

A COMPARATIVE STUDY OF TRIBAL EDUCATION DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCES TO PURULIA DISTRICT, WEST BENGAL

UTTAM KUMAR PATRA¹, JIBANBANDHU GAYAK², KHALID RAJA KHAN³, SK. KARIM⁴, SOURAV HALDER⁵, ARUP SEN⁶, GOBINDO PAUL⁷

¹Faculty Member, Department of Geography , J . K . College, Purulia, West Bengal 723101 ,India.

²Ex Student , Department of Geography, S.K.B. University ,Purulia ,West Bengal ,India.

³SACT , Department of Geography, K. Mahavidyalaya ,Purulia ,West Bengal ,India.

⁴Research Scholar, Department of Migration and Urban Studies ,IIPS, Mumbai ,India.

⁵Faculty Member , Department of Geography , Prabhu Jagatbandhu College, West Bengal ,India.

⁶SACT , Department of Geography, S.M.M .College ,Purulia ,West Bengal ,India.

⁷Ex Student , Department of Geography, S.K.B. University ,Purulia ,West Bengal ,India.

uttampatrageo@gmail.com

ABSTRACT

Education is one of the most important elements for development socio-economic conditions of any society. India is the second most populated countries in the world. According to the census of India (2011) tribal population share about 8.6% of total population in this country and their literacy rate is about 58.96%. West Bengal being one of the popular tribal concentrated states in India having almost 5.79% tribal people of the total population (census 2011). Purulia is the one of the most backward districts in West Bengal having huge amount tribal people living in the hilly and forested region, but their literacy rate is very much lower as most of the tribal people of this district are very much poor, socially deprived, unemployed, and cannot get proper social benefits due to their dispersed settlements. So, this paper tries to analyse the educational scenario of tribal peoples in West Bengal with special references to Purulia district. This paper also highlighted the reasons behind such backwardness in education, and suggests some positive remedies for educational development of tribal people in this district. ST literacy is very much poor in India, so this is one of the biggest obstacles to development of our society. But in recent times Indian government takes some necessary steps like tribal development policy, manage scholarships to tribal people, formulated educational committees and commissions, takes tribal reservation policies etc. For this the tribal literacy rates gradually increases in few years. So, these facilities and steps will be helpful in future for development of education among tribal communities in India as well as in Purulia district.

KEYWORDS: Education, Literacy rate, Tribal and Backward class, Tribal development etc.

INTRODUCTION:

Education is the backbone of our society, it helps in all round development of persons, enabling them to attain superior attentiveness, better conception of their social, political and cultural atmosphere and also facilitates the development of their socio-economic circumstances(Guha.N, Das. P,2013-2014) .Mainly, development of a country or region mostly depends on its educational status and educational development. India is one of the biggest democratic countries with the total population of about 1.2 billion (Census 2011) and has total tribal population of about 10.42 crores, which comprise about 8.6% of India's total population. But this largest tribal population might be economically disadvantaged due to several reasons.

Total literacy rate of tribal people in India is 58.97% (Census of India 2011), which is very much lower as compared to total literacy rate of this country (74.4%). According to 'Backward Class Commsstion'1956 and 'Scheduled Area & Scheduled Tribe Commission'1962, tribal people are low educated because they are living in the dense forest area, which causes inadequate condition of school(Chakraborty.P,2019).Now, it is a fact that India cannot reach its goal of "Development for All" without the development of its 10.2 crores tribal people. And education is considered to be the most important means to enhance potentiality of subaltern class and literacy can cultivate and make them dexterous and transform them from a mere human being to a resourceful person, so they can easily develop their internal quality by themselves and easily overcome the barrier of their day to day life(Dripa.S.K). So, government of India takes some necessary tribal educational developmental policy to develop their educational status, because education is one of the

most valuable wealth to cultivate the potentiality of the tribal people and can develop them to skilful and convert them as a resourceful human being. (Chakraborty. P,2019)

The literacy rates among tribal population in West Bengal and Purulia district are 57.92% and 53.86% respectively, both the data are comparatively low than the average total literacy rate of India (Census of West Bengal 2011, and published data of BCW Department Government of West Bengal). The Scheduled tribe populations are one of the primitive populations of India as well as of West Bengal, which are mostly found in the western parts of this state and in the northern part also. But among the other districts, Purulia, Bankura and West Midnapur district has the most amount of tribal population in West Bengal. Though the state government of West Bengal takes some serious actions and steps regarding to tribal education and overall development, but the district Purulia is also lake behind in respect of educational development as well as economic prosperity among the tribal population. Being one of the most tribal dense districts of the state of West Bengal, it is necessary to evaluate the educational status and barriers of education among the tribal communities in this district.

