

CHAPTER – 1 INTRODUCTION

1.1 Introduction

Education is one of the main aspects of human resources development. It is considered an important and powerful instrument of economic development and social transformation. Socio-economic development in any society depends upon the educational facilities it provides (Hussain & Bhat 2010). Education is a crucial social factor that plays a pivotal role in the initiation of the process of social, economic and cultural advancement by opening avenues of employment and job opportunity. Education leads to the overall development of an individual and it influences the development of a whole society. Therefore, education is one of the key factors behind the socio-economic and cultural development of a country or community (Chowdhury 2010).

The constitution of India gives a few directions and suggestions for the development of education in the countries. The importance of education as a part of a fundamental right (Charturvedi 2007) has been emphasized in article 26 of the universal declaration of human rights (UDHR). According to article 45, “the state shall provide free and compulsory elementary education to all children of the age of six to fourteen (6-14) years”. Article 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).

Traditionally, the tribes in India pursued an economy, which was closer to nature, and used indigenous technology. This is reflected in their dependence on forests and other natural resources available in their habitat. This does not mean that the traditional tribal economy, was in any way, monotonous. While some tribal communities have adopted a way of life, similar to the neighboring non-tribal communities, there are other tribal groups, whose livelihoods are characterized by (a) forest-based livelihoods, (b) pre-agriculture level of technology, (c) a stagnant or declining population (d) extremely low literacy and (e) a subsistence level of economy. A variety of economic activities were pursued by the tribes of India, depending on the availability of resources in their respective habitats (Xaxa 2014).

Under this backdrop, the present researcher seeks to undertake a detailed investigation related to the educational development vis-à-vis employment status of the tribal population in the Malda district, West Bengal.

1.2 Issues

In the Malda district, there were 3988845 persons scheduled tribes as per the 2011 census of India constituting 7.87% of the total population. It has been found that 40.01% of the total tribal population in this district was literate. The following table shows the district education report for enrolment with the percentage for the years 2011-12, 2012-13, and 2013-14 which shows a very low rate of enrolment in lower primary, upper primary, secondary, higher secondary and higher education level in comparison to other caste category or non-tribal people.

Table 1.1: District education report for enrolment percentage for the year 2011-12, 2012-13 & 2013-14.

2011 -12

1.1a

Category	Lower primary	Upper primary	Secondary	Higher secondary	Higher education
GEN	66.8	60.2	58.62	57.81	42.32
SC	21.0	24.7	24.89	25.08	23.30
ST	06.3	04.4	04.32	04.51	05.58
OBC	05.9	10.7	12.17	12.6	28.80

2012 - 13

1.1b

Category	Lower primary	Upper primary	Secondary	Higher secondary	Higher education
GEN	65.04	58.76	56.28	54.25	40.41
SC	20.43	24.09	25.07	25.77	26.06
ST	06.10	04.16	04.5	04.32	05.45
OBC	08.43	12.99	14.15	15.66	28.08

2013 - 14

1.1c

Category	Lower primary	Upper primary	Secondary	Higher secondary	Higher education
GEN	63.77	56.43	55.70	55.08	37.35
SC	20.93	24.85	25.44	25.76	26.24
ST	06.21	04.98	04.86	04.79	05.10
OBC	09.09	13.74	14.00	14.37	31.31

Source: SSM in Malda district, DISE, AISHE & GBU in Malda

Related literature studies as well as few reconnaissance surveys done by the researcher, revealed that there are several factors responsible for determining the educational status of tribal communities in the Malda district.

1. Socio-economic problems,
2. Lack of academic and administrative facilities and
3. Traditional indifference of tribal community towards education.

1.2.1 Socio-economic problems

Isolation from the mainstream of Indian life and culture, in comparison to non-tribals causes problems for the slow growth of tribal education. Moreover, extreme poverty, inability to afford the necessities of education due to financial inadequacy acts as a hindrance in the education of the tribal people.

1.2.2 Lack of academic and administrative facilities

Notwithstanding the socio-economic problems in tribal education, academic and administrative problem too have thwarted the progress of school education. Lack of administrative initiatives for school buildings, school management, teaching materials and deficiency of proper inspection of schools in tribal areas are other problems related to education in the tribal zones.

1.2.3 Traditional indifference of tribal community towards education

It is observed that the parents are often reluctant and unaware of the potential of education because of the lack of awareness which is traditional in the tribal people. Moreover, lack of interest, low ambition in life which leads to the low level of achievement among tribal children is a trend in tribal society.

According to the census of India 2011, the Employed and Non-employed scheduled tribe population in the Malda district are 85368 persons (27.18 percent) and 228616 persons (72.82 percent) respectively (Table 1.2). This basic information indicates that the employed tribal population is not up to the mark since it is considerably below 50% of the total population. Therefore, the Tribal people of the Malda district faced different problems in education and employment.

Table 1.2. Employed and Non-Employed Scheduled Tribe Population in Malda district.

