

CHAPTER – 7

RECOMMENDATIONS TO IMPROVE EDUCATION AND EMPLOYMENT OPPORTUNITY IN THE TRIBAL PEOPLE

7.1 Introduction

Before going to the recommendations, it is essential, to sum up, the findings of the earlier chapters to have a clear idea about the areas of the level of education and employment where necessary recommendations are appropriate. With this view in mind the following summary of the conclusion has been made as follows:

7.1.1 Summary of conclusions

- i. Tribal education rates (all education levels) are very low compared to Non-tribal people of Malda district. Not only that, tribal education standard is very poor than Non-tribal people of the study area (As per chapter-I, Table-1.1 and chapter-4, Table 4.1 & Fig. 4.1, Table 4.2 & Fig. 4.2, Table 4.3 & Fig. 4.3).

The main reasons for the low rate of education among tribal communities are poverty of parents, lack of awareness about education, lack of educational institutions in indigenous areas, wastage and stagnation, failure to enforce child labour law, lack of adequate number of tribal trained teachers, psychological problems, Indifferent attitude of tribal parents, teachers & students, engaged in various religious and cultural activities, lack of communication between teachers and indigenous parents, engaged in various types of family work, lack of employment, medium of language, lack of required scholarship and problems of research for the development of tribal education (As per chapter-4).

- ii. From Pre-primary to Upper primary education levels of ST female students are higher in education rate than ST male students in most of the blocks but Secondary, Higher secondary and all higher education levels of ST male students are higher in education rate than ST female students in most of the blocks of the study area (As per chapter-3 and chapter-4, Table 4.4, Fig. 4.4, Table 4.5 & Fig 4.5).
- iii. The ST female students of postgraduate, professional & technical education level are not observed in Harishchandrapur-I, Harishchandrapur-II, Chanchal-II, Ratua-II,

Habibpur, Bamongola, and Kaliachak-III blocks of the study area (As per chapter-3 and chapter-4, Fig. 3.14 & Fig. 3.16, Table-4.5 & Fig. 4.5).

- iv. All Primary (pre-primary, primary & upper primary) education levels of rural areas are higher in education rate than urban areas but secondary, higher secondary and higher education levels of urban areas are higher in education rate than rural areas of Malda district (As per chapter-3 and chapter-4, Table-4.6 & Fig. 4.6, Table-4.7 & Fig. 4.7).
- v. Among the tribal communities in the Malda district, 34.95 percent are employed and 65.05 percent are unemployed. And in the tribal communities of Malda district, 21.06 percent are self-employed and 78.94 percent are employed. (As per chapter-5, Module-5.1 & Table-5.1)
- vi. According to the percentage of tribal employment and self-employment rates of Malda district, it is found in sequence that 1st position Home Based Workers employment level (27.49 percent), 2nd Non-Agricultural Labours (21.35 percent), 3rd Agricultural Labours (18.90 percent), 4th Cultivation (12.16 percent), 5th Business (8.90 percent), 6th Government Salaried Workers (7.40 percent) and 7th Private Salaried Workers (3.80 percent) employment level has occupied place (As per chapter-5 & 6, Table 5.1, Fir. 5.1 & Fig. 6.18b).

On the basis of economic activity, the rates of tribal primary and secondary sector jobs are higher compared to the tertiary sector of the Malda district. This means that the ST tertiary sector jobs rates are very lower compared to primary and secondary sector jobs of Malda district (As per chapter 5, Table 5.1 & Fig. 5.1 and chapter 6). Not only that, the rates of tribal primary and secondary sector jobs are higher compared to non-tribal people of the Malda district. It means that the rates of tribal tertiary sector jobs are very low compared to Non-tribal people. As a result, tribal economic condition is very poor compared to Non-tribal people of Malda district (As per chapter-2, Table-2.16).

- vii. Most of the tribal people in the Malda district have very backwardness in education and employment sectors than other communities or non-tribal people. This means that most of the tribal people in the Malda district are faced with different types of problems in

the education and employment sectors (As per chapter-1, Table 1.1 & 1.2 and chapter-4).

- viii.** It is understood from the above discussion (As per chapter-6, Fig. 6.18a & 6.18b) that the rates of pre-primary (18.40 percent), primary (35.15 percent), upper primary (14.72 percent) and secondary (19.15 percent) education in Malda district are higher than other education levels. On the other hand, the rates of cultivation (12.16 percent), agricultural laborers (18.90 percent), non-agricultural laborers (21.35 percent) and home-based workers (27.49 percent) in this district are higher compared to other employment sectors. Therefore, most tribal people of Malda district are generally educated in pre-primary, primary, upper primary and secondary education and they work as farmers, home-based workers, agricultural laborers and non-agricultural laborers. Again, in this district such as higher secondary (6.23 percent), undergraduate (3.54 percent), post-graduate (1.22 percent), professional and technical (1.59 percent) education rates are lower than other education levels, in the same way, in this district, the rates of business (8.90 percent), government (7.40 percent) and non-government (3.80 percent) jobs are also lower compared to other employment sectors. So, there is a low rate of higher secondary, graduate, postgraduate, professional and technical education in this district, as well as lower rates of business, government and non-government jobs. It means that very few tribal people in the Malda district are usually educated in higher secondary and higher education (UG, PG and P&T) and they do business, government and non-government jobs. But some tribal people educated in upper primary and secondary education and they are engaged in the business, government and non-government employment sectors. Alongside this, there is an almost similar situation in every block of the Malda district.

7.2 Recommendations to improve educational opportunity in the tribal people of Malda district

From the findings of the education and employment scenario and their comparison is done in the earlier chapter, it very clear that tribal people in the difference block of Malda district are significantly backward in all respect. Therefore, the following measures can be recommended to improve the Pre-primary, Primary, Secondary, Higher Secondary, Higher Education, Professional & Technical Education, Women education, rural and urban education status of Scheduled Tribe population in Malda district. This means that from the field study, discussion

with tribes of Malda district and after intensive study of the similar works or the peripheral works done by the different researchers from different regions of India (Bhattacharya 2011, Chaturvedi 2007, Ghorai 2016, Mandal 2018, Mandal & Bhattacharya 2017, 2018 & 2019, Pal & Sahu 2016, Sahu 2014 & Sindhu 2014). The following measures can be recommended to improve the different levels of education, Women education, rural and urban education status of Scheduled Tribe population in Malda district.