Therefore, the present paper tries to analyse the present condition of educational status among the tribal peoples of Purulia district, as the district is one of the most tribal populated districts in West Bengal. Being the part of “Jangal Mahal” huge amount of tribal people lives here. According to 2011 census 18.45% tribal people among total population lives in the Purulia district. Some studies claimed that Purulia district is one of the most backward districts because of huge amount of tribal people and this people backward in terms of their literacy status, poverty, hunger, uncomplicated school and education, malnutrition etc. Thus, this paper try to represent the scenario of the tribal educational development, reason for the backwardness in education among tribal people and give some betterment process of educational status of tribal people in Purulia district, West Bengal.

OBJECTIVES:

1. To examine the educational scenario of the tribal people.
2. To find out the reasons of backwardness in education among the tribal people.
3. To find out the policy prescriptions have been made towards betterment of educational status of tribal people.

DATABASE AND METHODOLOGY:**Data Sources**

This study is based on secondary data. The data collected from District Statistical Department of Purulia, Census handbook of Purulia district, and Census of India 2011, Registrar General of India, Government of India Ministry of Tribal Affairs Annual Report 2018-2019, Selected Educational Statistical, M/HRD, 2010-2011 as well as secondary data has been collected from various paper, journals, books etc.

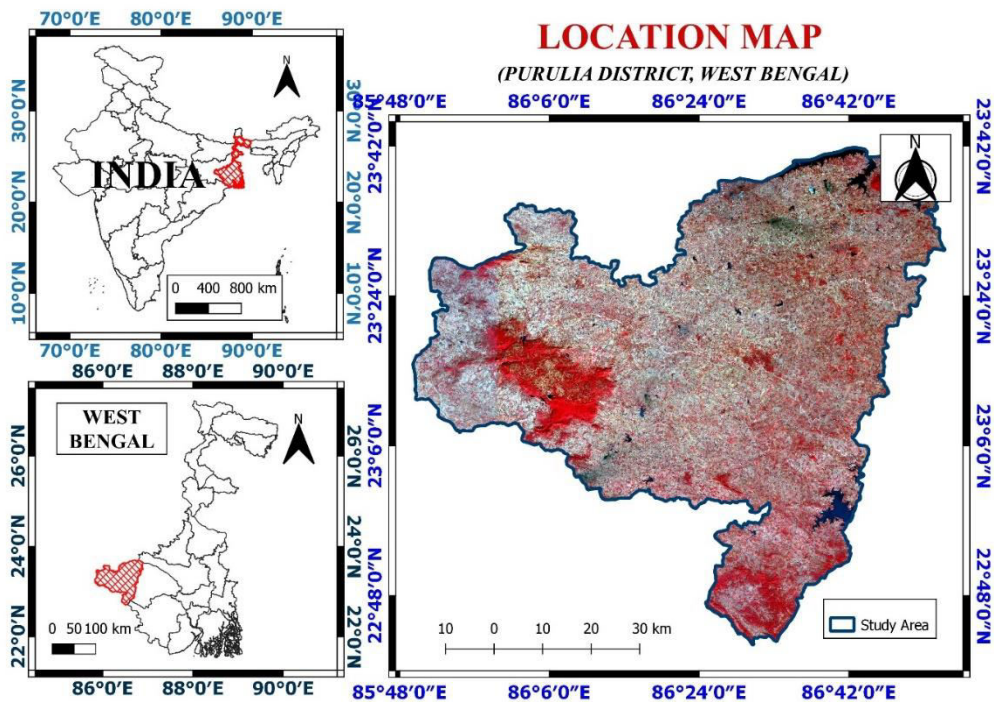
Methods

These collected data were analysed by various cartographical and statistical techniques, basically Bar graphs are mainly used to compare different data. We have discussed mainly 30 states in India because ST population is not concentrated in the other five states and UTs.