Employed	Rural	Percent	Urban	Percent	Total	Percent
	83470	27.13	1898	29.85	85368	27.18
Non- employed	224155	72.87	4461	70.15	228616	72.82
Total ST population	307625	100.00	6359	100.00	313984	100.00

Source: Census of India 2011.

All these associated with tribal education and employment give ample scope to study the educational and employment status of the tribes in the Malda district.

1.3 The study area

The district of Malda is one of the twenty-three districts of West Bengal. It is the situation between 24° 40' 20" N to 25° 32' 08" N latitude and 87° 45' 50" E to 88° 28' 10" E longitude. English Bazaar situated at the centre of the district is the chief town and administrative headquarters. According to the census of India 2011, the total area of the Malda district is 3733 square km and the total population of the district is 3988845 persons. The population density of the district 1069 persons/per square km. There are Scheduled tribe population in the district are 313984 persons which are 7.87% of the total population of the district. In the Malda District are 15 CD blocks.

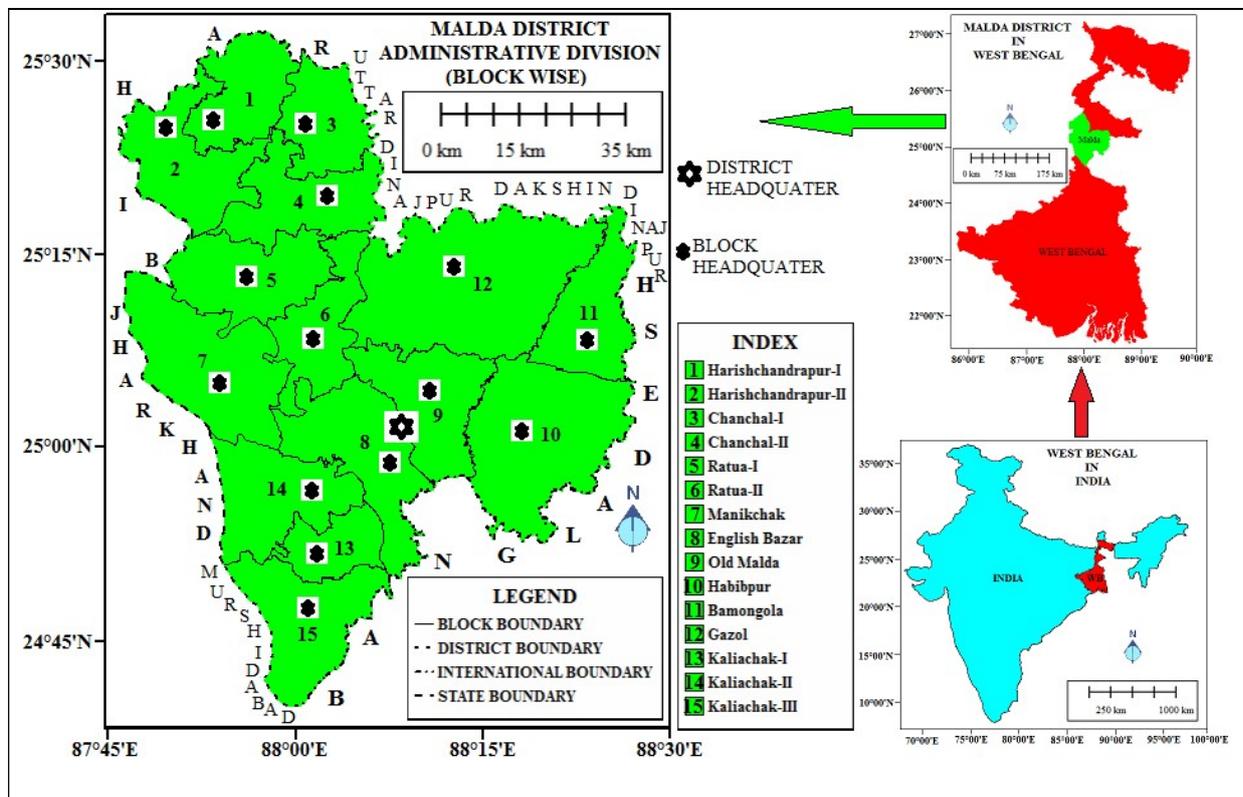


Fig. 1.1. Location Map

1.4 Review of related literature

The search of the literature in the relevant field reveals that some allied works within the periphery of education and employment status of the tribal people in different parts of India have been done. But no Ph.D. research work and paper or book publication has been done so far on the educational and employment status of the tribal people in the Malda district.

