitioned from traditional mud houses to more modern concrete houses. This progress can be attributed to their interactions with mainstream society and the emphasis on education within the community. As community members engage more with the outside world and gain knowledge through education, they have adopted new construction techniques and materials for their homes.

The shift from mud houses to concrete houses signifies a significant advancement in living standards and infrastructure within the Nagesia community. Concrete houses offer better durability, improved insulation, and overall enhanced living conditions compared to traditional mud structures. This transformation reflects not only physical changes in housing but also the socio-economic development and cultural exchange that have taken place within the community.

The transition from traditional mud houses to modern concrete houses in the Nagesia community is indeed closely linked to education. As community members receive education and exposure to new ideas, technologies, and practices, they become more aware of the benefits of modern housing construction techniques. Education empowers individuals to make informed decisions about their living conditions and encourages them to adopt improved housing standards.

Therefore, the educational advancement of the Nagesia community plays a crucial role in driving the shift towards modern concrete houses, symbolizing not just physical transformation but also the intellectual and socio-economic growth of the community as a whole.

Educated community members are more likely to seek out resources, information, and expertise to upgrade their living spaces. They may also have access to financial resources or government programs that support housing development initiatives. Furthermore, education fosters a mindset of progress, innovation, and adaptation, motivating individuals to embrace change and improvement in various aspects of their lives, including housing.

5.2 Educational Achievement²

Year	2020	2021	2022	2023
Primary ³	29	39	36	41
Secondary ⁴	22	19	19	19
Higher Education ⁵	21	25	30	37

The enrollment data for the Nagesia tribe across different education levels from 2020 to 2023 reveals interesting trends. In 2020, the highest enrollment was in primary education with 29 students, followed closely by higher education with 21 students. Over the years, there has been a consistent increase in enrollment in higher education, indicating a positive trend towards pursuing advanced studies within the tribe. Secondary education enrollment has remained relatively stable around 19 students each year. The growth in higher education enrollment from 2020 (21 students) to 2023 (37 students) is particularly noteworthy, reflecting a strong interest and commitment to pursuing tertiary education among the Nagesia tribe members. This upward flight in higher education enrollment indicates a growing emphasis on academic advancement and skill development within the community, potentially

² The student enrollment details is collected from the courtesy of St. Joseph's school and St. Teresa School Mahuadanr, Latehar district

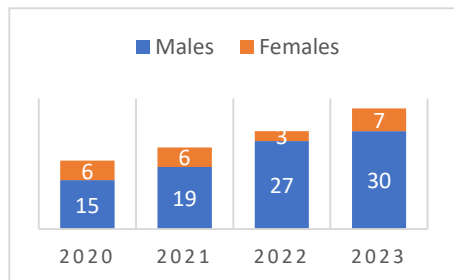
³ School upto 5th Std

⁴ Schools upto 10th Std

⁵ Schools upto 12th Std

leading to enhanced opportunities and socio-economic development. Efforts to further support and promote education at all levels, especially in secondary and higher education, can contribute significantly to the overall progress and empowerment of the Nagesia tribe.

5.3 Gender Disparities in Higher Education⁶



The image represents the data for education in XIIth Std among the Nagesia tribe, specifically focusing on the number of males and females enrolled in XIIth Std for the years 2020, 2021, 2022, and 2023.

The data shows a consistent pattern of higher enrollment numbers for males compared to females in XIIth Std among the Nagesia tribe over the four-year period. In 2020, there were 15 males and 6 females enrolled, with the number of males consistently higher than females in each subsequent year. The enrollment numbers for both males and females increased from 2020 to 2023, with the highest number of students enrolled in XIIth Std observed in 2023, with 30 males and 7 females.

This data highlights a disparity in XIIth Std education enrollment between males and females within the Nagesia tribe, indicating a potential gender gap in access to and participation in higher education at this level. Efforts to address this disparity may include targeted interventions to support and encourage female students to pursue education beyond XIIth Std, thereby promoting gender equality and educational opportunities within the Nagesia tribe.

5.4 Findings from the Field Report

Findings from the study indicate a positive trend in higher education enrollment among the Nagesia tribe, reflecting a growing interest and commitment to advanced studies within the community. While primary and secondary education enrollment has remained stable, the increase in higher education enrollment signifies a shift towards academic advancement and skill development among tribe members. However, gender disparities persist in higher education enrollment, highlighting the need for targeted interventions to promote gender equality and enhance educational opportunities for female students within the Nagesia tribe.

In summary, the research proposal seeks to underscore the transformative impact of education on the lives and development of the Nagesia tribe while simultaneously addressing the educational challenges and opportunities encountered by the community. By investigating educational achievement, socio-economic impacts, awareness levels, gender disparities, cultural changes, and economic development, education serves as a catalyst for their integration into the mainstream of society. Through a comprehensive analysis of the educational progress and its broader implications, the research endeavors to support the educational advancement and overall well-being of the Nagesia community in Jharkhand. Furthermore, it is evident that through education, the Nagesia tribe has not only adapted to modern trends but also witnessed significant changes in their lifestyles, reflecting the empowering influence of education on their socio-economic and cultural evolution.

6. Conclusion

In conclusion, the research proposal focusing on the impact of education on the Nagesia tribe, particularly in the communities of Chiropath and

⁶ Data have been collected from the courtesy of St. Joseph's +2 School and St. Teresa +2 School Mahuadanr

Surkaipath, presents a comprehensive overview of the educational landscape within this marginalized community. The study aims to shed light on the transformative potential of education and its influence on various aspects of the Nagesia tribe's socio-economic, cultural, and political spheres. By examining the educational achievements, socio-economic impacts, awareness levels, gender disparities, and cultural changes resulting from education, the research seeks to provide valuable insights for policymakers, educators, and researchers working towards the upliftment and empowerment of tribal communities like the Nagesia tribe.

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