

CHAPTER I

INTRODUCTION

1.1 Introduction

The tribals are considered as the earliest inhabitant of a country. In India they are often called as *Adivasi*. Here *Adi* means the earliest and *vasi* means inhabitants or residents. In India certain communities are suffering from extreme educational, economic and social backwardness in addition with the geographical isolation and lack of infrastructure facilities. Tribal communities are the most marginalized of them. To understand the essence of their very way of life the phrase “Jal, Jungle and Zameen” can be understood as they prefer to maintain a close proximity with the nature (Das, Kapoor & Hall, 2014). The Article 366(25) of The Constitution of India defines the Scheduled Tribe and it says “Scheduled Tribes means such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this Constitution”. The Article 342 of Indian Constitution says “(1) The President may with respect to any State or Union Territory and where it is a State, after consultation with the Governor thereof by public notification, specify the tribes or tribal communities or parts of or groups within tribes or tribal communities which shall for the purpose of this Constitution be deemed to be Scheduled Tribes in relation to that State or Union Territory, as the case may be. (2) Parliament may by law include in or exclude from the list of Scheduled Tribes specified in a notification issued under clause (1) any tribe or tribal community or part of or group within any tribe or tribal community, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.” (Chapter XI: Special Representation in Services for SC/ST; The Indian Constitution). Although the Constitution of India is silent about the specific criteria for a community to be scheduled tribe, the historical background of backwardness of a community is key to declare a community as scheduled tribe. So the history of educational, social and economic backwardness, geographical isolation, social shyness, primitiveness plays a key role to distinguish scheduled tribes from the other communities. As per Census 2011 there are 705 different scheduled tribes and they constitute 8.6 percent of the total population in India. 89.97 percent of them live in rural areas and only 10.03 percent reside in urban areas. Most of them face the cultural isolation, economic and social deprivation. The Government of India had started many initiatives but the differences with the mainstream society still prominent.

Education is an extensive term which has been defined in different manners by different scholars, philosophers and educationalists as per their point of circumstances. The word education originates from a latin word “Educare” which means ‘to bring up’ or ‘to raise’ (Education meaning, 2021). The great Aristotle clarified the education as “the formation of spiritual mind in a sound body”. Pestalozzi defined education as “normal reformist and agreeable advancement of man’s inborn forces”. According to the great Greek philosopher Socrates “Education implies the freeing once again from the thoughts of all-inclusive legitimacy which are idle in the brain of each man” (“Definition of education by different authors”, 2020).

The famous Indian philosopher Swami Vivekananda described Education as the “manifestation of perfection already in men” (“Education is the manifestation of the perfection already in man”, 2020).

In a nutshell educational development is one of the fundamental requirements for social and economic development of a community. This becomes more significant for a community like scheduled tribes which is the most marginalized and backward in the country (Jones, 1978).

The framers of Indian Constitution realized the need of constitutional safeguard for the weaker and marginalized section of the society. So, they considered some special sections in the Constitution of India to protect the rights and interests of these marginalized groups. Specific articles had been formed to protect the educational rights of the tribal population.

As just like any other backward communities untouchability is the biggest challenge for the tribal community. Article 17 of Indian Constitution has abolished the untouchability and makes its practice in any form is a punishable offence.

Article 275(1) provides grants in-aids to states having scheduled tribe population as assistance for their developments.

Article 46 of Indian Constitution lays down that the state shall promote the educational and economic interest of the weaker section of the society especially the Scheduled caste and Scheduled tribes with special care and always protect them from social injustice and exploitations.

Article 29 (1) has a significant role to provide protection distinct languages and scripts of scheduled tribes.

Article 350-A states that “It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups” (Constitutional Provision: Facilities for instruction in mother-tongue at primary stage).

Article 243-D, 330 and 332 of the Indian Constitution provides reservation of seats for scheduled tribes in Gram Panchayats, house of people and state assembly respectively.

Article 335 and 338 also framed to protect the rights of scheduled tribes (The Constitution of India).

So, the dominant thinking of current date is the assimilation of the tribal people with the mainstream society that too by not demolishing the uniqueness and root of them.

1.2 Literature Review

Many authors, research scholars, educators, geographers, historians, social scientists and social workers have done their works on the tribal people, their socio-economic condition, particularly on their educational development. In recent era a lots of work have been done on the tribal educational development and problems faced on the way of their development. In view of the objectives of the study, exploration and understanding of the thought process of these literatures is very much needed. To do so, an attempt to review many of these literatures has been done here by the researcher in the context of not only the district or state but of national level too.

K. Sujatha (1994) in the paper “Education among Scheduled Tribes” discusses about different policies which are made for tribals in India. The paper also discuss about the progress in tribal literacy from 1971. It also focuses on the problems that are major constraints of tribal education, internal constraints like internal problems which refer to the relevance of curriculum in schools, quality of school education and some socio-economic and cultural constraints.

Nina Singh (1998) in the paper “Female Literacy in India: The Emerging Trends” made an attempt to answer the different factors that affecting the girls education, causes for which girls suffer educational deprivation, with a brief review of progress of female literacy in India since beginning of 20th century. The story of female education in India marked by gender gaps, regional inequalities, with the problems compounding over the years. The paper also observed that to get the basic educational need of the illiterate female, it does not only require the financial capability but also a strong political commitment to correct the situation. It states that the social

benefits of education are enormous. Education particularly of females greatly improves the ability of a household to manage basic childcare, improve health care and there is also correlation between parental education and infant mortality.

