

Evaluation Of Tribals With Special Reference To Malda District, West Bengal

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ABSTRACT:

The tribal communities have not yet made education a top priority or a central aspect of tribal culture. Low parental involvement in their children's education, a lack of parental awareness and attitude, traditional child rearing practices, dependence on the subsistence economy, a lack of motivation, poverty, exploitation, and a cynical attitude by the higher castes, socio-cultural deprivation, a lack of assimilation with the non-tribal population, etc. are all seen as factors that contribute to the lower educational attainment of children. In this article, evaluation of tribals with special reference to Malda district, West Bengal.

Keywords: Tribals, Communities, Malda, West Bengal.

INTRODUCTION:

The advancement of the tribes' socioeconomic position, aspirations, and educational opportunities has had the support of the federal government, state governments, and a few nonprofit organizations. [1-3] Although every effort has been made and several incentives have been provided, the tribes' socioeconomic and educational standing has not improved. There is no denying that the tribes are gradually improving in terms of socioeconomic condition, aspirations, and educational attainment. [4-6] However, despite numerous efforts on the part of the government and other organizations, the socioeconomic condition, level of education, and aspirations of the indigenous people are still

well below the projected averages. According to a number of government-appointed committees and commissions, Scheduled Tribes are a socioeconomically and educationally underdeveloped segment of society. Their aspirations are much lower than those of the average person. [7] Many pertinent questions arise in this context. What degree of education do the tribal people possess? Are tribal people's academic accomplishments comparable to others? What connections exist between indigenous people's aspirations and education? How do the tribes' socioeconomic conditions impact their educational opportunities? How much does education influence tribal people's aspirations and socioeconomic status? How may the present limitations be removed? Only through thorough research will these questions, along with many others, have a solid answer. Research is also necessary to identify the areas where tribal people's socioeconomic position, aspirations, and educational attainment are lacking and to propose solutions that could hasten these developments. [8-9] This was the true intent behind the current study. There has been a lot of research on how education affects people's development and achievements in general, but relatively few studies have been done to understand how the educational attainment and aspirations of tribal people relate to their socioeconomic standing. [10-11] As a result, there are knowledge gaps, making it worthwhile to do research to examine the educational attainment and aspirations of tribal people in connection to their socioeconomic position. In light of the aforementioned, this study was carried out. [12] The aim and rationale of the study was to evaluation of tribals with special reference to Malda district, West Bengal.

RESEARCH METHODOLOGY:

The goal of the study was to determine the degree of education and aspiration among the tribal residents of West Bengal's Malda district in relation to their socioeconomic situation. The researcher worked with the professionals to design a methodical approach to carry out this study. The current investigation's approach covers the Sampling Description, Sampling Schematic Plan, tool Construction

Procedure, Validity and Reliability of Tools, Administration of Tools, and Data Collection. In this study, the socioeconomic position of tribal people in the Malda district of West Bengal have been compared to their level of education and aspirations.

Study Area: Malda district, West Bengal. The sample blocks were:

- Chanchal I
- Chanchal II
- Manikchak
- Habibpur
- English Bazar
- Old Malda

The study was conducted to estimate the level of education, aspiration and socio-economic status of tribal people in the district of Malda, West Bengal. Therefore, all the tribal people in the district of Malda, West Bengal constitute the population of the study. The sample of the study was selected to satisfy the objectives and hypothesis of the study. Selected blocks in the district of Malda were classified into two categories (i) Rural areas and (ii) Urban areas. Then by adopting random method, 3 rural areas and 3 urban areas from each block were selected. That means 18 rural and 18 urban areas were covered to collect data. Sample of the study consisted of 150 households of tribal people in six blocks; 25 households for each 766 tribal people were selected from 150 household as sample.

Methodology:

Sampling Description:

The study is predicated on primary and secondary data material and it is empirical and analytical in nature. It has been conducted by the researcher among 150 households comprising 25 selected households of blocks at Malda

district. The households have been selected by random sampling technique.