STUDY AREA:

Purulia District is the most tribal concentrated district in West Bengal and it is the part of the Chotanagpur plateau. Purulia district is located between 22°42'35" to 23°42'0" North latitude and 85°49'49' to 86°54'37" East longitude. The total geographical area of this district is 6259 sq kms (Census 2001). The district is bordered on the East by Paschim Medinipur, Bankura District, North by Bardhaman district of West Bengal and Dhanbad, Bokaro, Ranchi district (Jharkhand) in Western side and South by West Singhbhum and East Singhbhum. The main river is Kangsabati, Darakeswar, Subarnarekha, Kumari and Damodar and the important hill is Ajhodhya hill, Panchet hill, Joychandi hill. There are 20 Community Development Block, 20 police stations, 3municipalities located in this district.

(Fig:1) LOCATION MAP



Brief description about tribal education in India:

Education is the most important elements in the development of any community. Literacy rate is one of the most significant determinants to measure the percentage of literate among the people.

Table 1: Decade wise literacy rate of Scheduled Tribe in India

Year	Literacy rate of Scheduled Tribe (%)	Literacy rate in India (%)	Gap (%)
1961	8.5	28.3	19.8
1971	11.3	34.5	18.2
1981	16.4	43.6	19.9
1991	29.6	52.2	21.6
2001	47.1	65.4	18.3
2011	59.0	74.0	14.0

Sources: Census of India, 2011

From the above table it is clear that the total literacy rate of India has been increased smoothly after independence, whereas, tribal literacy rates have been increased comparatively at a slow rate. That’s why there is a remarkable gap has been occurred between these two literacy rates during this time period. It is observed that in 1991 the gap between overall literacy of India and Scheduled Tribe literacy is very high. But after industrial liberalisation on 1991 and different types of initiatives for development of tribal community by government, student enrolment among tribal has increased. After the period of liberalization the literacy gap has decrease continuously which is a positive side for the tribal education.

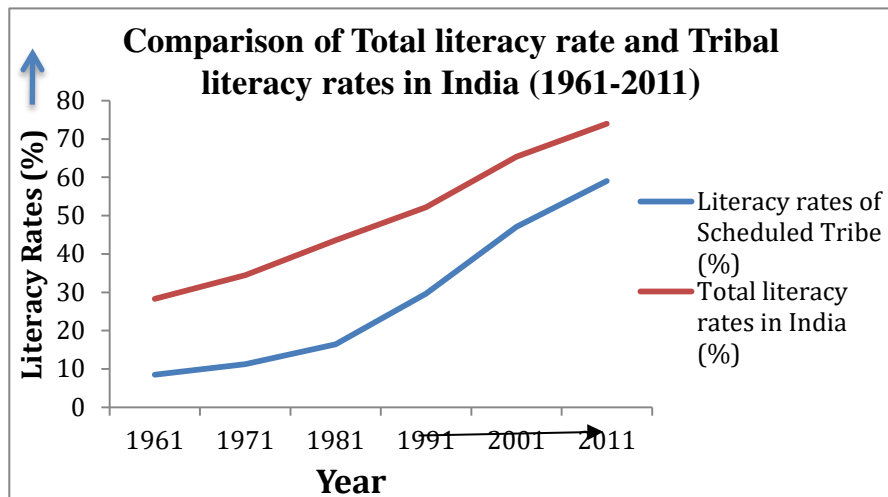


Fig. 2: Comparison between Total literacy and tribal literacy from 1961 to 2011

Table 2: State-wise and sex-wise literacy rate of Scheduled Tribes in India (Census 2011)