7.2.1 Pre-primary Education (Nursery, KG-I & KG-II)

The real aim of pre-primary education is to make the child fit for education through the sensory training of the child. But there is a lot of problem in the pre-primary education of tribal areas of Malda district. The following recommendations have been made to resolve the problems of pre-primary education in tribal areas of Malda district.

i. Providing of real-life education

The tribal students will have to provide real-life education in the Primary education level. Because students will be more interested in learning when teaching their real-life education.

ii. Tribal teachers

The necessity of local male and female both tribal trainee teachers in their schools.

iii. Tribal Language

The teaching, learning and examination of tribal students in primary school will be done in their mother tongue. Because students will be more interested in learning when teaching in their mother tongue. Moreover, all study materials (TLM) should be supplied in the local language of tribes for pre-primary education level (Ghorai 2016).

iv. Increase the amount of government funding

For the development of pre-primary education in tribal areas of Malda district, the amount of grants given by the central and state governments will be increased. In addition, private educational institutions should be required to spend the necessary funds for the development of tribal pre-primary education.

v. Increasing responsibilities and awareness of the private educational institutions

Private educational institutions need to be more responsible, careful and aware for the development of tribal pre-primary education.

vi. The increase of awareness of the tribal parents

The tribal guardians of the Malda district will be made more aware of the pre-primary education. So that they are more interested in sending their children to school (Bhattacharya 2011).

vii. Increase in the number of schools in tribal rural areas

Pre-Primary Schools are mainly urban centers. This means that the number of pre-primary schools in rural areas is very less compared to urban areas. The need to take more initiative in rural areas like urban areas, so that more pre-primary schools are established. Therefore, in rural areas like urban areas, pre-primary schools will be established.

viii. Establishment of Pre-Primary Education Development Centre

To develop the primary education of indigenous people of Malda district, it is necessary to establish a pre-primary education development center at the district, block and panchayat level. In these centers, there will be training for teachers and guardians on child care.

ix. Teaching in a healthy environment

In the Pre-primary schools of tribal areas of Malda district, there should be a healthy environment for the development of education. Students will be more interested in learning when teaching in a healthy environment. Therefore, teaching and learning processes are better when teaching in a healthy environment. So that the teaching and learning process is well done.

x. Teaching on game-based

Most of the time in Pre-primary school is teaching on theoretical subjects. But the game-based approach is the main method of pre-primary education which needs to be followed. This means that most of the time in Pre-primary schools will be teaching on game-based methods. Tribal students will be more interested in learning when teaching the game-based method.

xi. Providing necessary teaching and learning materials (TLM)

Providing necessary teaching and learning materials for the development of pre-primary education in tribal areas of Malda district. Tribal students will be more interested in learning when teaching through necessary teaching and learning materials (TLM).

xii. Research on Pre-primary Education

To make the Pre-primary education system more diverse and attractive to tribal students, more emphasis should be on research. Therefore, in order to improve the Pre-primary education system of the indigenous people of Malda district, research on Pre-primary education should be done.

xiii. Regular school visits by the school inspector

Pre-primary schools in the tribal region of the Malda district have to be regularly inspected by the school inspector. So that tribal pre-primary education system is improved.

7.2.2 Primary Education (Class I – VIII)

Primary education is the foundation of child education. In the tribal areas of Malda district, there are many kinds of problems in primary education. To solve all these problems, follow the following recommendations.

i. Implement the constitutional guidelines

In the Constitution of India, necessary steps should be taken to implement the instructions (guidelines) for the development of tribal primary education. For example, Article No. 45 according to the state “free and compulsory elementary education to all children of the age six to fourteen (6-14) years” (Chaturvedi 2007). According to Article No. 46 provides for “special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society” (Sindhu 2014).

ii. Increase in the amount of government financial allocation

The amount of government financial allocation should be increased for the development of primary education in the tribal area of Malda district. So that the quality and quantitative value of this education is increased.

iii. Selection of realistic curriculum

The primary education curriculum will be created in accordance with the real life of the indigenous communities of the Malda district. So that tribal students are more interested in learning.

iv. Repair of school house and construction of a new school house.

Most of the primary schools in the tribal areas of Malda district are half-broken and older. All those schools have to be repaired or otherwise, there should be the construction of new school houses.

v. Establishment of new schools in indigenous areas

According to the rules of the Kothari Commission, new primary schools will be established within one kilometre of the tribal settlement of Malda district. So that indigenous students can easily go to school and return home from school.

vi. Emphasis on co-curriculum activities

To make the overall development of the indigenous students of Malda district, the primary schooling will have to be emphasized on co-curriculum activities (Ghorai 2016).

vii. Recruitment of an adequate number of trained teachers

The adequate number of trained teachers should be appointed in the primary schools of the tribal areas of Malda district. So that trained teachers can properly teach the students.

viii. Providing necessary educational materials (TLM)

To make the teaching system diversified and attractive in every primary school in the tribal areas of Malda district, the necessary educational materials (TLM) will be provided.

ix. The teaching of the practical subject

In the primary schools of the Malda district, the teaching of theoretical subjects as well as teaching of different types of practical subjects should be arranged.

x. Recruitment of Indigenous teacher

Indigenous male and female teachers will be appointed in the schools of the tribal areas of Malda district. If tribal men and women teachers are appointed in the schools of tribal areas, indigenous students will be more interested in learning.

xi. The teaching of mother tongue

In the primary schools of the indigenous areas of Malda district, education should be done through the mother tongue. Because mother language is equal to mother's milk, which helps the child learners can easily learn (Ghorai 2016).