Sample selected for the present study consisted of 150 households in six blocks; each blocks consists of 25 households of Malda district. On the other hand, total numbers of selected sample were 766; in which Chanchal I has 126, Chanchal II has 128, Manikchak has 128, Habibpur has 112, English Bazar has 118 and Old Malda has 154. In Chanchal I, out of 126, rural and urban inhabitants were 78 and 48 in which male and female were 33 & 45 and 20 & 28 respectively. In Chanchal II, out of 128, rural and urban inhabitants were 69 and 59 in which male and female are 32 & 37 and 25 & 34 respectively. In Manikchak, out of 128, rural and urban inhabitants were 74 and 54 in which male and female were 35 & 39 and 26 & 28 respectively. In Habibpur, out of 112, rural and urban inhabitants were 62 and 50 in which male and female were 28 & 34 and 23 & 27 respectively. In English Bazar, out of 118, rural and urban inhabitants were 72 and 46 in which male and female are 34 & 38 and 21 & 25 respectively. In Old Malda, out of 154, rural and urban inhabitants were 39 and 115 in which male and female are 18 & 21 and 55 & 60 respectively.

Collection of Data:

The data were collected by adopting the following steps:

- Responsive were collected by the researcher from the respondents in different dates as per schedule.
- All the responsive were scrutinized by the researcher himself and incomplete responsive were not taken into account for collection of data. It was observed that out of 780 responsive, 14 were incomplete. Therefore, total number of responsive was 766.
- After collecting responsive, scores were given according to the pre- determined norms as suggested by the experts. According to level of education, aspiration and socio economic status were collected.

Though the primary data were collected from the 150 households in six blocks in the district of Malda, West Bengal with the help of a pre-tested structured questionnaires but the secondary data were collected from articles published in journals, website, census of India volumes, economic survey, District Statistical Hand Books, the office of the DI/SI (SE/primary), Backward Classes Welfare (BCW) office, the secretary of Adivasi Socio-Educational and Cultural Associations (ASECA), All India Manjhi Mandwa, All India Jakat Manjhi Mandwa, Bharat Jakat Manjhi Pargana Mahal, the heads/morals of the tribal villages etc.

Tools Used in the Study:

Validity of a research deposes on the appropriate tools used for the study. The tools cover all expected responses to verify the hypothesis by statistical approaches. The following tools were used for collection of data.

Questionnaire:

It used to gather views pertaining to education, aspiration and socio- economic status of tribal people, selected as sample.

Interview Schedule:

It is used to collect primary and secondary data pertaining to education, aspiration and socio-economic status of tribal people from various experts, social workers, NGOs, Government officials and tribal associations.

Tools Constructions:

In the present study, different types of tools were constructed and used for collection of data. All the tools were constructed with the help of experts.

Language of the tools:

The present study was conducted in the different tribal hamlets in the districts of Malda, West Bengal. Though all the tools were in Bengali and English language, but the researcher, who actually belongs to tribal community

(Santhal Community), himself/herself conducted the survey and made rapport with them by communicating items in Santhali language as and when necessary.

Tool No.1 Questionnaire:

Three parts of Questionnaire were constructed for collection of data. In the first part, sets of items regarding the level of education were formulated to collect the data from tribal households according to the interests and requirements of the researcher. In the second part, sets of items regarding the aspiration of tribal people were formulated. In the third part, sets of items regarding the socio-economic status of the tribal people were formulated. These sets of items have been scrutinized and modified with respect to the area of data collected. Also, these sets of items have been presented before the expert to estimate the rationality of the items. On the basis of expert's suggestions, the items have been modified or altered for finalization of the questionnaire. As such the sets of questionnaires were made randomly for final administration.

Tool No.2 Interview Schedule:

Data were also collected from educational experts using a structured interview schedule. The twelve educational experts from governmental, voluntary agencies, social workers and tribal associations were selected for interview. Interview schedule prepared for the educational experts was in Bengali and English. Prior to the interview their appointment was fixed by telephonically contact. Generally, the purpose of the interview was revealed to them sufficient by early so as to help them to consolidate their views. Their opinion was immediately recorded by the investigator. In addition, it was also tape-recorded for clarification in case there were any doubts. The sample selected as social workers was interviewed only after getting their prior appointment. The investigator made contact with them in person sufficiently early fixing the appointment. Whenever possible general idea about the study and the nature of help sought from them were also provided in

advance so as to enable to frame their opinions. At the time of the interview their opinions were immediately recorded in paper by the investigator as well as in tape-recorder to enable replay whenever there was ambiguity to be clarified. It consisted of 55 questions. Questions were arranged in aspect of level of education, aspiration and socio-economic status of the tribal people. Last question in the interview schedule they were asked to give their suggestions regarding upliftment of tribal education and their socio-economic status thereon.