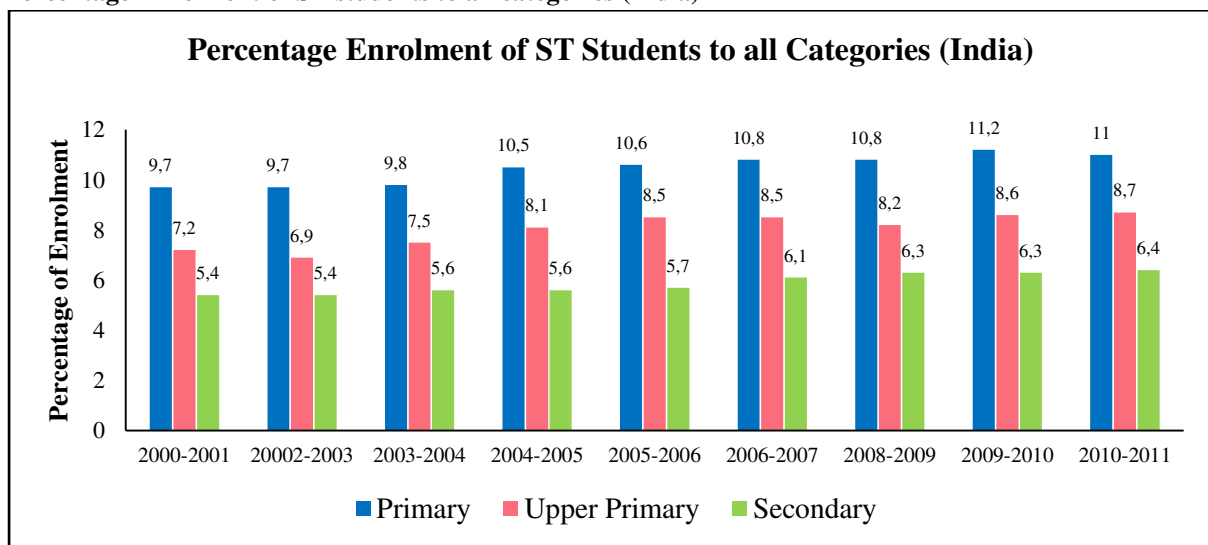
Sl. No.	State/UTs	Scheduled Tribe (%)		
		Total	Male	Female
1	Andhra Pradesh	49.2	58.3	40.1
2	Arunachal Pradesh	64.6	71.5	58.0
3	Assam	72.1	79.0	65.1
4	Bihar	51.1	61.3	40.4
5	Chhattisgarh	59.1	69.7	48.8
6	Goa	79.1	87.2	71.5
7	Gujarat	62.5	71.7	53.2
8	Himachal Pradesh	73.6	83.2	64.2
9	Jammu & Kashmir	50.6	60.6	39.7
10	Jharkhand	57.1	68.2	46.2
11	Karnataka	62.1	71.1	53.0
12	Kerala	75.8	80.8	71.1
13	Madhya Pradesh	50.6	59.6	41.5
14	Maharashtra	65.7	74.3	57.0
15	Manipur	77.4	82.1	72.7
16	Meghalaya	74.5	75.5	73.5
17	Mizoram	91.5	93.6	89.5
18	Nagaland	80.0	83.1	76.9
19	Orissa	52.2	63.7	41.2
20	Rajasthan	52.8	67.6	37.3
21	Sikkim	79.7	85.0	74.3
22	Tamil Nadu	54.3	61.8	46.8
23	Tripura	79.1	86.4	71.6
24	Uttar Pradesh	55.7	67.1	43.7
25	Uttarakhand	73.9	83.6	63.9
26	West Bengal	57.9	68.2	47.7
27	A&N Islands	75.6	80.9	69.9
28	Dadra & Nagar Haveli	61.9	73.6	50.3
29	Daman & Diu	78.8	86.2	71.2
30	Lakshadweep	91.7	95.7	87.8

Sources: Census of India, 2011

According to table 2, state-wise literacy rates among the tribal community are very interesting. Mizoram (91.5%) has the highest literacy rate among all the states of India, whereas, lowest literacy rate has been found in the state of Andhra Pradesh (49.2%). On the other hand, among the different union territories, Lakshadweep (91.7%) has very high Scheduled Tribe literacy rate. Result shows that two states and three union territories in India have no tribal literacy which is Delhi, Punjab, Haryana, Chandigarh, and Pondicherry. Some states of India in which literacy rate is above the average literacy rate of India are Goa, Kerala, Manipur, Meghalaya, Mizoram, Sikkim, Tripura, Andaman and Nicobar, Daman & Diu and Lakshadweep.

The table 2 also display that, Andhra Pradesh, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal’s literacy rates among the Scheduled Tribes are below the average literacy rate in 2011. Among all states male and female literacy occurred highest in Mizoram, but lowest male literacy is found in Andhra Pradesh and lowest female literacy is found in the state of Jammu & Kashmir. The tribal literacy rate of West Bengal is 57.9%, where male literacy rate is 68.2% and female literacy rate is 47.7%.

Percentage Enrolment of ST students to all categories (India)



Source: Selected Educational Statistical, M/HRD, 2010-2011

Fig - 3, shows the students enrolment of the Scheduled Tribe community is very low from 2000-2011. Student’s enrolment is very high in the primary level, moderate in the upper primary level and very low in the secondary level. In 2010-11, the percentage of ST students in primary level has decrease as compare to 2009-2010, but student’s enrolment in upper primary and secondary level has increase simultaneously. These table displays more students enter in the primary level but when they enter secondary level the percentage is decrease due to drop-out for various reasons.