xii. Resistance of wastage or dropout

In order to prevent wastage or drop out of primary schools in indigenous areas of Malda district, necessary counselling from government level should be taken.

xiii. Regular health check-ups and Mid-Day-Meal arrangements

If there are regular health check-ups and Mid-Day-Meal arrangements for students in primary schools in the tribal areas of the Malda district, the number of students will be increasing significantly in schools (Bhattacharya 2011).

xiv. Applying of Child Labour Act

If the child labour law is enforced throughout the country then the guardians will be forced to send their children to school. Therefore, the government will have to be more responsible in this regard (Sahu 2014).

xv. Regular school visits by the school inspector

Primary schools of the indigenous areas of the Malda district need to be regularly visited by the school inspector. The school education system will be improved if regular visits to schools are done (Pal & Sahu 2016).

xvi. School timetable

The timetable of school will be made according to the workload of tribal communities in the Malda district (Mandal & Bhattacharya 2017). So that tribal students do not face any problem in getting an education in school.

xvii. Holiday

The holidays of school should be arranged according to the tribal culture of the Malda district (Mandal & Bhattacharya 2018). So that tribal students do not face any problem in learning in school. This means that tribal students are not deprived of the school education system.

xviii. Motivation programme

The motivation program will be launched in the tribal communities of the Malda district (Mandal & Bhattacharya 2017). Because if the Motivation program is launched, tribal guardians will be interested in sending their children to school. And tribal guardians not to be sending their children to do homework.

xix. The attitude of the tribal parents

The attitude of tribal parents toward education should be improved through proper guidance and counselling.

Finally, it will be said that the government will take such initiatives for the quantitative and quality development of the primary education of the tribal people of Malda and the general public will be much more aware of education.

7.2.3 Secondary Education (Class IX– X)

Students of secondary education level will have to be overall developed through knowledge, understanding, application and skill development. But due to various types of problems in the progress of secondary education in the tribal areas of Malda district, it has been hampered. The following recommendations are discussed below to solve these secondary education problems.

i. Availability of infrastructural facility for the educational institution

Availability of infrastructural facilities for School educational institution, like – school hostel, classroom, teacher room, common room, seminar hall, game room or sports room, playfield, library, laboratory, computer room, can tin, toilet, sanitation, different types of teaching-learning materials (TLM), etc for the tribal areas educational institution.

ii. Teaching through psychology-based methods

In the modern child-centered education system the teaching methods have to be followed psychology-based. Therefore, indigenous students of the Malda district should give teaching based on their demand, interest, trend and independence. So that the overall development of tribal students occurs.

iii. Textbook supplies

Free textbooks will have to provide for the poor secondary tribal students of the Malda district. So that tribal students can acquire secondary education.

iv. Supply of Teaching Aids (Teaching & Learning Materials)

The poor tribal students of the Malda district must be provided free educational equipment or teaching & learning materials (TLM) or Teaching Aids. So that they can learn very easily.

v. Recruitment of Trained Teacher

In the tribal areas of Malda district, there will be a need to appoint the necessary number of qualified teachers in secondary schools. The teaching process of trained teachers will be psychological based and reasonable.

vi. Establishment of School libraries and laboratory

The special initiative should be taken to set up a library and laboratory in every secondary school in the tribal areas of the Malda district. So that tribal students can learn very easily.

vii. Provision of student scholarships, or, stipend

Different types of scholarships or stipend will have to provide to poor meritorious students in the tribal communities of the Malda district. So that due to lack of money, poor tribal students do not face any problem in achieving the education.

viii. School renovations and construction of the new school house

The renovation of old schools in the indigenous areas of the Malda district and the construction of a new school house will be done so that the learners can take education in a healthy and beautiful environment.

ix. Regular school visits by the school inspector

Regular school inspection will be done by the school inspector to see whether the teaching and learning process is being well done in secondary schools in the tribal areas of Malda district.

x. Give more emphasis on evaluation than examinations

In all levels of education, it is necessary to give more emphasis on evaluation than examinations. The reason is that the knowledge and skills acquired by the student on a particular subject are measured by the examination. But in addition to measuring the learner's knowledge and skills through the examination system, the development of physical, mental, emotion, mood, and character, etc of students are necessary and those should be measured through the evaluation system. Because the test is a narrow measurement process but the evaluation is a widespread process. This means that the examination is an isolated measurement system, but the evaluation is an uninterrupted or continuous measurement system. Therefore, a continuous and comprehensive evaluation (CCE) system will be introduced in all levels of school education. (Chakraborty & Roy 2010).

xi. Prevention of Wastage and Stagnation

The amount of wastage and stagnation among the tribal students of secondary education level in indigenous areas of the Malda district are very high. Therefore, the government will have to take special measures to prevent this wastage and stagnation (Pal & Sahu 2016).

xii. Establishment of new secondary schools

In the tribal areas of Malda district, new secondary schools will be established with the increase in the number of students. This means that new secondary schools will be set up in tribal areas of Malda district. So that tribal students do not face any problem in learning.

xiii. Close (stop) of the private tuition

In the tribal areas of the Malda district, teachers of secondary schools will have to stop (close) their private tuition by taking government steps. Because the teachers give instruction to indigenous students in the school with their mind, soul and care.

xiv. Development of co-curriculum activities

Different types of co-curriculum activities should be arranged in the schools of the tribal areas of Malda district. So that the overall development of the students will be done.

xv. Social security

Social security of ST students, especially of adolescent girls is of great concern in their residential schools (Mandal & Bhattacharya 2018). This means that more emphasis should be given on social security for tribal adolescent girls.

xvi. Development of transport or communication system

Development of transport or communication system from the tribal residential area to school educational institution for tribal students in the Malda district. So that tribal students can easily take education.

If there is a solution to the problems of secondary education in the tribal areas of Malda district, then there can be a lot of improvement in education. However, there is a need to change the education system in line with the changing of the social system. Therefore, the standard of secondary education will improve if the appropriate steps are taken to identify the various

problems of secondary education and to take appropriate measures to overcome those problems.