Therefore, an attempt has been taken to fill up this research gap. Following kinds of literature have been found which show the peripheral instances of the work taken under study:

1. Suchismita Sen Chowdhury (2010) in her paper “Tribal Education and Development in Birbhum District (W.B): With Particular Reference to the Santals of Rural and Urban Areas” published in the journal of the Department of Anthropology, University of Calcutta. Has mentioned about tribal people in Indian who remained educationally backward since long and faced problems of communication as they lived in remote areas; they also had linguistic barriers, economic and socio-cultural constraints in getting the education. The Santals were Numerically Dominant in West Bengal. They formed 51.8% of the total tribal population of the state (census 2001). They were the major tribe in Birbhum District and they mostly lived in rural areas. The literacy rate of the tribal people of Birbhum district was much lower (25.3%) than the total literacy rate of the district (62.2%). For this purpose, two Santal settlements, one in the rural area and another in urban areas were studied. It was found that there was a considerable difference in educational status in the studied population. Moreover, the overall literacy rate was low. In spite of different development initiatives in West Bengal, the situation of the Santals has hardly improved.

2. B.R Thakur (2009) has studied “Educational Development Among Scheduled Tribes of Himachal Pradesh: A Spatio-Temporal Study (1971-2001)” Published in a journal of the Association of Population Geographers of India, Volume 31, Number 1&2. The study aimed at describing the Spatio-temporal variations in the level of literacy and attainment of education among scheduled tribes of Himachal Pradesh and the spatial variations in gender disparity at various levels of education.

3. Farasat Ali Siddiqui and Yasmeeen Naseer (2004) in their work “Educational Development and Structure of Employment in western Utter Pradesh” published in a journal of the Association of Population Geographers of India, Volume 26, Number 1&2. Described levels of educational development and employment by major occupation groups and the association between educational development and employment in western Utter Pradesh.

4. Ranjan Kumar Biswas (2009) has studied the “Impact of Disease on Education of Various Tribal Children in Central India” Published the Indian Journal of Social Research, Volume. 50 (3). This article attempts to highlight various tribal people of central India who suffer from different physiological problems concerned with the low standard of living, malnutrition, the

paucity of a modern medical facility, etc. and also for extreme traditional beliefs. The life of children is very much depreciated by the unscientific nursing facility, non-immunization, early weaning, insanitation and others.

5. Nazmul Hussain & Fayaz Ahmad Bhat (2010) in their work “Dimension of Educational Development and its Determinants: a case study of Malda District of West Bengal, India” Published by Indian journal social Development, Volume. 10, Number. 2. Showed education is a crucial social factor that initiates the process of social, economic and cultural development. In this paper, an attempt has been made to study the regional imbalance in the levels of literacy consequent upon the various socio-economic and educational factors, which are also unequally distributed in the Malda district.

6. Ranjan Kumar Biwas (2010) has estimated that the “Socio-economic Impact on Education of Various Tribal Children in Central India” Published in Indian Journal of Social Research, Volume. 51(2). In this Article, an attempt has been made to highlight the impact of various socio-economic problems on the education of hill Karwa, Pando, Birhor, Kamar and Saharia tribal children in central India. This study critically analyses that due to high extent of illiteracy, poverty and traditional beliefs, these tribal groups hold the low socio-cultural status being influenced with undue cultural obsession, they come on marital alliance at early age, from nuclear family, involve in earning activity, practice bonded labour, etc. polygamy, divorce and remarriage are far less common among them.

7. K.M. Joshi (2011) in his paper “Tribal Children, Education Access and Participation as Child Labour: some Reflections from India” Published the Indian journal of social Development, Volume. 11, Number 1. Examined the status of tribal children of India in the context of their access to elementary education and participation as child labour. The paper uses a multidisciplinary approach using the discourses from sociology and economics. The paper uses data from national sample survey organizations round and selected educational statistics (SES) of the ministry of human resource development. Despite an increase in the enrolment and GER, the tribal children still remain behind the children from other segments of the population. The high incidence of poverty and low economic status of tribal households contribute to the high participation rate of tribal children as child labour and low effective school participation along with high dropout.

8. Debasmita Paul (2011) in her work "Educational Status and Satisfaction to Employment: A Study in a Village in Jalpaiguri" Published in a journal of the Institute of Social Research and Applied Anthropology, Man and Life, Volume. 37, pp. 29-38. Education is considered an important cultural trait through which a society makes progress and development. In any society, the human development index can be justified through the educational attainment and nature of employment. The fundamental purpose of education is to increase employment opportunities in various fields. Education and employment should be treated as the backbone of any society.

9. Sharanjit Singh Dhillon & Kuldeep Singh (2012) have Studied "Educational Development index of Punjab – an inter-District Analysis" Published in the Journal of Educational Planning and Administration, Volume. xxvi, Number. 3. In these papers, efforts have been made to analyze and compare the position of the different districts of Punjab state with regard to the educational level of primary and upper primary government schools by developing primary and upper primary educational development indices based on indicators representing school education. The effort has also been made to develop a composite index based on primary and upper primary educational development indices.

10. C. C. Wolhuter (2011) has said in his paper "The spectrum of International Educational Development" Published the Journal of Educational Planning and Administration, Volume xxv, Number. 3. That international educational development has been for a number of decades a thriving field of scholarly activity. A lacuna is the existence of taxonomies. The aim of this article is to develop a taxonomy of the spectrum of international educational development, by mean of a multivariate approach (cluster analysis), employing a set of fifteen indicators conventionally used as indices of educational development.