Md. Shafiqz Zaman (2001) in the book entitled “Problems of Minorities’ Education” stated that the educational backwardness of Muslim is continuing in spite of constitutional protection provided to the minorities to open and administer the educational institution of their choice. The book tries to answer whether the constitutional protection has failed to work or the mere constitutional protection is not enough to improve the educational conditions of Muslims and also rise and fall of Muslim education in India. The Islamic system of education strikes a complete balance between need of individual excellence and the requirements of the society. The book attempts to analyze the system of education in medieval Muslim society, problems of minority in English education from historical evolution to present status, reason for continued educational backwardness, female education among Muslims and madrasa education.

Dr. Digumarti Bhaskara Rao (2004) in the book “Education for Dalits” discusses the different problems facing by the dalits in India. In India, the scheduled castes are a stigmatized lot and on this account they suffer from a number of disabilities that are buttressed by religion. The book made an attempt has been made to study educational development among dalits and the role of various agencies/organization which led the dalits and formed their ideologies in their effort to challenge an exploitative tradition of the society. The book studies how educational development resulted in the rise and growth of dalit movement to build their own identity in the Indian socio-political fabric. It also shows the government role in development of education, different reasons of dropouts among dalit, college education, center’s and state’s role for different educational programmes.

G.G. Kingdon (2007) attempts to examine the Indian school education process in a paper titled “The Progress of School Education in India”. The paper tries to show the picture of Indian schooling quality in terms of attendance rate, literacy rate, school resources, teacher inputs etc. The paper also discusses about the position of India’s achievement to the international perspective mainly China.

Binu Sangwan and Anju bala (2008) in the paper “Literacy in India: Some Exploration” attempt to answer the different factors affecting the low literacy rates, and different literacy campaigns taken by the government since independence. It tries to explore the literacy situation in the country particularly since independence. After so many years India gained freedom, but the goal

of universal basic education is not fulfilled. The literacy situation in the country is poor and also the regional contrasts are high. Literacy rate shows a positive relationship with the growth in social aspects of human living, female education, income and improved infrastructure. This paper also shows the literacy rates of scheduled castes and scheduled tribes since 1961 and also interstate disparity. Literacy rate correlates with different variables such as mean age at marriage, woman in higher education, poverty, dropout rate, levels of urbanization etc.

Dr. Ranjan Singh (2009) in the book “Rural Education in India” discusses the overall structure of education in rural India. The Indian government has expressed a strong commitment towards education for all; however, India still has one of the lowest female literacy rates in Asia. The book discusses also the different literacy levels improving over time, large differences in literacy among the state. It also analyzes the gender gap in university education, inadequate school facilities, shortage of female teacher. In the chapter three the book discusses about public and private schools in rural India, and it shows the frame for implementation of Sarva Shiksha Abhiyan in rural India.

The book “Education of the Tribal Girl Child: Problems and Prospects” written by A.B. Ota & R.P. Mohanty (2009) elaborately discusses the journey of tribal educational process. It focuses on the evolution of tribal women education. It also discusses how different initiatives of government have helped the tribal community to interact with the modern society time to time.

The researcher, to understand the lingual barriers of tribal students does review the International Journal of Bilingual Education and Bilingualism (July, 2009). In this journal a paper titled “Mother tongue first multilingual education among the tribal communities in India” by P.J.MacKenzie examines how language barrier holds a key role of dropout among tribal students in India. The research demonstrated how the initial education of tribal children in their mother tongue is beneficial to increase the interest on education and curb the early age dropout rates. J.Leeson (2015) in his paper “Education of tribal Children in India A case Study” also mentions the factors that are affecting the tribal education in India. One of the main factors that he indicates is the loss of interest in formal education mainly due to language barriers at very initial stages. R. Rupavath (2016) writes on the context to what extent the living conditions of a tribal community influences against the effective schooling of tribal children. The study also indicates towards the factors that have to be tackled to make the tribal children feel happy of being schooled.

S.N. Tripathi (2010) in the book “Literacy for Tribal Woman” has made an attempt to outline the impact of literacy on socio-economic condition on tribal household. Education among the tribal communities should be given highest priority for the simplest reason that it holds the key to socio economic development. The book shows some important constraints in the process of educational development of scheduled tribe communities. It also discusses the different reasons of dropout among the tribal girl, reasons for non attendance and dropping out from primary schools, reasons for never enrolment in schools, lack of essential infrastructural facilities in schools. Major problems of tribal education is the management problem, non-tribal culture based education, problems in learning language, lack of proper training for teachers of tribal learners, poor management of tribal schools etc. it also discuss different strategies adopted by the government for improving female literacy.

Dr. G. Sandhya Rani & et.al (2011) in their paper “An Analysis of Tribal Women’s Education in India” discussed about the importance of tribal women education in India. They discussed how the women of tribal community were being often deprived from their educational right. They also highlighted to the fact that without education tribal women were missing opportunities in order to empower themselves to their full potential and also in order to contribute to the society in its transformation the way they are capable of.

Dr. Neera Gautam (2013) in the paper “Education of Scheduled Tribe in India: Schemes and Programmes” highlighted about the different educational schemes and programmes for the promotion of education among the scheduled tribe in India.

Dr. Manoranjan Panda (2013) in the book “Educational achievement And Socio-Economic Background” try to identify various factors determining the social and economic background of students, to assess interrelationship between socio-economic status, academic achievement and intervention in different categories of schools. The book also tries to find out the effect of socio-economic status, school intervention on academic achievement in different categories of schools. Education is regarded as a potential instrument of individual development as well as social upliftment. It is intimately related with the national development and positively correlated with productivity and quality of life.

M. C. Upmanyu (2016) in his paper “The Tribal Education in India, Status, Challenges and issues” shows the present pattern of society and its different sides of caste system in India which are projected through analysis. It discusses some internal factors which are responsible for

backwardness of tribal education and also some suggestion are given to uplift the tribal education in India.