7.2.4 Higher Secondary Education (Class XI–XII)

i. Increase in the amount of government financial allocation

In order to solve financial problems in higher secondary schools in tribal areas of Malda district, the amount of government financial allocation should be increased so that the education infrastructure can be improved.

ii. Upgradation of secondary school to higher secondary school

In order to solve the problem of admission in the schools of the tribal areas of Malda district, secondary schools will be upgraded to higher secondary schools. Also, there are no higher secondary schools in tribal areas where new high schools are to be established.

iii. Update of Curriculum

The curriculum of the Higher secondary education of the indigenous region of the Malda district has to be made suitable to modern society. The curriculum will be related to the real life of the indigenous people of the Malda district and diversified. Students will have to develop this curriculum as a preparation for higher education.

iv. Recruitment of appropriate qualification and training teachers

Appropriate qualifications and trained teachers should be appointed in the tribal areas of the Malda district. As a result, the teaching process will become more psychologically and logically based, which will help in overall development among the tribal students. As a result, the teaching and learning process will be successful.

v. Establishment of the residential educational institution

Residential education institutions will be established for the development of tribal education in the backward areas of the Malda district (Mandal & Bhattacharya 2018).

vi. Teaching through mother tongue

The Mudaliar Commission (Secondary Education) of India (1952-53), the Kothari Commission (1964-66), National Education Policy (1986) and other education commissions recommended

the education will be given of children through mother tongue in the school education level. All these Education Commissions and Education Policy have been recommended that in the especially primary education level, teachers will be given the education of children through their mother tongue (Mandal & Bhattacharya 2018).

For the recognition of Santali language in the education system on 22/05/018 a large movement of the indigenous people of Malda district. In this movement, the indigenous people of Malda district and other districts have blocked the railways and national highway. Therefore, indigenous students will have to teach through their mother language. (Sambad Uttar Banga 2018).

vii. Establishment of Suitable Laboratory

For the education of higher secondary schools, especially in the Department of Science, the proper laboratory will be set up. So that students can easily learn about science subjects.

viii. Providing more vocational education

Higher Secondary Schools in the indigenous areas of the Malda district will have to provide general education as well as more vocational education. The main reason for the expansion of vocational education will be to make the future life of the students self-reliant.

ix. Establishment of library

Higher Secondary Education Level is preparation for higher education, so students are given more emphasis to the study. For this reason, it is absolutely necessary to establish a library in every higher secondary school in the tribal region of the Malda district.

x. Reforms of the examination system and started of the evaluation system

The examination system should be improved in the higher secondary education level and the evaluation system should be started. This means that a continuous and comprehensive evaluation (CCE) system should be started in all levels of school education. The overall assessment of student competency will be possible through the continuous and comprehensive evaluation (CCE) system.

xi. Good management system

To make the school education system fair and beautiful, the administration must be more humane and active. If necessary, more emphasis will be on inspection by the school inspectors.

From the above discussion, it is clearly understood that to solve the problem of higher secondary education level in the tribal areas of Malda district, the above recommendations will be given emphasize. As a result, the higher secondary education system will become more attractive, realistic and diverse to the students.

7.2.5 Higher Education

The next level of higher secondary education is called Higher Education. There are many kinds of problems in higher education in tribal areas of Malda district. The following recommendations for resolving these issues are discussed below. This means that the following recommendations for the development of higher education are discussed below:

i. Increase in the amount of government allocation

The amount of government allocation should be increased for the improvement of the higher education of indigenous people of Malda district. So that their higher education system is improving.

ii. Establishment of higher educational institutions in tribal areas

Higher educational institutions should be established near the tribal areas of Malda district. So that tribal students will be benefited immensely.

iii. Improvement of the communication system

The communication system has to be Improved from tribal regions to higher education institutions. So that tribal students can easily travel from home to higher education institutions and they can earn a higher education (Mandal & Bhattacharya 2017).

iv. Establishment of high-quality libraries and laboratories

For improving the quality of higher education of the indigenous people of Malda district, the necessary number of high-quality libraries and laboratories should be set up along with the establishment of new colleges and universities in the areas of tribal people.

v. Awareness

Providing awareness to the tribal families about the higher education facilities providing by the government (Mandal & Bhattacharya 2017). So that tribal students are more interested in higher education.

vi. Provision of Part-time education

To provide higher education to all the tribal students of Malda district the part-time education system can be started besides the regular education system. For those indigenous students who do not get regular education in colleges and universities because of day time involvement in jobs or services, the part-time education system will be started for them. The government will have to take action in this regard. Also, indigenous people need to be more aware of higher education. For this reason, some distance education centers and open higher education centers to be set up in the Malda district.

vii. Provision of scholarship

All poor meritorious tribal students of the Malda district should get scholarships for higher education. Thus, did not face any problem due to the lack of money to earn their education.

viii. Reservation Policy

All government and non-government higher education institutions managed and approved (recognized and affiliated) by the government will have to start the reservation system for admission of indigenous students. This reserve system will be implemented according to the rules of the central and state government.

ix. Inspection of higher education institutions

To improve the quality of the higher education of the indigenous people, all the colleges of Malda district and Gour Banga University will have to emphasize on the inspection system.

x. Recruitment of Qualified teachers

All the higher education institutions in the Malda district will have to appoint tribal and non-tribal qualified teachers. Different types of workshops and seminars have to be organized to improve the quality of teachers.

xi. Providing vocational and technical education

In order to reduce the crowds of students at general higher education levels in the Malda district, some tribal students will have to provide vocational, professional and technical education after higher secondary education.

xii. Providing special opportunities and facilities for research work

The government will have to give special opportunities and facilities to the tribal students of the Malda district who are more interested in the research work. Different types of scholarships will be provided for their research work. So that tribal scholars do not stop the work of research for lack of money.

So, from the above discussion, it is said that higher education is the key to the national development of any country. Therefore, if the above recommendations are implemented with importance, the quality of the higher education of the indigenous people will develop.