Table 4: Education level (Graduation & Above) and drop-out scenario of Scheduled Tribe population among West Bengal & India, 2011

Background Characteristics	India	West Bengal
Actual Number of graduate & above students	1763879	62032
Graduate degree other than technical degree (%)	64.08	79.85
Post Graduate degree other than technical degree (%)	18.28	13.5
Engineering and technology (%)	5.92	3
Medicine (%)	1.94	1.03
Agriculture and dairying (%)	0.36	0.12
Veterinary (%)	0.11	0.04
Teaching* (%)	9.27	2.44
Others (%)	0.04	0.01
CLASS I-V (%)	31.4	37.2
	24.8	33.9

	28.3	35.6
CLASS I-VIII (%)	49.4	54.7
	46.9	55.4
	48.2	55
CLASS I-X (%)	77.3	70.6
	70.9	71.3
	74.6	70.9

*Teaching-Junior Basic Training (JBT), B.Ed., M.Ed. etc.

Source: Census 2011, Office of the Registrar General, India.

Statistics of School Education 2010-2011

As per census 2011 in India total 1763879 students studies graduation or above and in West Bengal this number is only 62032 students, which is only 3.51%. But in West Bengal the percentage of graduate degree and other than technical degree student's is 79.8% which is more than the percentage of India (64.08%). Among the Scheduled Tribe community here we can observe that most of the students are like to studies Engineering and Technology education (3.00%) than complete Teaching Course (2.44 %).

Table 5: Drop-out rate among ST population (Class I to X) in India

CLASS	BOYS		GIRLS		TOTAL		GAP
	ST	ALL	ST	ALL	ST	ALL	
Class I-V	37.2	28.7	33.9	25.1	35.6	27.0	8.6
Class I-VIII	54.7	40.3	55.4	41.0	55.0	40.6	14.4
Class I-X	70.6	50.4	71.3	47.9	70.9	49.3	21.6

Source: Statistics of School Education 2010-2011

The above table displays that, in I-V class the rate of drop-out of ST boys is 37.2% and all boys is 28.7%, and ST girls drop-out rate 33.9% and all girls drop-out rate is 25.1%. It's indicate that the ST boys and girls drop-out rate higher than all boys and girls drop-out rate and total ST drop-out (35.6%) is higher than all drop-out rate (27%).

Class I-VIII the rate of drop-out is ST boy are 54.7% and all boys are 40.3%, the rate of drop-out ST girl 55.4% and all girl is 41%. It's indicated that the ST girls and boys drop-out rate is higher than all boys and girls drop-out rate and the total drop-out rate of ST (55%) is higher than all drop-out rate (40.6%).

In class I-X the ST boys and all boy drop-out is 70.6% and 50.4% and ST girls is 71.3% and all girls 47.9%. It's indicated that the ST boys and girls is higher drop rate in all girls and boys drop-out rate, total ST and all drop-out rate is 70.9% and 49.3% that is high drop-out rate to than total all drop-out rate.

Table 6: District Wise Distribution of Scheduled Tribes population in West Bengal (Census 2011)

Sl. No.	District	Total	Percentage	Male	Percentage	Female	Percentage
1	Bankura	368690	7.0	183467	3.5	185223	3.5
2	Bardhaman	489447	9.2	243581	4.6	245866	4.6
3	Birbhum	242484	4.6	119787	2.3	122697	2.3
4	Dakshin Dinajpur	275366	5.2	138025	2.6	137341	2.6
5	Darjiling	397389	7.5	197251	3.7	200138	3.8
6	Howrah	15094	0.3	7761	0.2	7333	0.1
7	Hugli	229243	4.3	113249	2.1	115994	2.2
8	Jalpaiguri	731704	13.8	365868	6.9	365836	6.9
9	Koch Bihar	18125	0.3	9388	0.2	8737	0.2
10	Kolkata	10684	0.2	5729	0.1	4955	0.1
11	Maldah	313984	5.9	157528	3.0	156456	3.0
12	Murshidabad	91035	1.7	46163	0.9	44872	0.9