Mrs. Vinu (2021) in the paper “Tribal education and quality of life: issues & challenges” discussed about the educational problems that are faced by the different tribal community in India and the measure to solve those problems. The paper also focuses on the different educational safeguards that are made by the government of India for the development of tribal in educational sector. The conditions of tribal community in India are not very good. They do not have the proper source of income and have to face lots of challenges to fulfill their basic needs. They are economically deprived and unable to afford good schools for their children. Though to solve these educational challenges government have made schemes and focuses to promote education in different tribal areas.

Biloris Lydem and Utpal Kumar De (2001) in their edited book “Education in North East India” have discussed the total educational scenario in the book. In the chapter two the paper “Status of Education in North East India by Utpal kumar de stated that north eastern states are presently performed better than the national average. It discusses the per capita budgeted expenditure used for education in the states of North East India. It shows the educational situation at different level, no. on educational institution in the north east and sex-wise enrolment by stages of classes.

Sarla Sharma and Anima Banerjee (2006) in the paper “Regional Variation of Educational Development in Chhattisgarh” has made an attempt to analyze the spatial pattern of regional variation of educational development along with the changes in the literacy rate in the state Chhattisgarh. Different variables have been taken into consideration such as literacy rate, male literacy, female literacy, rural literacy rate to find out the index of educational development in the sixteen districts of the state. Male female discrimination, types of settlement, thinking of people and socio-economic conditions of people affect the literacy rate. Educational development and economic planning are part of regional development. In the tribal areas, people should be encouraged for the utilization of the educational facilities.

B. R. Thakur and M. S. Jaglan (2008) in their paper “Educational Development among Gaddis of Bharmaur Region, Himachal Pradesh” aimed at realizing the spatio-temporal variation in the level of literacy and attainment of education in the region. To evaluate the spatial variation in gender disparity at various levels of education in the region is another concern of the present study. It shows the changing pattern of literacy scenario from last 30 years. The paper analyzes the distribution of villages by level of literacy and gender disparity by age and distribution of

persons by educational attainment. Literacy situation of different area shows that the inaccessible areas are lagging behind. The impact of the process of social transformation has not been equal for male and female.

Subhi Yadav (2009) in her paper “Regional Inequalities in the Levels of Literacy and Its Determinants in Uttar Pradesh” analyzes the district level variations in literacy rate. This paper discusses the different educational amenities and facilities provided to the different schools of Uttar Pradesh and also, how the literacy rate is correlated with various educational development factors. This paper also shows the regional inequalities in literacy rate and educational facilities in the study area on the basis on male literacy rate, female literacy rate, no. of junior basic schools, no. of senior basic schools, teacher student ration, no. of industrial training institution, no. of Junior basic schools per lakh population, no. of senior schools, no. of senior secondary schools, no. of management, and technical institution, etc.

Madhushree Das and Harendra Nath Sharma (2011) analyze in their paper “Literacy Pattern among Tribal Woman in Assam” that the progress of education, inters tribe variation in literacy, rural urban differential, gender disparity, spatial variation in literacy among tribal woman in Assam. In India education is necessary and basic needs for economic and social development. Female literacy is an important part which can contribute to socio economic progress in any society. This is also true for the tribal society, especially tribal woman. Because educated tribal woman can plays a significant role towards socio economic progress in their tribal society. The progress of tribal woman was very low, but it is gradually improving over the recent years.

Dash Anjali (2013) in her paper titled “Relates on Tribal Education and Health: Evidence from Rural Odisha, India” analyzed the correlation among tribal education, health and their economic development in rural Odisha, India. In this paper she highlighted that how education had a great influence on tribal health and overall economic development. She also pointed towards the importance of tribal female education to up bring a healthy as well as an economically productive generation.

Akram Hannan (2013) in the paper “Dimensions of Literacy and Occupational Structure in Eastern Uttar Pradesh, India” described educational development by literacy rate by sex and occupational structure by major groups i.e. primary, secondary, and tertiary. Education and employment play a dominant role in influencing the quality of human resources. Different studies on development of human capital through the basic education have contributed significantly to economic progress. The socio-cultural factors that affect education, work

participation and occupational structure of population are highly related to the productivity and economic growth of the country.

Jabir Hasan Khan, Menka and Shamshad (2014) in their paper “Spatial Perspective of Literacy, Employment and Levels of Development among the Urban Beggars in Aligarh District” aims to analyze the spatial patterns of literacy, employment, levels of socio-economic status of urban beggars, and the relationship between their rate of literacy and employment with selected variables of socio economic development in urban parts of the study area. The development of a region can be identified with an increase in the literacy rate, employment opportunities, availability of infrastructural opportunities etc. the paper discuss the regional variation of literacy rate and employment in the district. It also looks into the spatial disparities in the levels of development in the study area.

Arup Majumder (2018) in his paper titled “Problems of Tribal Education in India, A Study from a Village of Jharkhand” discussed about the problems of Bhumij tribal community of Jharkhand. He also discussed about the educational development status of the Bhumij tribals. In his article he pointed towards the government schemes that were designed for the tribal community by the government institutions. He also highlighted the possible reasons for which the benefits of different government schemes were not reaching to the tribals. He emphasized on the focused political will for tribal educational development which included innovative and context specific traditional intervention.

Angshumitra Chakraborty and L.N. Satpati (2013) stated in their paper “Development of Elementary Education in Namkhana C.D. Block of South 24 Parganas District, West Bengal”, that elementary education plays most significant role in nation’s prosperity and development. To achieve universal elementary education in rural areas, it needs a successful formation of infrastructure. Universal elementary education implies educating all children up to the age of fourteen years which is equivalent to completion of upper primary level of education. This study shows the spatio-temporal variation of development of elementary education under different institutional arrangements as well as infrastructural facilities in various Gram Panchayats of Namkhana Block in South 24 Parganas. Different parameter has been taken to show the infrastructural development such as total enrolment, number of teachers, classrooms, school with drinking water facilities, boundary wall, playground etc.