7.2.6 Professional and Technical Education

i. Awareness

About the professional and technical education, the tribal people of the Malda district have to be made aware (Mandal & Bhattacharya 2017). So that the tribal students are interested in taking professional and technical education.

ii. Residential educational institution

Established the residential professional & technical educational institution for the tribal backward area. So that tribal students of Malda district can take professional and technical education.

iii. Reservation Policy

All government and non-government Professional and Technical education institutions managed and approved (recognized and affiliated) by the government will have to start the reservation system for admission of the tribal students. This reservation system will be implemented according to the rules of the central and state government.

iv. The teaching of regional language or mother tongue

In the professional and technical education institutions, indigenous students will be given education through regional language or their mother tongue. If indigenous students get the opportunity to learn through regional language or mother tongue, they will be more interested in this level of education.

v. Arrangements of Employment

The tribal students after learning from the professional and technical educational institutions, so that the students are not unemployed, special attention should be given. This means that

these educational institutions will have to provide employment opportunities to indigenous students.

vi. Provide of government funding

Government money should be provided to solve problems of professional and technical education institutions so that educational institutions can buy the necessary modern equipment and improve education infrastructure. As a result, the professional and technical education system of indigenous people will improve.

vii. The Need for Good planning

Provide professional and technical education in a well-planned manner. The professional and technical education system to be arranged in educational institutions keeping in mind the needs of the current issues and the needs of the future.

viii. Coordination with different levels of education

It is necessary to coordinate among the professional and technical education institutes with different levels of education (Mandal & Bhattacharya 2018). This means that necessary to coordinate among the professional and technical education institutes with different levels of general education.

ix. The arrangement of training and refresher course

The training and refresher courses will be provided for the working teachers in these educational institutions.

x. Advanced workshops and laboratories

These educational institutes require advanced workshops, libraries and laboratories to provide modern professional and technical education. Through this, the students will be able to acquire advanced knowledge and skills (Mandal & Bhattacharya 2018).

xi. Recruitment of Qualified Teacher

Appropriate qualified tribal teachers should be appointed in the professional and technical education institutions (Mandal & Bhattacharya 2018). So that tribal students of Malda district are more interested can take professional and technical education.

xii. Provision of scholarship

All poor meritorious indigenous students of the Malda district will have to pay scholarships for professional and technical education. So that the poor meritorious indigenous students did not face any problem due to the lack of money to earn their education.

xiii. Establishment of research centers

A research center will be set up to improve the quality of professional and technical education. Apart from this, different types of scholarships will be provided by the central and state governments to create interest in research among tribal students.

xiv. Education Policy

Formation of a separate Professional & Technical education policy for tribal people of Malda district.

It will be possible to improve the quantitative and quality standards of this education if the above recommendations are implemented to solve the problems of the professional and technical education of the Malda district.

7.2.7 Improvement measure of tribal women education in Secondary, Higher Secondary and Higher Education levels.

i. Prevention of child marriage

Most of the indigenous women of the Malda district get married before they complete secondary and higher education, so they are bound to family life. This means that child marriage in tribal areas of the Malda district is a major problem or obstacle on the path of progress of their education. Therefore, child marriage has to be stopped by taking various types of government measures for the progress of education among indigenous women (Mandal 2018).

ii. Awareness of women education

Among the most indigenous communities in the Malda district, there is a lack of awareness about women's education. There was no improvement in education among them due to the lack of awareness about women's education. Therefore, the indigenous community of the Malda district has to be made aware of women's secondary, higher secondary and higher education. So that tribal women students can take secondary, higher secondary and higher education. If indigenous women students can take secondary, higher secondary and higher education then indigenous society will improve.

iii. Establishment of women education institutions

There is a lack of women education institutions in all blocks of the district of Malda, especially near the indigenous settlement areas. This means that there is a shortage of secondary, higher secondary and higher education institutions for the improvement of women's education in nearby places of the tribal settlement area. Therefore, women education institutions will be established in the tribal areas of the Malda district for the development of women's education.

iv. Establish a suitable infrastructure for women's education

There is a lack of appropriate infrastructure in secondary, higher secondary and higher education institutions for the education of indigenous women of Malda district. The lack of interest in education among indigenous women students due to lack of adequate library, laboratory, hostel, computer room, playground and sanitation system, etc in these secondary, higher secondary and higher educational institutions. Therefore, appropriate educational infrastructure will be set up to improve the education of indigenous women. So that indigenous female learners do not face any problem in learning.

v. Provision of necessary scholarship

Most of the tribal women students in the Malda district are very poor. Due to the poverty of indigenous women, there has been no improvement in secondary, higher secondary and higher education among them. Therefore, the scholarship will be provided for the improvement of secondary, higher secondary and higher education among indigenous women students (Mandal 2018). So that the education of indigenous women students is not stopped for lack of money.

vi. Increased communication among less educated and highly educated women students

Among the most indigenous communities in the Malda district, it is found that lack of communication between low educated and highly educated women students. As a result, less educated female students are not interested in taking secondary, higher secondary and higher education. Therefore, to improve women's education among the indigenous communities of Malda district, improve communication between less educated and highly educated female students. This means that to improve their education system through the exchange of views (opinion) between less educated and highly educated women.

vii. Free from social conservatism and superstition

Indigenous women students are kept away from secondary, higher secondary and higher education for social conservatism and superstition. As a result, the rate of education of indigenous women students of the Malda district is very low compared to male students. Therefore, in order to improve the education of indigenous communities, indigenous women should be free from social conservatism and superstition (Mandal & Bhattacharya 2019).