11. Subhashree Sanyal (2012) in her study "Primary education in the northeast- A commentary" published by the journal of Kurukshetra, attempted to look at primary education status of northeastern states of the country.

12. Ghanshyam Shah (2012) in his paper "Democracy, Equality and education" Published by the journal of educational planning and administration, Volume xxvi, Number. 4. Described democracy and education for all are closely related. Education has the potentiality to develop 'critical thinking', necessary for political participation and decision making. The education system, being a part of the larger political economy, has evolved the hierarchical and

discriminatory institutional structure that provides 'good quality' education to a selected few. The elimination process starts with non-enrolment and drop-out right at the primary stage. The proportion of students by social groups and economic strata changes from primary to higher.

13. Gurminder Singh (2011) has studied that the "Elementary education for girls in India" published in the "Journal of educational planning and administration", Volume xxv, Number. 3. Educating girls has a catalytic effect on every dimension of economic development including high productivity, faster growth, high economic gains and a step towards the empowerment of women. Educated women are also observed to be strong positive role models for female children.

14. Subhashree Sanyal (2012) in her work "Mission 'Education for All': reflections from Sarva Shiksha Abhiyaan" published in the journal of Kurushetra. Sarva Shiksha Abhiyaan (SSA) is a flagship and comprehensive programme initiated by the government of India during the ninth five-year plan aiming at universalization of elementary education across the nation. This mission adopted a time-bound approach to ensuring "total education" across the country. It grew as a response to demand for quality elementary education. The programme allows the government to promote the idea of "social justice" by implementing the concept of education for all. Not only so, but the SSA also involves various stakeholders which bring together the panchayat raj institutions, school committees, teachers and parents associations, tribal councils and many more.

15. Shyama Nanda Singh article (1990) entitled "Tribes and education in India" published in teaching politics is also a significant contribution in this area. He says "the constitution of India recognized 450 tribal groups in India. In the 1981 census, their number was more than 675. But hundreds of tribes have a very small percentage of the population. In India, only six tribes have more than one million populations. These tribes are found in more than one state in central India"

16. Rochenga Pudaite's (1963), book "The education of Hamar people" is regarded as pioneering work on the aspect of tribal education. It explains the most primitive tribe "hammer's" education system. It explains the education system and the role of government to the prospect of Hamar students. He also has noted that the actual restricted sense of education includes only in the process of teaching and learning carried on at specific times in particular places outside the home for definite periods by persons specially trained for the task.

17. D. S Nag's (1954), the book "Education of the primitives" is an excellent work of tribal education. This book is the first full-length systematic study to mad of the aspect of education. This book gives its readers suitable information about the education of northern India, which was based on social background. It also explains the lack of education in primitive tribes. It is hoped that anyone reading this book will be in a better position to understand the patterns of the social and educational life of north India.

18. T. N. Madan's (1952), book "Education of tribal India" Published the penguin books of India, New Delhi. The regarded as pioneering work on the aspect of tribal education. It explains the success of education Endeavour in a tribal community can be gauged by the extent of adjustment of changing condition. He also noted cultural penetration through education may have the effect of disturbing too rapidly to a traditional society. The breaking of tribal loyalties leads to bewilderment followed by disillusion, inevitably followed by social degeneration and crime.

19. K. P Chattopadhyaya's (1953), book "Tribal education" Published the Viking books private limited, Ranchi. The regarded as pioneering work on the aspect of tribal education. It also explains some theoretical dimensions of tribal education in India, which gives a certain clue to form a better understanding of the system of education in the tribal society. He has taken up the matter of their lack of education and their impacts upon society.

20. S.P Gupta (1965), the book "Socio-psychological study of the Adivasi students studying in Ranchi district" Published the Bihar tribal research institution, Bihar. It is regarded as pioneering work on the aspect of tribes. It explains the psychological concept of education and their problem for higher study. It also explains why the student left the school in the middle stage, the government activity of education and their social background. He noted that adequate preparation should be made for Adivasi but tribal people have, by and large, not become education conscious. The punitive or coercive measure would with stiff opposition and would be largely ineffective.

21. M. S. Jayakumar and D. Rajasenan (2011) in their work "Determinants of educational exclusion among the tribes in Kerala" published by the journal of "Kerala sociologist", volume 39 (2), @ Kerala sociological society. Education is the major indicator of the development of any society and also an inevitable aspect of the development experience of Kerala. There is inequity in education across various layers of social strata resulting in the exclusion of those

who are already panting in education. The tribal communities in the state are the major group presenting an exception to the educational attainment. This article inquires into the determinants of educational exclusion happening among the tribal communities in the state.

22. Oliva Catherine Noronha (2012) in his paper “Educational and economic independence among scheduled caste women in Kerala” published by the journal of “Kerala sociologist”, volume 40 (1), of during the early period, the conditions of scheduled castes especially that of women was weak. The socio-economic development of scheduled caste women and their integration with the mainstream and bringing them par with the other is a constitutional responsibility the developmental needs have scheduled caste women to demand careful planning. The basic criteria needed to attain economically and socially sustainable jobs are to have a proper education. In this light, the paper explores the educational and economic independence among scheduled caste women in Kerala tracking it through intergeneration.