13	N 24 Parganas	264597	5.0	134179	2.5	130418	2.5
14	Nadia	140700	2.7	71142	1.3	69558	1.3
15	Paschim Medinipur	880015	16.6	439831	8.3	440184	8.3
16	Purba Medinipur	27952	0.5	14196	0.3	13756	0.3
17	Puruliya	540652	10.2	271803	5.1	268849	5.1
18	S 24 Parganas	96976	1.8	49195	0.9	47781	0.9
19	Uttar Dinajpur	162816	3.1	81831	1.5	80985	1.5

Sources: Census of India,2011

The above table represents that, Paschim Medinipur district have the highest percentage of ST population (16.16%) in West Bengal and lowest percentage of ST population has found in Kolkata (0.2%) district. Basically in Bankura, Bardhaman, Darjiling, and Purulia district more than 5% ST people are resides. On the other hand, less than 5% ST population are lives in Uttar Dinajpur, South 24 Pargana, Purba Mednipur, Nadia, Mursidabad, Kolkata, Koch Bihar, Hugli, Howrah, Birbhum district. Highest and lowest male population lives in the district of Paschim medinipur (8.3%) and Kolkata (0.11%). Highest and lowest Female ST Population lives in the district of Paschm Medinipur (8.31%) and Kolkata (0.09%) respectively.

Table 7: District Wise Distribution of the Illiterate and Literate Scheduled Tribes in West Bengal (Census 2011)

Districts	Illiterate						Literate					
	Persons	%	Males	%	Females	%	Persons	%	Males	%	Females	%
Darjiling	132975	5.1	53644	2.0	79331	3.0	264414	9.9	143607	5.4	120807	4.5
Jalpaiguri	357956	13.6	150057	5.7	207899	7.9	373748	14.0	215811	8.1	157937	5.9
Koch Bihar	7483	0.3	3217	0.1	4266	0.2	10642	0.4	6171	0.2	4471	0.2
Uttar Dinajpur	103747	3.9	46600	1.8	57147	2.2	59069	2.2	35231	1.3	23838	0.9
Dakshin Dinajpur	138422	5.3	59285	2.3	79137	3.0	136944	5.1	78740	3.0	58204	2.2
Maldah	188357	7.2	82609	3.1	105748	4.0	125627	4.7	74919	2.8	50708	1.9
Murshidabad	50965	1.9	22781	0.9	28184	1.1	40070	1.5	23382	0.9	16688	0.6
Birbhum	144527	5.5	61226	2.3	83301	3.2	97957	3.7	58561	2.2	39396	1.5
Barddhaman	257030	9.8	105701	4.0	151329	5.8	232417	8.7	137880	5.2	94537	3.6
Nadia	69757	2.7	30536	1.2	39221	1.5	70943	2.7	40606	1.5	30337	1.1
N 24 Parganas	113843	4.3	48058	1.8	65785	2.5	150754	5.7	86121	3.2	64633	2.4
Hugli	106457	4.0	42173	1.6	64284	2.4	122786	4.6	71076	2.7	51710	1.9
Bankura	176354	6.7	66206	2.5	110148	4.2	192336	7.2	117261	4.4	75075	2.8
Puruliya	290678	11.0	113763	4.3	176915	6.7	249974	9.4	158040	5.9	91934	3.5
Howrah	5653	0.2	2467	0.1	3186	0.1	9441	0.4	5294	0.2	4147	0.2
Kolkata	2696	0.1	1196	0.1	1500	0.1	7988	0.3	4533	0.2	3455	0.1
S 24 Parganas	46990	1.8	19950	0.8	27040	1.0	49986	1.9	29245	1.1	20741	0.8
Paschim Medinipur	425617	16.2	169397	6.5	256220	9.7	452973	17.0	269709	10.1	183264	6.9
Purba Medinipur	12332	0.5	5034	0.2	7298	0.3	15620	0.6	9162	0.3	6458	0.2

Sources: Census of India 2011

Table 7 shows that, according to district wise distribution of illiteracy rates in the state of West Bengal, the highest and lowest literacy rate has found in the district of Paschim Medinapur (16.2%) and Kolkata (0.1%) respectively. In the District of Jalpaiguri (13.6%), Purba Medinapur (11.04%), and Paschim Medinipur (16.19%) the amount of illiteracy rates are more than 10% and in Darjeeling, Dakshin Dinajpur, Malda, Birbhum, Bardhaman and Bankura the amount of illiteracy rate is 5% to 10%.

In the district of Purulia percentage of illiteracy among ST male people is 4.32% and female is 6.72%. In the district of Koch Bihar, Mursidabad, Howrah, Kolkata, South 24Pargana, Purba Medinipur this data is less than 1%.