In addition, indigenous women students will be given social protection. This means that they do not have any bad effects on them. Also, in the indigenous community of the Malda district, a prejudice-free attitude should be developed so that indigenous women students can take secondary, higher secondary and higher education.

viii. Recruitment of Trained female director and teacher

There is a lack of an adequate number of trained female directors and educators for the development of secondary, higher secondary and higher education of tribal women in the educational institutions of Malda district. Therefore, the trained female director and teacher for the improvement of the tribal women education should be appointed (Mandal & Bhattacharya 2019). So that they can better manage the education system of indigenous women and they can better teach indigenous women students.

ix. Social Security

Many tribal women students could not earn secondary, higher secondary and higher education due to the lack of social security for tribal women students. Therefore, for the improvement of indigenous women's education, social security needs to be provided to indigenous women students. This means that social security needs to be provided in respect of secondary, higher secondary and higher education for the tribal women students of Malda district. So that they do not face any problem in learning.

x. Free from family work

Most indigenous women students in the Malda district are involved in various types of work in their own homes. For example, they have to work under the supervision of younger siblings, assist in agriculture and livestock, etc. For this reason, obstacles are being created to achieve their secondary, higher secondary and higher education. Therefore, to improve the secondary, higher secondary and higher education system of indigenous women, women students have to be free from the responsibilities of family work. So that they can study independently and well.

xi. Free from different types of cultural and religious activities

Most of the tribal women students of the Malda district are always engaged in various cultural and religious activities. For this reason, most indigenous women students cannot acquire secondary, higher secondary and higher education. Therefore, for the improvement of secondary, higher secondary and higher education among indigenous women students, they have to abstain from different types of cultural and religious activities.

xii. Needs of Healthy Health

In order to live well in any environment other than the education environment, a person needs a healthy body and a healthy mind. Without a healthy body, there is never a healthy mind. Therefore, for the improvement of secondary, higher secondary and higher education, tribal women students will have to develop healthy health (Mandal & Bhattacharya 2019).

xiii. Freedom of women students, or, Women's opinion

The tribal women students of Malda district will have to emphasize their desire and reluctance or opinion or independence in respect of secondary, higher secondary and higher education. So that tribal women students can take education.

xiv. Appropriate planning

Appropriate plans should be taken for the improvement of secondary, higher secondary and higher education among the tribal women students of Malda district. So that the secondary, higher secondary and higher education among tribal women students of Malda district is improved.

xv. Establishment of research centers

The research centers should be established for the improvement of secondary, higher secondary and higher education among the indigenous women people of Malda district.

xvi. Employment Opportunity

Employment opportunities for educated indigenous women in the Malda district will be provided. If indigenous women students get employment, they will become self-reliant and will create interested in learning among them. So that tribal women students can earn education by earning money.

xvii. Provision of open and distance education

The part-time education system will be provided for the tribal women students of the Malda district. Many tribal women students cannot take full-time education for social and economic reasons. For them, the part-time education system will be provided. This means that open and distance education system will be started for the development of tribal women education of Malda district.

xviii. Cooperation of women association

Women's organization has played a role in the promotion and development of women's education. For this reason, women's organizations need to cooperate for the promotion and development of indigenous women's education in the Malda district. Also, women organizations need to take various steps if necessary (Mandal & Bhattacharya 2019).

xix. Provision of Government financial aid

The central and state governments should be provided financial assistance for the development of secondary, higher secondary and higher education among tribal women students of Malda district. Also, the Central and State Governments should be given other help for the development of education, so that there is no problem in the development of their education.

xx. Provision of the facility for working people

Every person employed in the education of indigenous women of the Malda district should be given more facilities. So that they are more interested in working for the development of indigenous women's education.

At the end of the study, it is found that all the problems of the Malda district and India are the main reasons - the excess of the population than the total property of our country. Again, the main way to solve all the problems in education. When people are educated, they will learn to judge good and bad, so that they will throw away evil and accept good. As a result, national solidarity, internationalism, secularism, and democracy will be seen in the country. The great dream of Swami Vivekanand, "India will again take the best seat in the world meeting", then it will be really successful and implemented.

7.2.8 Recommendations for the development of primary education in urban areas of Malda district.

i. Development of friendship between tribal and non-tribal classmates or students.

The friendship between tribal and non-tribal classmates or students will be developed in the primary schools of the urban areas of Malda district. So that tribal students are interested in learning.

ii. Reduce education costs in private schools

The cost of education in private schools in the urban areas of the Malda district should be reduced so that tribal students can take education. The government has to take this action in this regard.

iii. Development of good relations between parents and teachers

The good relationship between the indigenous parents and teachers of the urban areas of the Malda district should be developed. So that indigenous parents are interested in sending their children to school.

iv. Stop of child labour

Most indigenous people in the urban areas of Malda district are very poor. For this reason, most indigenous parents send their children to work as laborers in different types of work to earn their family income at an early age. So, before completing elementary education, send their children to various workplaces to earn their family income. As a result, all indigenous children cannot acquire primary education. Therefore, in order to educate indigenous children in the urban areas of Malda, child labor should be stopped.

v. Development of home education environments in slum areas

Most of the indigenous people of the Malda district are living in the slums area. As a result, the education environment in their homes is not good. Most of the indigenous students are not interested in learning because the home environment is not good. Therefore, the education environment of the slum area of Malda district should be developed by the government.

vi. Increase of awareness

Indigenous people of slums in the Malda district have to be made aware of education. So that indigenous people send their children to school and the students are interested in learning.

vii. Scholarships and other facilities

Poor tribal students in the urban areas of the Malda district will have to provide different types of scholarships and other facilities. So that tribal students in urban areas of Malda district do not face any problem in taking education and they are interested in learning.

viii. Research centre

Establishment of Tribal Education Research Centre (all education purpose) for Development of Tribal Community in Malda district.