23. Gresham A. (2012) in his article “Educational status of scheduled castes in Kerala with special reference to women” of the journal of “Kerala sociologist” volume 40(1), pp. – 96-105 @Kerala sociological society. Has studied When India became an independent nation, it confronted the social and economic backwardness of some sections of its people. Scheduled castes were one of the groups which were most backward. Other determinants were their low economic, political and educational conditions. Education is perhaps most important among them. But the result of these government measures is not satisfactory in terms of its implementation. So, awareness is needed among scheduled caste students to raise their educational status.

24. In the book, (1967) “Culture, education and social welfare” by Hans Nagpaul (S. Chand & company Pvt. Ltd. Ramnagar, New Delhi) has focused towards making our education system so much indigenous and meaningful as to relieve the crushing poverty which continuously prevailing among a large portion of our population, reflecting the past cultural heritage and present socio-economic conditions of the Indian society. It highlights the different facts of life.

25. In the book (1972) “Scheduled caste and scheduled tribes in industrial training institute” by Kusum K. Premi (published by Bikas publishing Pvt, Ltd, New Delhi) covers at least the special ITC (industrial training institute) for the scheduled tribes in the five states. The study was exploratory in nature while presenting the position about the training and placement of the

scheduled tribe. It emphasizes the need for opportunities for vertical mobility for ITI trainees and for collaboration with the industries in the region.

26. Tuphan Kumar Maiti (2007) in his thesis has studied the “Tribal development in India: a comparative study of Jalpaiguri and Cooch Bihar district (1992 – 2002)” unpublished Ph.D. thesis of north Bengal University, Darjeeling. This study has attempted to explore the conditions of tribal development in India. With special reference to the development of Jalpaiguri and Cooch Behar district during the period between 1990 to 2002.

27. Subrata Syam Chowdhury (1984) in his thesis “Education and social change among the scheduled tribes of north Bengal” submitted for the degree of doctor of philosophy (arts), of the University of North Bengal made an empirical analysis of the impact of education upon the social change among the scheduled tribes of north Bengal. Tribal communities under different economic settings such as industrial economy as represented by scheduled tribe communities of a tea garden and agrarian economy as represented by such people of a nearby village form the sample of the study.

28. Amal Datta (1989) in his thesis has studied the “education and emerging class structure in Sikkim, a study in social change” department of sociology & social anthropology, University of North Bengal. This study carried out mainly through interviews and use of government records, books publications are intended to make an empirical analysis of the role of education in the emergence of a new class and its impact upon the traditional Sikkimese to usher a social change.

In addition, an analysis of the various educational constraints in class formation has also been dealt with the historical condition, socio-economic background and other sources which might have helped the emergence of this new class have also been discussed here.

29. Sudakshina Bagchi (1998) in her thesis has studied the “Role of Education in Socio-Economic Development of Darjeeling hills” unpublished Ph.D. Thesis of North Bengal University, Darjeeling. This research work is the lays of emphasis on the role of education in the development process. The role of education in human resource development which in turn leads to development in agriculture and industry producing as it does skilled, efficient workers and people with initiative and a modern outlook on life.

30. L.R.N. Srivastava (1971) with the collaboration of NCERT, New Delhi studied the “Identification of Educational Problems of the SAORAS of Orissa”. This research project was undertaken to identify some of the important educational problems faced by them, to make a comparative study of the Saora and the neighboring non-tribal communities and on the basis of the experiences gained by the study, to make some recommendations suggesting the possible solutions of the educational problems faced by the Saora.

31. B.D. Sharma (1978) book, it has studied “Tribal Development – The Concept and the Frame” with special reference to the Baigas of Bastar district of Madhya Pradesh. Published the Prachi Prakashan, New Delhi. In his study, Mr. Sharma has studied the economic development of backward tribal regions, their relationship with the forest, industrial complexes and their tribal hinterlands. The study gives a clear-cut picture of the socio-economic aspects of tribal life and explains the potentialities for their development.

32. Balaram Mishra (1977) book, has studied the socio-economic and political life of the tribal of Orissa in his books, “The Adivasi Samaj and Sanskriti”. Published the Bibarani Prakashan, New Delhi. In his study, he has given a clear picture of the behavior, dressing pattern, way of living, marriage, birthday function, funeral, religion, festivals, songs, and dances of the Adivasis of Orissa.

33. Jagabandhu Samal (1985), in his paper “Tribal Economy – A Regional Study” Published in the journal of Orissa economics association 1985 volume xvii, Number – 1&2. The emphatically pointed out that the national efforts for the development of the scheduled tribes and scheduled areas have two important components namely protection and development. It was thought that the elimination of exploitation coupled with rapid socio-economic development could alone bring lasting benefits to these groups.