Tarun Saha (2016) in his paper “Problems and Prospects of Tribal Education: A Case Study of Birbhum District in West Bengal” deals with the educational status of the tribal people in

Birbhum district, West Bengal. He emphasis on the attitude of the tribal parents towards their children's education, problem faced by the tribal children in schools at their early ages due to their distinct mother tongue. He discusses the importance to establish more residential schools and appointment of tribal teachers in schools to improve the tribal educational status of the district

Mahua Dutta (2012) in her paper "Status of Literacy in Purba Medinipur District, West Bengal- An Overview" states that there are different ways to measure the educational achievement such as adult literacy rate, mean years of schooling, gross enrollment rate at the primary, secondary and tertiary levels. This paper analyzes the literacy rate of Purba Medinipur District and gaining a particular focus on inter regional comparison and male female disparity of different blocks of the study area. It shows that the simplest indicator to measure woman education is female literacy rate. Higher the value of female literacy better development for the district.

Kathakali Bandopadhyay and Sudhir Malakar (2013) in their paper "Educational Status of Muslim Woman in West Bengal: Problems and Prospects" shows that majority of Muslim woman in west Bengal are uneducated, least literate and economically backward section of Indian society. From the historical perspective it shows that Muslim woman education was confined within the religious scriptures. There is huge difference in literacy rate of Muslims woman which shows that they are getting little benefit from the available opportunities of education. The paper stated the number of enrollments in different educational levels of Muslims woman, disparity in literacy between the male and female Muslim population. This paper also identified and analyze the factors affection the educational attainments of Muslim woman.

Smt Marsha Lama (2011) in her doctoral thesis titled "Tribal Development and The Role of Panchayats: The Study of Darjeeling District" has thoroughly discussed about the constitutional provision for scheduled tribe population in India and elaborately discussed about the development schemes that are designed to benefit the tribal community in Darjeeling district. The thesis also intends to show the role of panchayats during the past years on the overall socio-economic development journey of tribal community in the district.

Asst. Prof. Amlan Mujumder (2014) in his book "Capability and Well-being in The Forest Villages and Tea Gardens in Dooars Region of North Bengal" tries to portray the quality of life the forest villagers and the tea plantation workers are living the Dooars area of North Bengal. The books gives a glimpse of the living condition, diseases they trend to affected as well as their overall health conditions.

A study on the tea garden parents of Nagarkata block, Jalpaiguri to analysis the roles, responsibilities and functions of parents to their children's education has been conducted by Dr. P. Deb & Mr. G.S. Ghosh (2015) and has been documented as a paper titled "Socio-cultural and Geo-spatial Predictors and Distribution of Retention Problems in Scheduled Caste and Scheduled Tribe of Nagarkata Block of Jalpaiguri District of West Bengal". The study also discusses about the parent's attitude and perception towards the dropout and completion of degree of their children.

Dr. R. Sarkar (2016) in her paper "A Study on the Health and Nutritional Status of Tribal Women in Godam Line Village of Phansidewa Block in Darjeeling District" explores the health and nutritional status of tribal women in the Phansidewa block of Darjeeling district. It also intends to focus on the health services those are available to these women of the most primitive community.

Dr. B.C. Sarkar (2017) in his doctorial thesis "Socio-Economic Status of Tribal People in Mal Subdivision of Jalpaiguri District, West Bengal: A Geographical Analysis" gives important note on the socio-economic condition of tribal population in Mal sub-division. It also discusses the hardship the tribal community faces in their daily life and the possible wayout to overcome the hardships are also suggested.

The study on scheduled tribes of Jalpaiguri district by P. Deb (2018) deals with concentration pattern of Oraon, Munda and Santal tribes in the district. The study results are documented in a paper titled "Tribal Habitat and the Characteristics of Their Houses: A Case Study of Oraon, Munda and Santal Tribes in Jalpaiguri District, West Bengal". The study shows the Oraon and Munda community are mostly concentrated in tea gardens and forest areas but that of the Santal community are found predominantly in non-forest areas, living on agriculture.

An empirical study on the socio-economic conditions of the tea plantation workers of the Darjeeling district by P.C. Rai (2019) has given the indication of arrival of stagnation period of tea garden industry in Darjeeling district. Resulting to this poor socio-economic condition of the tea garden workers is being witnessed. The study helps to understand the problems and seeks better lookout for the tea garden workers while protecting their rights and interests.

M. Lama (2019) has given a proper note on post-matric scholarships available for scheduled tribe students to assist them financially to carry out their further education. The objective of the

study is to explore up to what extent the post-matric schemes are successful in bringing the educational development of tribal students of Darjeeling municipality area.

The paper titled “Gender, Identity Politics, and Emerging Underclass amongst Labour Force: A Study of Tea Gardens in North Bengal, India” by S. Sarkar (2020) discusses about the emerging problems of sustainability in the context of gender and labour relations in tea gardens, especially after closure. The paper also focuses on women workforce of tea gardens, their hardships, the disparities they face and gender exploitation.

1.3 Research Gap

A research gap emerges when there is a new idea that has not been explored at all or a question that has not been yet answered by any of the existing studies or research within a field of study. A research gap also considered to be a missing part of research literatures that has been under explored or not explored. This can be a population, sample, data collection analysis, research method or any other research variables. The above review of literatures shows that the geographic study on the tribal educational status in general is still in its formative stage and few a research works have been done on this. Though the researches those have been done on tribal education are mainly on national context upto a regional level. Thus, micro level work on tribal educational status of Siliguri Sub-division is a newly explored study that has been not yet done by any researcher.