7.2.9 Recommendation for the development of tribal Secondary, Higher Secondary and Higher Education status in the rural areas of Malda district

i. Establishment of educational institutions in tribal rural areas

The secondary, higher secondary and higher educational institutions should be established near the tribal rural areas of Malda district. So that tribal students of rural areas can easily take education.

ii. Providing loans to rural indigenous people

Most indigenous guardians in the rural of the Malda district are very poor. Secondary, Higher Secondary and Higher Education are very costly. For this expensive education system, most tribal parents cannot provide secondary, higher secondary and higher education for their children. Therefore, rural indigenous people will have to provide loans for agriculture, small industries, business, livestock and other activities, so that their financial condition improves slightly and so that they can achieve an education.

iii. Awareness of education

Most tribal people in rural areas of the Malda district have a lack of awareness about secondary, higher secondary and higher education. Therefore, the tribal people of rural areas in the Malda district will be made aware of secondary, higher secondary and higher education. So that they are interested in learning.

iv. Close of child marriage

Most of the indigenous students in the rural areas of the Malda district have a tradition of childhood marriage. It means that before getting a secondary and higher education, most of the indigenous students get married. As a child marriage, most of the indigenous students have

become involved in family work. As a result, most tribal students cannot acquire secondary and higher education. Therefore, to educate them, child marriage will be stopped by taking different types of government measures. Also, child marriage should be stopped by making awareness of the tribal people about education.

v. Provision of employment

Most of the Indigenous students do not show interest in taking education because of the lack of employment opportunities for the tribal students in the rural areas of Malda district. Because of the lack of employment guarantee after accepting secondary and higher education indigenous students are not interested in learning. Because if indigenous students were employed, they would become self-reliant and they could take up secondary, higher secondary and higher education. If providing the employment by the government to indigenous students of Malda district, they will be self-reliant and become interested in taking education.

vi. Free from social conservatism and freedom

There is a lack of social conservatism and independence in rural areas compared to urban areas for the education of both tribal men and women people. There is a lack of social conservatism and freedom especially in the education of young women. Because of this social conservatism and lack of independence, many indigenous students are not interested in learning. Therefore, tribal students of the Malda district should be free from social conservatism in respect of secondary, higher secondary and higher education and they have to give freedom. So that they can take up secondary, higher secondary and higher education.

vii. Development of communication

The communication system from tribal rural areas to secondary, higher secondary and higher education institutions will have to be developed. So that indigenous students can easily travel from home to educational institutions and from educational institutions to home.

viii. Increase in the amount of government financial allocation

For the improvement of secondary, higher secondary and higher education in the tribal rural areas of the Malda district, the amount of government allocation should be increased so that their education system improves.

ix. Set up high-quality libraries and laboratories

For improving the quality of secondary, higher secondary and higher education of the indigenous people in the rural areas of Malda district, the necessary number of advanced libraries and laboratories should be set up in their educational institutions.

x. Provision of Part-time education

To provide higher education to all the students, the regular education system and as well as the part-time education system should be started. For those indigenous students who do not get regular education in colleges and universities, the part-time education system should be started for them. The government will have to take action in this regard. Also, indigenous people need to be more aware of higher education. For this reason, some distance education centers and open higher education centers should be set up in the Malda district.

xi. Provision of scholarship

All poor meritorious indigenous students of the Malda district will have to pay scholarships for secondary and higher education. So that the poor meritorious indigenous students did not face any problem due to the lack of money to earn their education.

xii. Inspection of educational institutions

For improving the quality of education of indigenous people, emphasis should be given on inspection of all secondary, higher secondary and higher educational institutions in the tribal areas of Malda district.

xiii. Appointment of qualified teachers

All the secondary, higher secondary and higher education institutions in the indigenous region of Malda district will have to appoint qualified teachers. Different types of workshops and seminars have to be organized to improve the quality of teachers.

xiv. Establishment of research centers

Research centers should be set up for improving the secondary, higher secondary and higher education of the tribal people in rural areas of the Malda district. This means that the Establishment of Tribal Education Research Centre (all education purposes) for the Development of Tribal Community in the Malda district.

xv. Education Policy

Formation of separate tribal education policy (all education purposes) for the development of tribal people in the Malda district.

So, from the above discussion, it is said that education is the key to the national development of any country. Therefore, if the above recommendations are implemented with importance, the quality of secondary, higher secondary and higher education of the rural indigenous people of Malda district will improve.

7.3 Recommendations to improve employment opportunities in the tribal people of the Malda district.

7.3.1 Recommendation for the improvement of Home-Based Workers (HBW)

i. Provision of Loans

The poor tribal home-based workers of the Malda district will have to provide financial loans for various types of cottage industry and handicrafts by the Central and State Governments. So that the tribal people do not face any financial problems to do home-based work.

ii. Selling at a fair price

Different types of cottage industries and handicrafts manufactured products, produced by tribal home-based workers in the Malda district should be selling at fair prices. So that they get a fair price to sell their products.

iii. Provision of training

The poor tribal home-based workers in the Malda district should be provided training in various types of cottage industries and handicrafts. So that they can do this task very easily.

7.3.2 Recommendation for the improvement of Cultivation

i. Providing financial loans for agriculture purpose

The poor tribal farmers of the Malda district should be given financial loans for agricultural purposes by the central and state government. So that they do not face any financial problems for farming.

ii. Supply of High-quality Seeds, Chemical Fertilizers, Pesticides and Irrigation Systems.

The Central and the State Government should provide high-quality seeds, pesticides and chemical fertilizers to the poor tribal farmers of Malda district for better quality agriculture. Also, the government

should take initiative to provide an improved irrigation system for the tribal people for better cultivation practice.

iii. Fair prices on agricultural crops

The government needs to take necessary measures for poor tribal farmers to get fair prices on agricultural crops. If they get fair prices on agricultural crops, then they will be interested in farming.

iv. Conservation of perishable agricultural crops

The government will have to take steps to protect the crops which are wasted. This means that the refrigeration of the perishable crops should be arranged. So that the crop can be used during the deficiency.

v. Training for agriculture

The tribal farmers of the Malda district should be provided training by the government for agricultural purposes. So that they can farm well. This means that farmers can make high yielding farming.