34. Das, P.K. (1975), in his paper “Some Aspects of Tribal Agriculture in Koraput District Orissa” the Orissa economic journal. The study suggests to reduce this difference, agricultural development programmes like land shaping, soil and water conservation, introduction of dryland technology, supply of farm requisites, provision of institutional credit in large scale establishment of farm service societies, raising of community nursery and special subsidy programme are to be undertaken to increase their level of income.

35. Chhanda Chakraborty (1988) in her Thesis “Development of Education in selected districts of West Bengal with special reference to the Nineteenth Century” Unpublished Ph.D. thesis,

Department of History, University of North Bengal. Made an inquiry into the growth and development of the system of education in certain areas of the Northern regions of West Bengal. The work has been confined to the three northernmost areas of Darjeeling, Jalpaiguri and Cooch Behar.

36. Chouhan Pradip (2011) has studied “Empowerment of Scheduled Castes through Educational development – a case study of Malda district of West Bengal” published in the journal of GEO – ANALYST, Volume – 1, Number – 2. Several castes in Hindu society have been described as engaged in the unclean occupation, social bondage, which since time immemorial has been experiencing restricted socio-economic, educational and cultural status. Various names have been used to refer to these sections. In spite of many socio-economic securities provided to them in the constitution and by the government they are still comparatively less educated, backward and in the dilemma of privilege and exploitation.

1.5 Objectives of the study

The present study has been conducted with the following objectives.

1. To identify the factors that play role in the education of tribes in the study area.
2. To identify the social parameters associated with the employment of the tribal people in the Malda district.
3. To compare the educational and employment profile of the ST population of the study area.
4. To propose some measures to improve education in the tribal people of Malda district.
5. To propose some measures to augment employment opportunity in the tribal people of Malda district.

1.6 Hypothesis

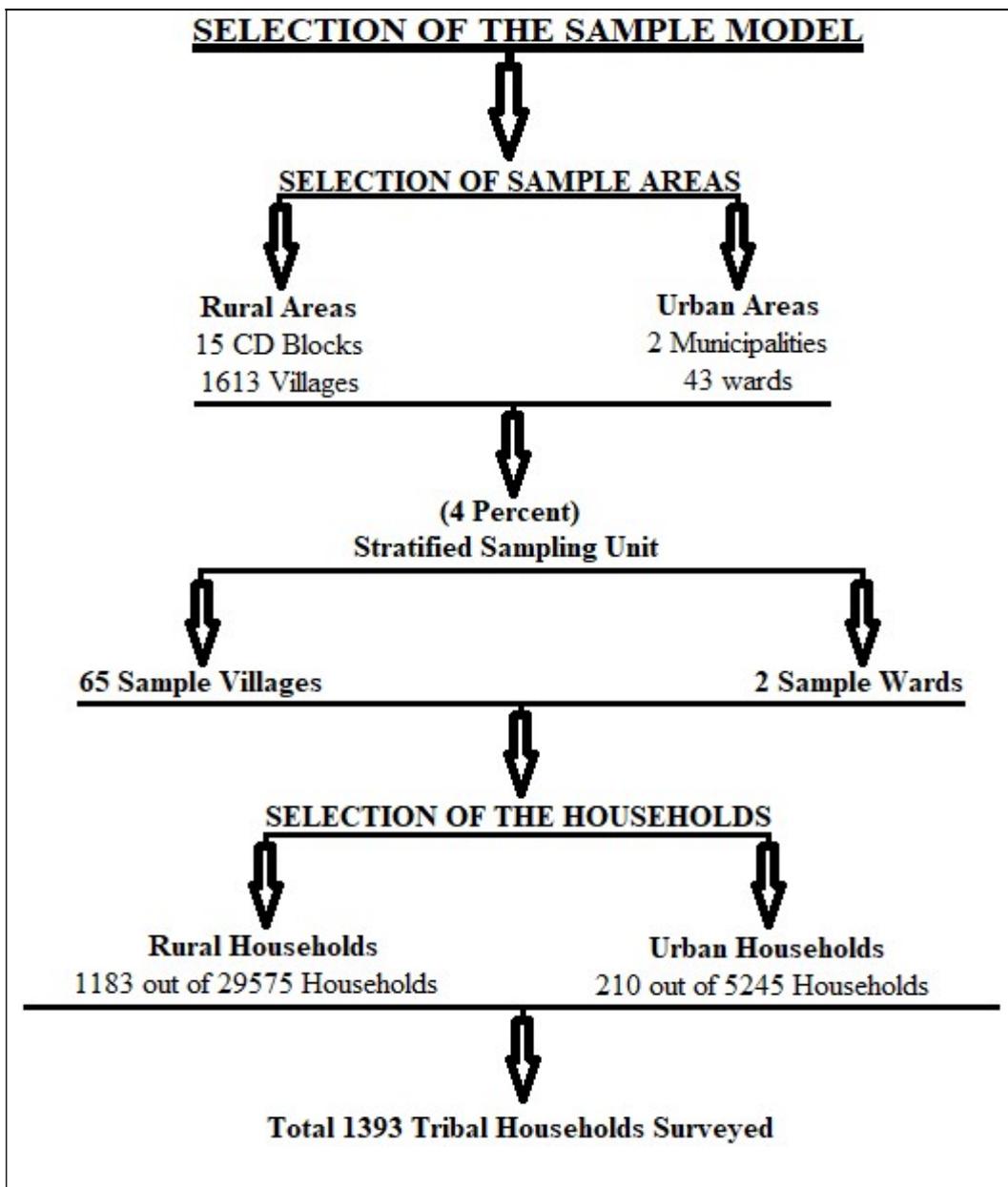
1. There are significant external and internal factors to influence the education of tribal communities in the Malda district.
2. Employment of the tribal people in the Malda district is associated with some social parameters.
3. Education has significant relationship with the employment opportunity of the tribal communities of Malda.