1.4 The Study Area

The study area Siliguri Sub-division comes under the Darjiling district in the state of West Bengal, India. It is bounded by Jalpaiguri district in the east, in the west by Nepal. The southern part of the Sub-division is bounded by the state of Bihar and Uttar Dinajpur district of West Bengal. Kurseong and Mirik are in the northern part. The latitudinal and longitudinal extension of Siliguri Sub-division are 26° 23' N to 26° 57' N and 88° 07' E to 88° 31' E respectively. It consists of one Municipal Corporation (Siliguri MC, Part) and four Community Development Blocks; Matigara, Naxalbari, Phanshidewa and Kharibari. These four blocks contain 22 Gram Panchayats and 14 Census Towns. In total there are 353 villages under these 22 Gram Panchayats and 33 wards in Siliguri MC (Part) in the study area. Phansidewa C.D. Block is the largest block in the Sub-division. Total area of this block is 312.1 sq km. The total area of the Sub-division is 797.81 sq km. (Census 2011).

LOCATION MAP OF THE STUDY AREA

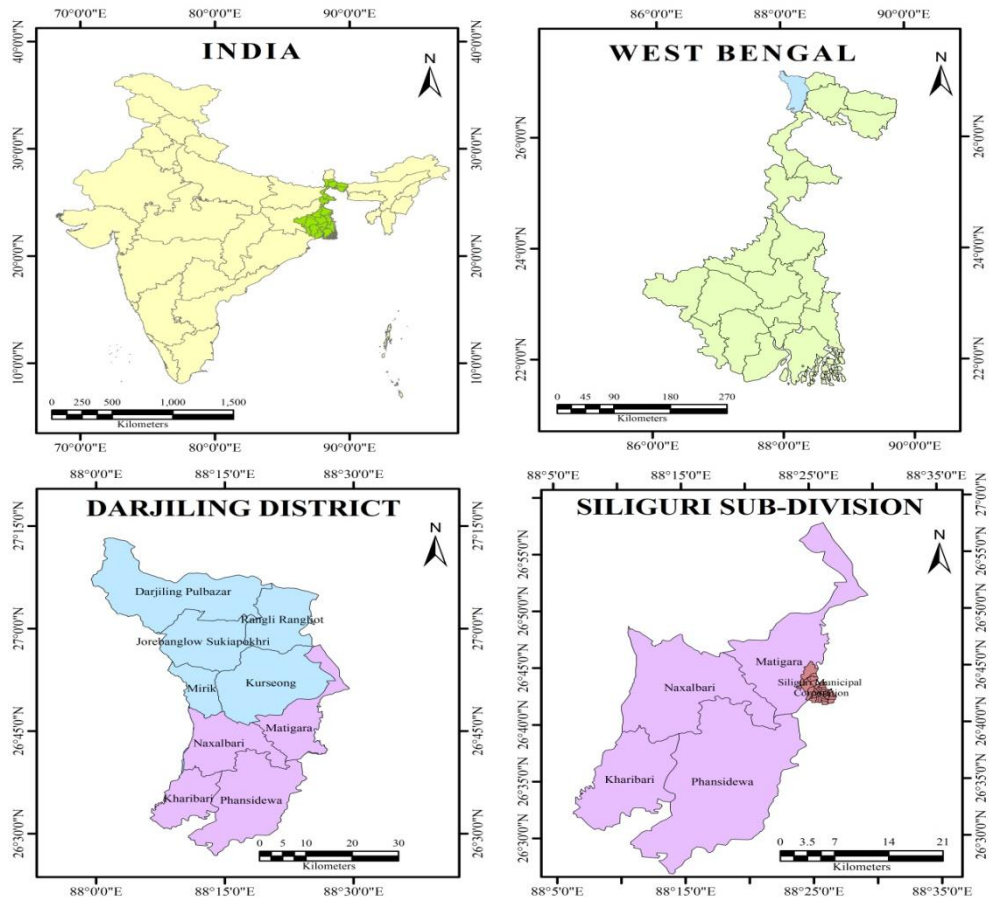


Fig. 1.1

Source: DIVA-GIS data,
Darjeeling District Census Handbook, 2011 (Darjeeling),
Siliguri Municipal Corporation 2012.

Table 1.1 Administrative Division of Siliguri Sub-division, 2011

Name of the Blocks	Total area in Sq. km	No of Gram Panchayat	No of villages	Census Town
Matigara	132.61	5	72	6
Naxalbari	188.12	6	94	6
Phansidewa	312.1	7	113	0
Kharibari	144.88	4	74	2
Siliguri Municipal Corporation (part)	20.1	Ward		
		33		

Source: Census of India 2011

1.5 Scope of the Study

Tribal people are the most under privileged section of the society (Kumar, 2018). In terms of socio-economy, they are far behind from the other communities of our society and their cultural essence is also different from others. Under the study area Siliguri Sub-division, 15.08 percent of the total population is tribal population (Census, 2011). In majority, colonization of this particular community is tea garden centric. Sadly, where education is one of the main factors of Human Resource Development, only 59.99 percent tribal population is literate in this Sub-division which is even lower than the district average (74.26 percent) for tribal population (Census, 2011). Out of this percentage male and female literacy percentages are 69.31 percent and 50.99 percent respectively. Higher education percentage is also significantly low. So, it is obvious that dropout is a great concern in the study area. Gender gap in literacy rate is very prominent in this particular community. Now, in terms of the working population percentage, only 42.99 percent population is working population. Out of this percentage 50.49 percent and 35.70 percent is male and female working population respectively. Out of the total working population 73.52 percent is main worker and 26.48 percent is marginal worker. However, gender disparity is also present in the category of main worker which are 84.95 percent for male and 76.37 percent for female (Census, 2011). So, there are ample scope to find out the present status of the tribal population in the study area in terms of their literacy as well as the growth of overall education, relation of education with employment categories and income. The research does also have the scope to find out the possible reasons of their educational backwardness, hindrances towards their educational development and to come up with possible way to address the problem.