In the district of Malda, West Bengal, during the study period, the study was done to estimate and analyze the level of education and aspiration in connection to the socioeconomic situation of the tribal population. Six blocks in the Malda district were created specifically for this purpose, and residents were respectfully asked to offer accurate, genuine, honest, and true information regarding their schooling members, source of income, members of their income, aspirations, and socioeconomic level. Additionally, contact and rapport were established with the DI/SI (SE/Primary), BCW Officer, DPO on SSA, the secretary of ASECA, heads, etc. of the tribal villages, and they were asked to provide information on the enrollment, retention, drop-out, and impact of the mid-day meal on the attendance and achievement of tribal students in the Malda district. Before doing so, they were made aware of the study's goals and asked for their unwavering participation in order to gather the information required to meet those goals. The researcher had a lengthy conversation with them, and they offered to cooperate by providing the vitally important data. All instruments were applied to the sample by making direct, intimate contact with them. The researcher made an effort to establish a connection with the participants and effectively persuade them of the need to administer these tools in order to collect accurate and trustworthy data.

DATA ANALYSIS, INTERPRETATION AND RESULTS:

The analysis includes the nature and extent of gender discrepancy, comparison and relationship among the level

of education, aspiration and socio-economic status in different groups of tribal people of rural and urban areas under different blocks. In order to yield a better understanding of the relationship among the level of education, aspiration and socio-economic status of tribal people, the study was conducted in six blocks of Malda district.

The following sets of data were collected:

- Data on the level of education, aspiration and socio-economic status of 150 households of tribal people from rural and urban areas under six sub- divisions.
- Data from 766 tribal people, which include 394 rural inhabitants and 372 urban inhabitants, consisting of 350 males and 416 females respectively.

The analysis and interpretation parameters were as follows:

- The average scores on Level of Education of tribal people taken as sample under six blocks in the district of Malda.
- The average Aspiration scores of tribal people under six sub- divisions in the district of Malda.
- The average scores on Socio-economic Status of tribal households of six blocks.
- Comparison of scores to the level of education among males and females of tribal people.
- Percentage of Aspiration score obtained by males and females of Scheduled Tribe people.
- Percentage of Socio-economic Status score obtained by males and females of Scheduled Tribe people.
- Difference between male and female tribal people in the level of education.
- Difference between male and female tribal people of aspiration level.

- Difference between male and female tribal people of socio- economic status.
- The relationship between education and socio-economic status of the tribal people.
- The difference between rural and urban tribal people towards the level of education.
- The difference between rural and urban tribal people towards socio-economic status.

CONCLUSION:

The goal of the study was to gauge the educational attainment and aspirations of the tribal residents of West Bengal's Malda area in relation to their socioeconomic situation. The level of education of tribal people in the Malda district, their nature and level of aspiration, their socioeconomic status, the gender gap in their level of education, aspiration, and socioeconomic status, a comparison of their level of education and socioeconomic status according to different blocks, and a comparison of their level of education and socioeconomic status according to rural and urban areas are other factors. The six sub-districts of West Bengal's Malda district served as the research regions. To make the study comprehensive and pertinent to the study's objectives, the locations were chosen at random. Additionally, the samples were chosen in accordance with the needs of the investigation. Data gathering methods included the use of questionnaire and interview schedules. All data collected through the questionnaire and interview schedule were presented in tabular form, graphic form, and were subjected to the t test and the chi square test before being used for discussion, analysis, and interpretation. Charts and diagrammatic representations were also utilized to quickly display a particular image for comparison and evaluation in order to draw conclusions and draw further inferences for discussion and inference-making.