1.7 Materials and Methods

The present work is based on the collection, processing, analysis and presentation of both primary and secondary data.

1.7.1 Primary Sources

The work is based on field investigation. Primary data has been collected by using a Stratified quota sampling method through a household survey (4 percent). The primary data has been collected from the field by interacting with tribal people regarding employment problems through the Questionnaire and interview method.



Module 1.1 Household Survey of Malda District.

Module 1 shows that the according to Census of India 2011, there are 1613 villages in 15 CD blocks of Malda district. Only 65 villages have been selected for field surveys out of which 1613 villages in Malda district. There is a total of 29575 households out of 65 villages in Malda district and out of which 1183 households are selected for field surveys in rural areas.

Again, there are 43 wards in the 2 municipalities of the Malda district. There are total 5245 households in the 2 wards of Malda district and out of which 210 households are selected for field surveys in urban areas. In the year 2012-16, there has been a total of 1393 household surveys from both rural and urban areas of the Malda district.

1.7.2 Secondary Sources

The Secondary data has been collected from a census of India 2011, Above Poverty Line (APL) & Below Poverty Line (BPL) data collect from Rashtriya Swasthya Bima Yojana (RSBY) of Malda district (2012), Statistical Handbook of Malda 2016, Sarva Shiksha Mission (SSM) in Malda (2012-16), District Information System for Education (DISE), All India Survey on Higher Education (AISHE) and Gour Banga University (GBU) in Malda district (2012-16).

Both primary and secondary data have been processed, analyzed and results derived in Percentage (individual male, female and total) have been used to determine different class groups based on the Mean and Standard Deviation (SD) methods (Mandal & Bhattacharya 2019). The quantified data has been presented through suitable Bar, Pie and Line diagrams and the block-wise distribution of scheduled tribe population for education and employment ST population (in %) of the study area have been presented through thematic maps based on GIS platform.

The distribution of ST different levels of education and employment by blocks arranged into three categories of high, medium and low has been worked out by calculating mean (Average) and Standard Deviation (SD) of that variable. The medium levels include all CD blocks of Malda district which are values between mean (average) and add plus & minus (\pm) half standard deviation (Siddiqui & Naseer 2004). Above the medium level is high and below the medium level is low.

The Formula of High, Medium and Low

Medium = Range within $> (\text{Mean} + \frac{\text{SD}}{2})$ and $< (\text{Mean} - \frac{\text{SD}}{2})$

High = $> (\text{Mean} + \frac{\text{SD}}{2})$

Low = $< (\text{Mean} - \frac{\text{SD}}{2})$

The education and employment scenario of the study area has been discussed in detail in the relevant chapters on the basis of the formulated conceptual framework in the form of modules, the prepared diagrams from available data both primary and secondary by using Microsoft excel at block level as well as the district as a whole and the relevant maps have been prepared on GIS platform using SOI Topographical maps, Satellite images.

1.8 Etymological Meaning of Education

The word 'education' has originated from the Latin word 'Educare'. The word 'Educare' means to nurture or to care or to awaken. So, education is to help the child or the immature learner to get the proper skills of living through proper upbringing and care.

The word 'Education' has originated from the Latin word 'Educere'. The word 'Educare' means to give directions. According to educators, education is to develop the student's latent attributes through instruction.

The word 'education' has originated from the Latin word 'educatum'. The word 'educatum' means teaching work. This means that the overall development of the student through education.

The word 'education' is derived from the Latin word 'educatio'. The word 'educatio' has been coined in combination with two words, namely 'E' and 'duco'. The word 'education' means to help develop the hiding possibilities in the child. Education is the fundamental method of social progress and reforms. Therefore, Education is an ideal way of helping to live by changing the behaviour of the student (Pal & Sahu 2016).

In Hindi, the term “Siksha” has come from the Sanskrit word “Shash”. “Shash” means to discipline, to control, to order, to direct, to rule etc. The term “Vidya” has originated from “Bid” meaning knowledge.

If we mention certain definitions of education of great educators of the East and the West, we may have a clear picture of the nature and meaning of the term education.