1.6 Limitation

Limitation of a study is the problem that has to be considered by the researcher during the research work. The current research work has limitations too which are beyond the control of the study. The Covid-19 pandemic has hampered the research work a lot. The overall research work has been delayed due to Covid-19 pandemic. As the research is dealing with one of the the most primitive community of the society, that is why during field survey often the researcher has witnessed the lack of clear and to the point answers from the household respondents. Sometimes, absence of respondents with adequate and justified answers made the household survey more difficult. So, at times the researcher has to assume the answers of the questionnaire by following the vague answers of the respondents. The tribal community mainly uses their own local languages to communicate among themselves and many of them are not so fluent in Bengali or

Hindi. This language barrier has created hindrances many a times and made the field survey time consuming. The tribal population of some Gram Panchayats is concentrated at the remotest location of the study area and that has made the survey of those Gram Panchayats very difficult. Like accessibility of Bansh Gaon Mangachh Gram in Chathat Bangao Gram Panchayat under Phansidewa C.D. Block, Barajharu Gram in Hatighisa Gram Panchayat under Naxalbari C.D. Block has faced a lots of transportation problems.

1.7 Objectives

The following objectives have been taken into the consideration for this study:

1. To study the socio-economic conditions of tribal population.
2. To study the educational status of tribal population.
3. To study the controlling factors of tribal education.
4. To examine the relationship between level of education and economic conditions of tribal population.

1.8 Hypothesis

On the basis of the above objectives, the following hypotheses are taken in to consideration:

1. Age of marriage is related to the literacy of tribal woman.
2. Female dropout rate is higher than the male dropout rate.
3. Employment and income opportunities of tribal people are related to the level of education.

1.9 Methodology

To justify the mentioned objectives database has been the main focused in this study. Both primary and secondary data have been collected. To justify the hypotheses different statistical tools have been applied. For first hypothesis Mann-Whitney U test has been applied, which gives significant output to understand the relation between the age of marriage of tribal woman with their literacy. For second hypothesis Z-test has been applied and it has given a significant output to find out the comparison between male and female dropout. And for the last hypothesis two statistical tools namely χ^2 test and Kruskal- Wallis test have been used to get a significant output regarding the relationship of employment with education and relationship of income with education respectively. The methodology thus adopted is as follows:

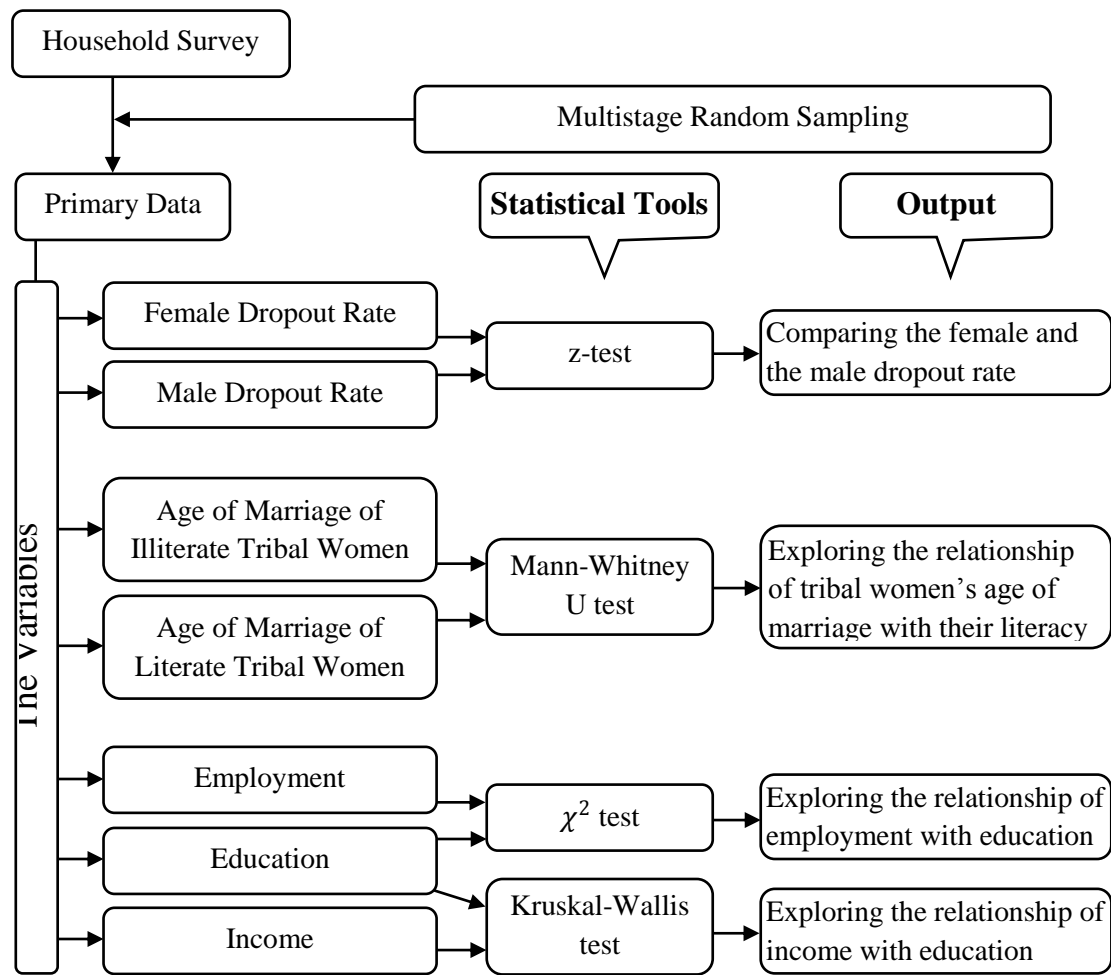


Fig. 1.2: Flow Diagram Showing the Methodology Adopted for Carrying Out the Present Research Work

1.9.1 Database

The present study will be based on both primary and secondary data. Different types of data for a particular community at micro level is lacking that's why an intensive field survey is needed for primary data collection. Primary data have been collected from the sample villages through personal interview and schedules. Secondary data have been be collected from Block Development Office, different published reports, District Statistical Abstracts, District Census Handbook, District Gazetteer and other officials have also been taken into consideration for different purposes.