7.3.3 Recommendation for the improvement of Business

i. Providing financial loans

The poor tribal people of the Malda district should be given financial loans for the business purpose by the government. So that they do not face any financial problems to do business. That means they can do business very well.

ii. Give the license

The poor tribal people of the Malda district will have to give licenses to do business by the government. So that they can easily do business.

iii. Provision of insurance to tribal traders and business material

The tribal businessmen of the Malda district will have to provide insurance for the business purposes by the government. This means that tribal traders of the Malda district will have to provide insurance on business material. So that they are more interested in doing business.

iv. Improvement communication system

The communication system should be developed from tribal areas to the business centre by the central and state government. Because if the communication system improves then the business will also improve. This means that if the communication system improves then the opportunities and facilities will be created for doing business. So that the tribal traders will have a great advantage to do business. It means that if the communication system improves then it will be very convenient to buy and sell merchandise products for the traders. Because of the improvements in the communication system will be beneficial for buying and selling merchandise products.

7.3.4 Recommendation for the improvement of Agricultural labours and Non-Agricultural labours

i. Fixed wages

In the tribal community of the Malda district, a fixed wage should be determined for agricultural workers and non-agricultural workers. So that they do not work for very few wages, a rule will be introduced for them. They will be interested to work if they get good wages.

ii. Formation of an association

One association or union among the tribal agricultural workers and non-agricultural workers of the Malda district has to be formed. If there is an association or union among tribal workers, they will not be deprived of their fair remuneration and will not be oppressed. This union will create an interest to work as laborers among the poor tribal people.

iii. Provision of employment by the government

All the poor tribal workers (Agricultural & Non-Agricultural) of Malda district who do not get work all year, they will have to provide employment by the government at leisure time. For example, one hundred days' work, road construction work, work at the time of purchase of agricultural crops by the government, construction of various government buildings and office work, etc.

7.3.5 Recommendation for the improvement of Government & Private Regular Salaried Workers

i. Development of education

The education rate among the tribal people of the Malda district has to be improved. Because if the development of education rate among tribal people of Malda district will increase the government and non-government job rates. It means that if the development of the education rate will increase the opportunity of getting government and private jobs among the tribal communities.

ii. Reservation

All types of government and private departments will have to make the reservation system for the tribal people of the Malda district for employment purposes. Especially in the private sector, the provision of reservation for tribal people should be started. If the reservation system is started then most of the tribal people of Malda district will be employed.

iii. Provision to make contractual and casual workers permanent

All contractual and casual tribal workers in the Malda district have to be made permanent. If the contractual and casual workers are permanent, the tribal people will be interested in the work. That means most tribal people will be interested to work if the contractual and casual tribal workers are permanent.

iv. Increase awareness about employment

The tribal people should be made aware of government and non-government jobs. Because the tribal people will be educated when they are aware of the employment and the tribal people will get jobs when they are educated.

v. Formation of an association or union

An association or union should be established among the government and the private regular salaried workers of the Malda district. If there is an association or union among tribal regular salaried workers, they will not be deprived of their fair remuneration and will not be oppressed. This association or union will create an interest in working among tribal regular salaried workers. As a result, tribal employees will be interested to work.

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HOUSEHOLD SURVEY QUESTIONNAIRE

SL. No. of Household	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Household Block	<input type="text"/>	<input type="text"/>	Village/ Mohalla or Ward No.	<input type="text"/>	<input type="text"/>

DATE OF INTERVIEW: Day Month Year

HOUSEHOLD NO.

NAME OF VILLAGE/MOHALLA & WARD NO.: _____

NAME OF THE BLOCK/MUNICIPALITY (In which the Village/Ward belongs): _____

NAME OF THE DISTRICT: _____

NAME OF THE RESPONDENT: _____

AGE OF THE RESPONDENT:

GENDER: (Please tick) 1. Male 2. Female

SOCIAL CATEGORY: 1. GEN 2. OBC 3. SC 4. ST

IF ST, SUB CAST: 1. SANTAL 2. ORAON 3. MUNDA
4. KHARWAR 5. KORA 6. MALPAHARIA
7. MAHALI 8. OTHER

TYPES OF RATION CARDS: BELOW POVERTY LINE (BPL)

ABOVE POVERTY LINE (APL)

PHONE NUMBER:

EMAIL: _____

EDUCATION AND EMPLOYMENT STATUS

1 SL No.	2 Relation with Head (HOM)	3 Sex (Please tick)		4 Age	5 Married/ Unmarried M = Married UM = Unmarried	6 Education Status	7 Employment Status		
		Male	Female				Employed		Not- Employed
							Self- Employed	Employed	
1									
2									
3									
4									
5									
6									
7									
8									
Total									

2. Relation with Head of the members, codes: HOM= Head of the Members F= Father, M= Mother, FIL= Father in law, MIL= Mother in law, GF= Grandfather, GM= Grandmother, SON= Son, SIL= Son-in-law, D= Daughter, DIL= Daughter-in-law, H= Husband, W= Wife, S= Sister, B= Brother, SIL= Sister-in-law, BIL= Brother-in-law, NE= Nephew, NI= Niece, U= Uncle, A= Aunt & O=Other.

6. Educational Status codes: PP= Pre-Primary (Nursery, KG-I & Kg-II), PR= Primary (I-IV), UP= Upper Primary (V-VIII), SE= Secondary (IX-X), HS= High Secondary (XI-XII), UG= Under Graduate (BA/BSc/B.Com), PG= Post Graduate (MA/MSc/M.Com), PROF&TECH= Professional/Technical (B Ed/MEd, BBA/MBA, BE/BTech, MBBS/MD/MS & Others) & O=Other.

7. Employment Status codes: Self-Employment- C= Cultivation, B= Business, O=Other. Employed- AL= Agricultural Labours, NAL= Non-Agricultural Labour, HBW= Home Based Workers, GRSW= Government Regular Salaried Workers, PRSW= Private Regular Salaried Workers, O=Other & NE= Not-Employed.

8a. Are you satisfied with your education facilities?

If no, do you have any problems/issues? Please Explain

8b. What is your opinion about the development of education? Please Explain

9a. Are you satisfied with your employment facilities?

If no, do you have any problems/issues? Please Explain

9b. What is your opinion about the development of employment? Please Explain

Signature of the respondent _____ Date - _____