

Evaluation On Educational Achievements Of Rural Tribal Women Through Prospects And Problems With Special Reference To West Bengal

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ABSTRACT:

Family status factors like socioeconomic standing and parents' educational attainment have traditionally been seen as indicators of children's academic success. Socioeconomic status and parental education levels may not directly affect children's academic performance, but research is increasingly pointing to them as components of a broader constellation of psychological and sociological factors. Higher levels of education may come with access to resources that enable more parental participation in a child's education, such as money, time, energy, and community connections. As a result, the link between socioeconomic status, parental education level, and student outcomes may be best described as being moderated by interactions among status and process factors. In this article, evaluation on educational achievements of rural tribal women through prospects and problems with special reference to West Bengal has been discussed.

Keywords: Educational, Achievements, Rural, Tribal, Women, West Bengal.

INTRODUCTION:

Despite constitutional protections and steadfast efforts, tribal communities continue to lag behind the general population in terms of educational success. There are issues and opportunities. [1] The causes of this can be divided into three categories: internal, socioeconomic, and psychological. Problems and challenges at the levels of policy, planning, implementation, and administration are linked to external constraints. Internal constraints include

issues with the educational system, the curriculum, the medium of teaching, pedagogy, academic supervision, tracking, and issues with the teachers themselves. The third group of issues concerns first-generation students' psychological issues as well as the social, economic, and cultural backgrounds of tribal people. [2] Geographical restrictions on educational opportunities may have a long-lasting effect on regional income disparities, according to the research and recent evidence on the value of education as a human right for regional economic development. [3]

RESEARCH METHODOLOGY:

Study Area:

The present study was conducted among tribals inhabiting rural areas of Malda district of West Bengal.



Figure 1. West Bengal

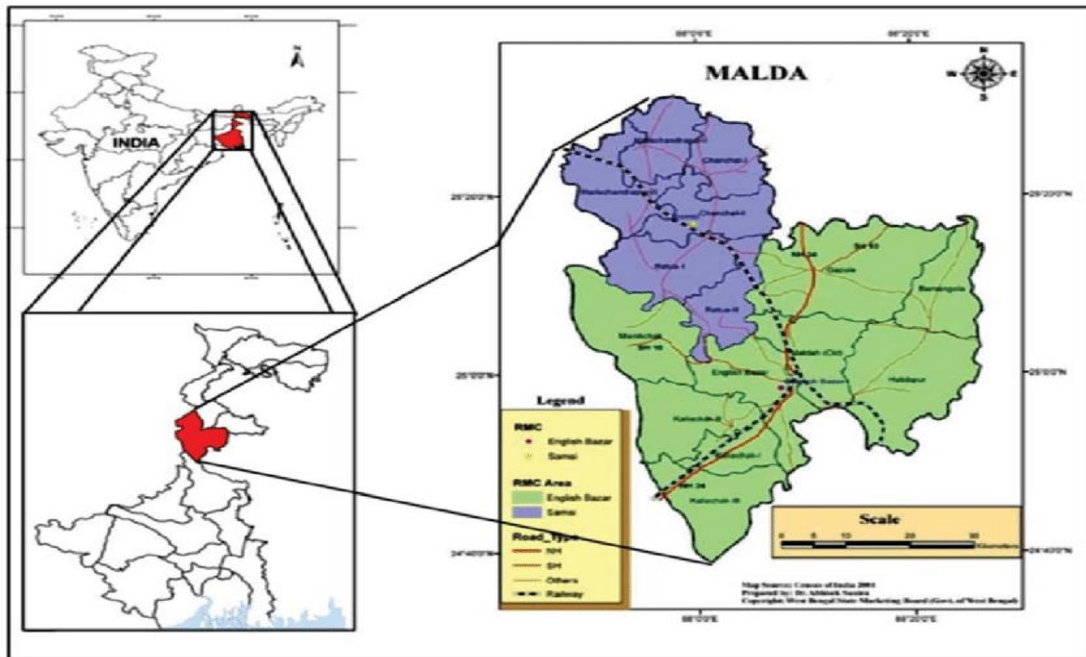


Figure 2. Malda District

Hypotheses:

Hypothesis 1: There are significant contribution of the primary, secondary and higher educational institutions at the selected villages.