1.9.2 Sample Design

A sample design is a definite plan for obtaining a sample from a given population. For sample survey, Multistage Random Sampling has been used. In Multistage Random Sampling technique

researcher has to choose samples randomly at different stages. Through this technique samples are being narrowed down by applying random sampling. The main advantages of this sampling method is that it can be used for collecting field data from a geographically dispersed population and to do so it does not require to collect the list of all the members of the target population. As for this research the target population is only the scheduled tribe people in the Siliguri Sub-division and this target population is randomly dispersed in the whole Sub-division, it becomes very beneficial to fulfill the objectives of the so Multistage Random Sampling has been used.

In the study area, there are four Community Development Blocks which include 22 Gram Panchayats, consisting of 353 Villages and 14 census towns. One Municipal Corporation, namely Siliguri Municipal Corporation also comes under the study area. Out of the 22 Gram Panchayats, 5 Gram Panchayats are under Matigara Community Development Block, 6 in Naxalbari, 4 in Kharibari and 7 in Phanshidewa block. Siliguri Municipal Corporation is spread over in Siliguri Sub-division as well as in Rajganj block of Jalpaiguri district. Siliguri Municipal Corporation presently has been constituted with a total number of 47 wards out of which 33 wards fall in Siliguri Sub-division and rest 14 wards are in Jalpaiguri district.

In order to draw the samples from different Community Development Blocks, at first, out of 353 villages 40 villages are excluded as these villages have no habitation. For sample survey, 10 percent villages have taken from each Gram Panchayat. Total 35 villages have been taken. 12 percent tribal household has been surveyed from each selected village. A total of 472 households have been surveyed from the villages. In Siliguri MC (Part) out of 33 wards 10 percent wards have been selected and 12 percent tribal households from each ward have been considered for survey. So, a total of 3 wards and 40 households have been surveyed in Siliguri MC (Part). From 14 census towns 10 percent i.e. 1 census town has been selected and 12 percent households i.e. 18 households have been surveyed.

Table 1.2 Sample Size of the Study Area

Rural Unit Block	Total no of GP	Name Of The Gram Panchayat	Total no. of villages	10 percent sample Villages	Total ST HH of sample villages	12 percent of Sample St HH	Total Sample St HH
Matigara	5	Champasari	21	2	538	65	129
		Matigara I	5	1	96	12	
		Matigara II	3	1	48	6	
		Atharakhai	5	1	56	7	
		Patharghata	25	3	327	39	

Rural Unit Block	Total no of GP	Name Of The Gram Panchayat	Total no. of villages	10 percent sample Villages	Total ST HH of sample villages	12 percent of Sample St HH	Total Sample St HH
Nakshalbari	6	Nakshalbari	10	1	128	15	105
		Upper Bagdogra	8	1	241	29	
		Hatighisa	23	2	178	21	
		Gossaipur	7	1	120	14	
		Lower Bagdogra	6	1	59	7	
		Maniram	24	2	162	19	
Phansidewa	7	Hetmuri	37	4	376	45	148
		Bidhan Nagar I	5	1	211	25	
		Bidhan Nagar II	3	1	238	29	
		Chathat Bansgaon	8	1	126	15	
		Ghoshpukur	24	2	182	22	
		Jalash Nijam tara	16	2	38	5	
		Phanshidewa	10	1	57	7	
Kharibari	4	Binnabari	13	1	141	17	90
		Buraganj	33	3	221	27	
		Kharibari Panishali	5	1	126	15	
		Raniganj Panishali	22	2	261	31	
Urban Unit		Name	Total	10 percent of Total	Total HH	12 percent Sample HH	Total Sample HH
SMC (Part) ^a	No. of Wards		33	3	336	40	58
CT ^b	Census Towns		14	1	150	18	

Source: Compiled by the Researcher

^a Siliguri Municipal Corporation (Part)

^b Census Town

Table 1.3 Population Details of Sample Household

Name of the Block/GP	HH	Total Population	Male	Female
Matigara	129	493	251	242
Champasari	65	248	122	126
Matigara I	12	40	22	18
Matigara II	6	18	9	9
Atharokhai	7	28	17	11
Patharghata	39	159	81	78

Name of the Block/GP	HH	Total Population	Male	Female
Naxalbari	105	496	251	245
Naxalbari	15	84	41	43
Upper Bagdogra	29	140	66	74
Hatighisa	21	89	45	44
Gossaipur	14	55	29	26
Lower Bagdogra	7	38	23	15
Maniram	19	90	47	43
Phansidewa	148	714	356	358
Hetmuri	45	220	111	109
Bidhan Nagar I	25	113	53	60
Bidhan Nagar II	29	150	76	74
Chathat Bangsao	15	68	36	32
Ghoshpukur	22	114	54	60
Jalash Nijamtara	5	21	12	9
Phasidewa	7	28	14	14
Kharibari	90	424	211	213
Binnabari	17	94	43	51
Buraganj	27	128	65	63
Kharibari Panisali	15	67	29	38
Raniganj Panisali	31	135	74	61
Rural	472	2127	1069	1058
Bhimram	18	88	44	44
Siliguri MC (Part)	40	159	85	74
Urban	58	247	129	118
Total	530	2374	1198	1176

Source: Compiled by the Researcher

1.9.3 Data analysis

The data collected through field survey is processed after necessary cross checking and tabulated for analysis. All the data has presented by table, diagrams and maps. For all these tabulation and analysis purpose, MS Excel & SPSS (v.23) has been used. The GIS software (Arc Map. 10.5) has been used for the representation of different maps. Various statistical techniques are used for the analysis and to prove the hypotheses.