- “Education is the manifestation of perfection already in man” – Swami Vivekananda.
- “Education is the purification of the mind and the heard” – Shree Ramakrishna.
- “Education is self-realization and service of the people” – Guru Nanak.
- “Nothing is more purifying on earth than Knowledge” – Bhagbat Gita.
- “Education is preparing for complete living” – Herbert Spencer.
- “Education is adjustment, and adjustment is education” – John Dewey.
- “Education is the development of valuable personality and spiritual individuality” – Ross.
- “Education is the way of character formation and religious life” – Swami Dayananda.
- “Education is the development of the power of adaptation to an ever-changing social environment” – P C Banerjee. (Ghorai 2016).

1.9 Economic Activity or Employment

The term ‘economic activity’ in the Employment and Unemployment survey will include:

The entire spectrum of human activity (employment) falls into two categories: economic activity and non-economic activity. The economic activities have two parts of market activities and non-market activities. Market activities are those that involve remuneration to those who perform it i.e., activity performed for pay or profit. Such activities include the production of all goods and services for the market including those of government services, etc. Non-market activities are those involving the production of primary commodities for own consumption and own-account production of fixed assets (Kolamkar 2012).

It is the activity in which a person is engaged during the reference period, which decides the person's participation in economic and/or non-economic activities. According to this, a person will be in one or a combination of the following three statuses during a reference period:

- i. Working or engaged in economic activity (work);
- ii. Not engaged in economic activity (work) but either making tangible efforts to seek 'work' or being available for 'work' in case the 'work' is available,
- iii. Neither engaged in any economic activity (work) nor available for 'work'.

1.10 Definition of tribes

The constitution of India, Article 366 (25) defines scheduled tribes as "such tribes or tribal communities are deemed under article 342 to the scheduled tribes for the purpose of this constitution" (Mohan 2012).

Scheduled tribes in India are generally considered to be 'Adibasi', meaning indigenous people or original inhabitants of the country (Haseena & Mohammed 2014).

Those communities of India who live in a particular common area, have a common language, have a common occupation, have common a culture and use of pre-agricultural technology, they are called tribes.

Different scholars have attempted to provide definitions of a tribe. Some of them provided by eminent scholars are as follows:

Gillin and Gillin: Any pre-literate local group may be termed as the tribe, whose members reside in a common area, speak a common language and have a common culture.

Dr. W.H.R. Rivers: Tribe is a simple type of social group whose members speak a common dialect and work together at the time of war.

R.N. Mukherjee: A tribe is that human group, whose members have a common interest, territory, language, social law and economic occupation.

Among the Scheduled Tribes, there are some tribes who are more backward than another category. They have been classified as Primitive Tribes. They are characterized by a low level of Literacy and education, Declining or Stagnant Population, use of Pre-agricultural technology and economic backwardness (Mohan 2012).

Therefore, their main characteristics are live in a common territory or particular geographical area, common language, common occupation, common culture, low Literacy and education rate, economic backwardness and use of pre-agricultural technology. Also, they are simple, truthful and hardworking (Mohan 2012).

1.11 Conclusions

Among the Scheduled Tribes, there are some tribes who are more backward than another category. They have been classified as Primitive Tribes. Their main characteristics of the tribes are live in a common territory, common language, common occupation, common culture,

simple, truthful, hardworking, low Literacy and education rate, economic backwardness and use of pre-agricultural technology. Education is an ideal way of helping to live by changing the behaviour of the student. So, Education is the fundamental method of social progress and reforms.

The entire employment system into two categories: economic activity and non-economic activity. The economic activities have two parts of market activities and non-market activities. Market activities are those that involve remuneration to those who perform it i.e., activity performed for pay or profit. Such activities include the production of all goods and services for the market including those of government services, etc. Non-market activities are those involving the production of primary commodities for own consumption and own-account production of fixed assets.

Most tribal people in the Malda district have very backwardness in education and employment sectors than other communities or non-tribal people. Among the tribal communities in Malda district, the main issues of education are social-economic problems, the lack of academic and administrative facilities and traditional indifference of tribal community towards education. Therefore, tribal people of the Malda district faced different problems in education and employment.

The whole research work is based on primary and secondary data. The Secondary data has been collected from a census of India 2011, Sarva Shiksha Mission (SSM) in Malda (2012-16), District Information System for Education (DISE), All India Survey on Higher Education (AISHE) and Gour Banga University (GBU) in Malda district (2012-16) and the primary data has been collected from the field survey through questionnaire method and interview. Only 4 percent of primary data has been collected from the field survey. A stratified quota sampling method has been used for data collection purposes in the Malda district.

The data has been processed, analysed and results derived in Percentage (individual male, female and total) have been used to determine different class groups based on the Mean and Standard Deviation (SD) methods. The quantified data has been presented through suitable Bar, Pie and Line diagrams and the block-wise distribution of scheduled tribe population for education and employment ST population (in %) of the study area have been presented through thematic maps based on a GIS platform.

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