Hypothesis 2: There are significant educational achievements through prospects and problems related to rural tribal women.

Hypothesis 3: There are significant awareness and knowledge about education rights of rural tribal women at the selected villages.

Primary Data:

Primary data is a sort of information that is gathered by researchers directly from primary sources using methods like experiments, questionnaires, and interviews. Prior to select a data collection source, it is important to determine the research's goal and its intended audience.

Secondary Data:

Data that has already been gathered from primary sources and made easily accessible for researchers to use for their own study is known as secondary data. It is a category of information that has already been gathered. Books, private

sources, journals, newspapers, websites, government documents, etc. are examples of secondary data sources. Compared to primary data, secondary data are considered to be easier to find.

Methodology:

Geographical location is another significant factor in this study because it affects a school's enrolment, students' continuity in the program, and, of course, their degree of achievement. Another crucial element of academic success is the accessibility and availability of educational resources. The location-based ease has an equal impact on parent preferences. The major factors in this study are parental attitudes towards their children's education and the value of education in life, as well as learning accessibility, the availability of educational institutions, the location of the school, and how far it is from the residential area. The villages were chosen based on their geographic location and tribal dominance in the setting of the primary material. The idea of the distance from school was reported with the assistance of respondents, school teachers, and students at the time of choosing primary data. Based on the study, the sample of the respondents were different. The researcher also used mentioned tools during the entire research.

Collection of Data:

The participants in the current research were rural tribal residents. The study's subjects were chosen based on their gender, identity as a Scheduled Tribe (ST), and, of course, whether or not they could comprehend the concept of the right to education. Even within the tribal group, there are some disparities between tribals and non-tribals. The Malda district has great importance of STs. Considering the number of tribes, Malda district is suitable for study. There was a sizable ST community in the villages of Malda district.

Research Tools:

Survey and Field Studies:

A survey is a technique for gathering data from a group of people by asking pertinent questions with the goal of understanding populations as a whole. Surveys can be carried out using a variety of methods like google forms, the telephone, or in-person interviews. A survey's primary

objective is to gather data that is representative of the population being surveyed. A field survey is a data collection effort that takes place outside of a lab. Data collection for field studies takes place outside of an experimental or laboratory environment. This type of data gathering can be carried out in a variety of ways for different fields, most frequently in natural settings or environments. Field studies are costly and time-consuming, but the volume and variety of the data they yield are effective for research work. Face-to-face interviews, questionnaires, and direct observation are all methods used in field studies to gather unique or unconventional data. Due to the fact that the data gathered is only relevant to the research goal for which it was gathered, this method is typically regarded as an initial form of research. In order to guarantee that the data is gathered accurately, validly, and effectively, the survey and field studies were carefully planned and prepared.

A questionnaire is a list of inquiries made to individuals regarding a particular subject in order to compile numerically valuable data. When properly constructed and distributed, questionnaires are an indispensable tool for inferring information about specific populations, people, or organisations. In social science and marketing, questionnaires are frequently used for quantitative studies. They are a great method to gather data from a large number of people, also known as "respondents." A quantitative study technique is a structured questionnaire. It details the extent of the researcher's involvement and the response rate. (Who answered the questions). It is a fruitful method of conducting studies. A structured questionnaire is a document that is used to gather information from respondents and is made up of a series of standard questions with a predetermined framework that establishes the exact language and order of the questions. In structured questionnaires, queries are phrased specifically. They are frequently used for social or market research queries.

DATA ANALYSIS AND DISCUSSION:

Data Analysis:

Data gathered through survey, fieldwork and interview questionnaires were tabulated, analysed using a mix of qualitative and quantitative techniques, and then

interpreted. Pie and bar charts were used to analyse statistical data. Because the information gathered through interviews was qualitative in nature, it took time and effort for conducting interview.