Indian society gives tremendous weight to the tribal population. Since independence, a number of programs

have been implemented to better the living conditions and achieve tribal liberation. Tribal development has often been the subject of planned efforts. However, this population's circumstances and status have not yet changed.

The fact that tribal communities are poor, have few assets, and lack access to education makes them more vulnerable than the general population. However, this particular vulnerability often results from their inability to deal with the repercussions of being compelled to participate in the mainstream economy, society, culture, and political system—from which they were historically shielded by their relative isolation. Following independence, they are compelled to relocate both literally and figuratively due to the demands of planned development, such as dams, mines, factories, and roadways. Tribals discovered themselves at a severe disadvantage when more outsiders with superior equipment began to enter tribal territories. Tribals had terrible effects on their already precarious socioeconomic livelihood foundation, including loss of livelihood, extensive land alienation, and hereditary slavery.

It has highlighted a number of significant issues that the tribal community faces. The degree of education, aspirations, and socioeconomic class (SES) are a few of them. The current study has increased relevance for the following reasons because there haven't been many studies on these topics.

The education of the tribal people is one of their main issues. The tribals now sit in the backbenches due to the institutional authorities' disinterest and apathy. The current study sheds further light on the sources, extent, and level of tribal education.

The socioeconomic situation of tribal peoples and how it affects their way of life and growth are examined in the current study. The pain of the tribal community has not been lessened by the authorities of various ministries involved in tribal development's indifference and unhelpfulness. The current study intends to investigate the nature of apathy, officials' disinterest, the sorts of

departmental coordination that exist, and tribal members' awareness of government assistance.

The enrolment of tribal pupils in schools has gradually improved during the early in the twentieth century. There is not much difference in the enrolment rate of boys and girls in spite of the awareness programme has been given by the state/central government towards the education of girls time to time. The drop-out rate of tribal students is high when compared to general population. There is no exception in the district of Malda, W.B. Many tribal pupils work for wages during holidays, after school hours and even on school days. A few tribal pupils have not even the bare minimum facilities for study at home. The financial plights of tribal parents have adverse effect on the education on their wards. Their socio-economic plights result in irregular attendance, less concentration in studies, failure in the examinations, inhibition in interacting with other students and development of disinterest towards learning. Libraries, Information and Communication Technology, Computer centres, internet etc which would have catered to the education of the tribes are almost nearly absent in tribal belts. Early marriage of tribal children, especially girls, was found to be an adverse factor affecting the education of the tribal students. Alcohol addiction of tribal parents was found to be adversely affecting the educational interest of their children. There are absentees of schools in tribal areas because many tribal students have to travel long distances to reach the school. There is an urgent need for more awareness for tribal people to make them to join in national building and development through educational programmes. The tribal students are likely to be in need of private tuition. But they do not have enough financial condition to afford tutor. Day care or day boarding centres are unavailable in many of the tribal belts formal institutions causing inconveniences to working tribal mothers who are forced to engage school going children to take care of their younger siblings. Hostel facilities presently available for tribal pupils are quite inadequate. Lump-sum-grant and stipend at present given as incentives are inadequate to meet the needs of the tribal students. Free supply of

learning materials are not adequate to smooth running of tribal students by which they are confronted to a lot of hardship. Mostly tribal parents have an in-different attitude towards their wards education. Mostly tribal children are not motivated to go to school by their parents. Tribal parents do not able to provide enough learning materials for their school going children. Tribal parents do not insist their wards to study at home. They are also very much reluctant to consult teachers regarding education of their children and also to attend PTA (Parents Teacher Association) and MPTA (Mother Parents Teacher Association) meetings. It is observed that educational incentives/scholarships given for the cause of education of tribal students are squandered away. Tribal parents are unwilling to spend money from their own for the cause of their children's education due to paucity of fund. Guidance & counselling and free tuition is provided to tribal pupils in a microscopic nature. Disinterested in learning, irregular attendance, lack of parental support and language barriers force tribal students to lag behind from education. Regressive academic achievements of tribal pupils are noticeable all over studied areas. It may be due to that many matters taught are irrelevant, unrelated to life situation, quite unuseful for their future, difficulty in understanding text book language and against conventional beliefs. Tribal students are not able to cope up with conventional formal education.

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