Technique Used

a. Effective Literacy Rate

A person in India aged seven years and above who can both read and write any language with understanding is called a Literate (State of Literacy, Census 2011). Percentage of

literate person to total population aged seven years and above at a particular time is called Effective Literacy Rate.

$$\text{Effective literacy rate} = \frac{\text{number of literate person aged 7 and above}}{\text{total population aged 7 and above}} \times 100$$

b. Location Quotient

When the proportion of any characteristic in an area is studied in relation to its proportion in the region, the ration used is known as the Location Quotient (Mahmoo, 2013).

$$LQI = \frac{P_{ij} / P_i}{P_j / P}$$

Where, P_{ij} is total population in all the categories of area i

P_i is total population in all the categories of area i

P_j is sum of persons of category j in all the n areas i.e population of region under category j

P is sum of p_i in all the areas i.e, total population of the region in each category.

c. Dimension index

Values of different variable are first normalized to an index value which ranges from 0 to 1. Dimension index (OPHI, Research in progress series, 2011) value calculated for each variable is calculated as

$$\text{Dimension Index} = \frac{\text{Actual Value} - \text{Minimum Value}}{\text{Maximum Value} - \text{Minimum Value}}$$

Actual value means original value of the variable and Maximum and Minimum values indicate the highest and lowest values of the same variable.

d. Composite index

Composite index (OPHI, Research in progress series, 2011) is the mean of dimension index value of each variable.

Formula used to prepare Composite Index is as follows:

$$CI = \frac{\sum DI}{N}$$

Where, CI stands for Composite Index

$\sum DI$ is summation of all the dimension indices

N indicates the total number of dimension indices.

e. Coefficient of Equality

Co-efficient of Equality (Mahmood, 2013) is a measure of statistical dispersion intends to represent the inequality within a social Group. Here in the study coefficient of Equality is used to study the comparative literacy status between tribal and non tribal.

$$\text{Coefficient of Equality (CoE)} = \frac{\text{Tribal Literacy Rate}}{\text{Non Tribal Literacy Rate}} \times 100$$

The value of Coefficient of Equality nearer to 100 indicates less inequality in terms of literacy rate between tribal and non tribal population. And a distant value to 100 shows higher inequality.

f. Gender Parity Index

To find the gender gap in literacy rate, Gender Parity Index (UNESCO, 2006) has been derived

$$\text{Gender Parity Index (GPI)} = \frac{\text{Female Literacy Rate}}{\text{Male Literacy Rate}}$$

The value of GPI nearer to 1 indicates lesser gender gap and GPI nearer to 0 shows higher gender gap in literacy rate.

g. Disparity Index

To measure the male female disparity in literacy, Sopher's Disparity Index (1974) modified by Kundu and Rao in 1983 (Manjunatha & Hurakadli, 2017) has been used.

$$\text{Disparity Index (DI)} = \log \frac{x_1}{x_2} + \log \frac{200-x_2}{200-x_1}$$

Where, X_1 = Male Literacy Rate

X_2 = Female Literacy Rate.

The value of DI nearer to 1 indicates higher disparity between male and female literacy rate and the value nearer to 0 shows lower disparity of the same.

h. z-test (Kothari, 2005)

The test statistic has been calculated as follows:

$$z = \frac{p_1 - p_2}{\sqrt{\frac{p_1 q_1}{n_1} + \frac{p_2 q_2}{n_2}}}, \text{ for heterogeneous population}$$

$$z = \frac{p_1 - p_2}{\sqrt{\frac{p_0 q_0}{n_1} + \frac{p_0 q_0}{n_2}}}, \text{ for homogeneous population.}$$

Where, p_1 = proportion of success for female dropout and

p_2 = proportion of success for male dropout.

i. Mann-Whitney U test (Kothari, 2005)

The test statistic is calculated using following formula:

$$U = n_1 \cdot n_2 + \frac{n_1(n_1+1)}{2} - R_1,$$

Where n_1 and n_2 are the sample size and R_1 is the sum of rank assigned to the values of the sample.

j. χ^2 test (Kothari, 2005)

The test statistic has been calculated as follows:

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where, O_{ij} = observed frequency of the cell in the i^{th} row and j^{th} column

E_{ij} = expected frequency of the cell in i^{th} row and j^{th} column.

The critical value is determined by using the chi-square distribution for a given significance level with degree of freedom = $(c - 1)(r - 1)$, where c is the number of columns and r is the number of rows and the inference is drawn accordingly.

k. Kruskal-Wallis test (Kothari, 2005)

The test statistic H is calculated as follows:

$$H = \frac{12}{n(n+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(n+1)$$

Where, $n = n_1 + n_2 + \dots + n_k$ (in present context, $k = 1, 2, \dots, 7$) and R_i^2 is the sum of the ranks assigned to n_i observations in the i^{th} group. When the sample size is five or more for each group and the null hypothesis is true, the test statistic H approximately follows the chi-square distribution with $(k - 1)$ degree of freedom and the limit of acceptance or rejection region is determined accordingly at a given significance level.

1.10 Conclusion

A rich heritage and essence of distinct cultural identity is prevalent among the tribals in India. The tribals of the study area are no exception to that. Religious beliefs, pattern of habitant, food habits, languages, dependence upon forest and tea gardens are the main features of their lives and it also make them distinct from the non-tribal groups. Their main problems are lack of educational development, an undiversified working population, poverty and social isolation. The present research has elaborately covered all of these aspects.

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