Constraints for educational attainment:

External Constraints

The viewpoint chosen for the educational growth of tribal communities falls short of properly addressing the unique disadvantages that define the tribal population. For instance, due to their sparse populations and erratic residential patterns, tribal locations have not benefited from the population and distance standards established by the government. Furthermore, neither the department of tribal welfare nor the department of education has ever taken the time to fully comprehend the complicated realities of tribal life or the expectations that tribal members have of the system when developing policies and programmes for tribal education. [4]

As a result, no useful strategy for tribal education has been developed. The adoption of a dual governance system is one of the main planning-level obstacles for tribal education. The tribal welfare department manages local development projects, including schooling, and deals with tribal life and culture. However, the tribal welfare agency lacks expertise in academic supervision and monitoring as well as educational planning and management in general. On the other hand, the state's education department is the only entity with the power to plan for educational development. In terms of curriculum, textbooks, teacher recruitment, transfer policies, and other topics, it develops implementation guidelines and directions. In this context, the agency frequently creates statewide uniform policies. [5]

The school calendar is a prime example of this, with holidays and vacations that primarily serve the requirements of the formal school system established in a non-tribal setting, with little regard for the local setting and tribal festivals. Poor performance and teacher absenteeism in tribal schools have been caused by this lack of empathy for their issues and a failure to comprehend tribal social reality, as well as poor selection and appointment of teachers in tribal areas. Tribal education has consistently

suffered under the dual administration system due to a lack of coordination, complementarity, and sufficient space for the mutual use of expertise and experiences between the two departments. [6]

Internal Constraints

The internal issues with tribal education relate to the standard of the educational program, the qualifications of the teachers, the applicability of the curriculum and its contents, the medium of teaching, pedagogy, and special supervision. The vast majority of schools in tribal regions lack even the most basic infrastructure. Typically, schools in tribal regions have non-plastered floors, walls in disrepair, and thatched roofs. Numerous tribal institutions lack teaching and learning resources, including blackboards, according to research. In tribal regions, the opening of a school and the posting of a teacher are considered equivalent events. The majority of ashram schools, which are residential in nature, don't have any rooms for the children to sleep.

As a result, the hostel becomes the classroom and vice versa. As a result of inadequate sanitary conditions, it is not unusual to find that many students in ashram schools have contagious illnesses like scabies and diarrhea, which have a negative impact on graduation rates. Schools in tribal regions merely manage to operate with the barest necessities. [7]

Content and Curriculum

Although the need to adapt the curriculum and content to the tribal context has long been voiced, no state has made a concerted effort in this regard, with the exception of sporadic pilot projects. In terms of pedagogy, it has been discovered that the rigid systems of formal schooling, which place an emphasis on discipline, established standards, teacher-centered instruction, etc., have turned children off to going to school. This is contrary to the tribal ethos and domestic culture, which value unrestricted contact and the avoidance of violence. Research has shown that this is a significant reason for non-enrollment because it has caused a clear separation between home and school and a lack of interest on the part of the children in going to school.

Another factor is that indigenous children have a natural aversion to teachers and are unable to build relationships with them, which is evident in low attendance and high dropout rates. The use of the local language as the instruction's medium could greatly help with this. In cases where the number of the designated tribe is greater than a lakh, the Indian Constitution permits the use of the tribal dialect (mother tongue) as the medium of instruction. But due to concerns about the viability of implementing and maintaining such a change, this has not been implemented. Some attempts to create primers in tribe dialects have been made in recent years, but they have failed once more due to inter-tribal conflict, hierarchy, etc. They have also been made on a very small scale, making them incapable of changing mainstream practices. [8]

Socio-economic and Cultural Constraints

These socioeconomic and cultural factors can be broadly categorized as poverty and deplorable economic conditions, social customs, cultural ethos, ignorance of the importance of formal education, tension between the family and the school, etc. Tribals' lack of access to education has inexorably been connected by studies to their dismal economic circumstances and poverty. Agriculture is the primary employment of tribal people, and they either engage in terrace or shifting farming, both of which have very low productivity.

Children are therefore crucial members of the family, making a direct or indirect contribution to the family's income by helping with chores around the house and with family responsibilities like gathering fuel and fodder and grazing livestock. Even though it is deemed free and children are provided with extra incentives, elementary education is not actually free for a number of reasons. [9]

First, there is only partial coverage of the incentive schemes, which limits their worth for local communities.

Second, many advantages do not get to the intended recipients. Third, even though rewards are provided, such as slates and uniforms, they are of poor quality and are delivered late, defeating the entire purpose.

It should be emphasized that the poor economic condition of tribal people makes even the modest private expenditure

involved in buying clothing, writing supplies, etc. a significant financial burden on the family. It is understandable that schooling is not prioritized in these situations. Options are constrained in an environment where competition for survival predominates. The involvement of tribal children in education also becomes constrained because education does not offer any obvious or immediate benefits and tribal people cannot see beyond their current situation. Due to the fact that the majority of children who are not enrolled must work in households or other family-related jobs, there is also an opportunity cost associated with poor participation. Even though children only indirectly contribute to the economy, they undoubtedly make it easier for parents to engage in productive work. The government has recently focused its efforts on enhancing the economic circumstances of tribes by enacting a number of developmental programmes and schemes, many of which are related to agriculture, gardening, and livestock rearing and are supported by subsidies and monetary and non-monetary inputs. According to a critical analysis of development initiatives and their impact on tribal households, economic development initiatives may conflict with other endeavours like education until tribal households achieve a certain level of wealth and land size. In a sense, it could be said that these development initiatives appear to be having a negative impact on tribal children's schooling. [10]

In the research, it was found that tribal people closely resemble their mothers' laps and their own environments. The forest is unique to the three communities under study. This forest has a direct or indirect impact on the economy of those tribal populations in the examined villages. So, the environmental research should be undertaken with great initiative. Environmental studies aim to help children see nature and humans as an integrated whole by interacting with their physical and social environments. The environment is made up of two main components: nature and human beings. The teacher must therefore make sure that the students are aware of their own selves, their physical and social well-being, and their responsibilities and rights, such as the right to life, the freedom of expression, and mutual collaboration, as well as their responsibility to treat one another with kindness and respect. The

atmosphere is like a mother to the ST people, according to the respondent.

Agricultural participation and Education:

The Mahatma Gandhi National Rural Employment Guarantee Scheme, the government of India's flagship program, was introduced in 2005 under the name National Rural Employment Guarantee Scheme. It incorporates the provisions of the NREG Act, which was passed by the parliament the same year, and its goal is to improve the livelihood security of rural households by offering 100 days of guaranteed wage employment to each household whose adult members live in rural areas. By utilizing the workforce in rural areas, it also seeks to create long-lasting rural assets. The employment programme now consistently includes the offspring of tribal families. Education has also been linked to this problem of economic involvement.

The majority of the students are working in agriculture. The majority of students are employed during the winter because various crops grow quickly and demand a large labour force. However, rather than students from the scheduled caste, it is the tribal children who labour at this job the most. This is primarily because parental assistance with agricultural labour and household chores is prioritized more in rural areas. Children who are girls labour more than boys do at all levels.

Discrimination in the classroom is most prevalent when a girl's mother is ignorant and places little value on her daughter's education. Girls consequently have a lower status within their family as a consequence of this. The primary reason for and effect of child labour in rural regions is pervasive poverty. Poor parents frequently pressure their girls to leave school early in order to support the family or by working as child labor. In India, child labor is no longer permitted. However, in this instance, juvenile labor is being used in a covert manner. While the rural Indian family does not view a child's job in the home or on the family farm as child labour, it undoubtedly interferes with the child's fundamental rights to childhood and education. The freedom to educate oneself can be a potent tool for changing the lives of girls and women, thanks to the emphasis on reducing poverty. [11]

CONCLUSION:

With their mothers being literate, the next generation in the selected villages has a chance to be educated. The situation surrounding the primary level of education in the villages under study has thus been addressed. The current study criticizes the scenario of the villages under study with regard to educational facilities.

The bulk of Scheduled Tribe families engage in manual labor in some capacity, such as farming, grazing, mining, scavenging, building, or making bricks. A few examples are given to demonstrate how this agricultural system affects the younger generations. Particularly tribal girls work in the fields during harvest season and gather forest products (wood, dry leaf, etc.) at the expense of failing to complete their education. Even mothers encourage their daughters to help out around the house and care for their younger siblings and sisters.

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