According to district wise distribution of literacy rate in the state of west Bengal, the highest and lowest literacy rates has found in the district of Paschim Medinipur (17.03) and Kolkata (0.3%) respectively. In the district of Jalpaiguri (14.03%), Paschim Medinipur (17.03%) the amount of literacy rate is more than 10% and in Darjeeling, Dakshin Dinajpur, Bardhaman, Nourth 24 Pargana, Bankura, Purulia the amount of literacy rate is between 5% to 10% and Koch Bihar, Uttar Dinagpur, Malda, Mursidhabad, Birbhum, Nadia, Hugli, Howrah, South24 Pargana, Kolkata, Purba Medinipur district the literacy rate is less than 5%.

Table - 8: Comparative analysis of literacy rates among the ST population in 2011

	Overall Literacy Rates (%)	Tribal Literacy Rates (%)	Gap Between Total and Tribal literacy rates (%)
India	74.04	58.96	15.08
West Bengal	77.08	57.92	19.16
Purulia	65.38	53.68	11.7

Sources: Census Of India, 2011

From Table - 8 it has been observed that tribal literacy is not much positive in India as well as in Purulia district. According to the 2011 census, the tribal literacy rate in Purulia is 53.68%, whereas, in West Bengal and India the tribal literacy rates are comparatively better, which are 57.92% and 58.96% respectively. Being one of the under developed districts of West Bengal, the overall literacy and tribal literacy rate both are much lower in Purulia district from the literacy rates of the state and the country.

The graphical presentation shows the overall literacy, tribal literacy and gap between them.

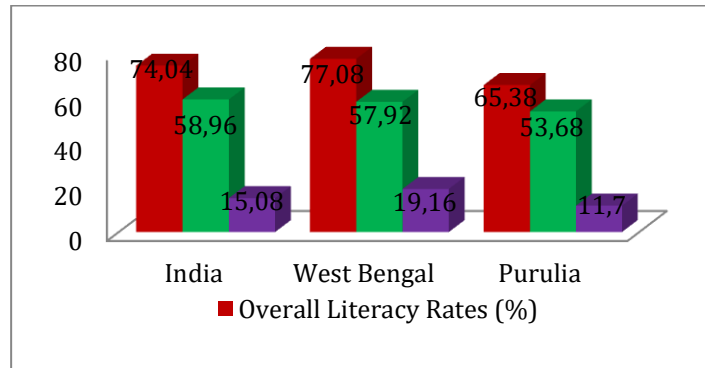


Fig. No. 4: Comparison of Overall literacy and Tribal literacy between India, West Bengal and Purulia.

Table 8: Block wise Percentage of ST literacy and Total literacy in Purulia, 2011

Name of the Blocks	Total Literacy			ST Literacy		
	Male	Female	Total	Male	Female	Total
Purulia – II	77.0	49.5	63.6	64.0	38.9	51.5
Hura	82.0	55.3	68.8	74.3	46.4	60.2
Purulia – I	78.2	50.1	64.6	68.2	41.0	54.9
Puncha	81.2	54.8	68.1	72.9	44.9	58.8
Manbazar– I	77.1	47.7	62.6	71.7	41.6	56.7
Manbazar - II	74.6	45.8	60.3	69.6	39.5	54.5
Bundwan	73.8	46.6	60.3	67.4	40.2	53.7
Jaipur	71.7	41.7	57.2	61.3	34.0	48.0
Arsha	70.4	38.8	54.8	59.2	31.8	45.5
Jhalda - I	80.6	52.1	66.7	71.1	43.2	57.4
Jhalda - II	72.5	36.0	54.6	60.1	31.1	45.8

Bagmundi	72.1	41.4	57.2	61.2	32.8	47.2
Balarampur	71.9	41.7	57.2	61.2	32.6	47.1
Barabazar	77.3	47.3	62.4	68.0	36.9	52.6
Para	79.7	49.7	65.2	75.5	44.8	60.6
Raghunathpur - II	80.7	52.3	66.9	71.5	41.5	56.7
Raghunathpur - I	76.5	51.0	64.2	63.1	37.4	50.3
Neturia	76.0	49.4	63.1	65.8	38.5	52.3
Santuri	77.3	52.4	65.1	68.3	41.7	55.0
Kashipur	81.8	56.3	69.3	74.1	47.7	60.9

Sources: Census of India, 2011

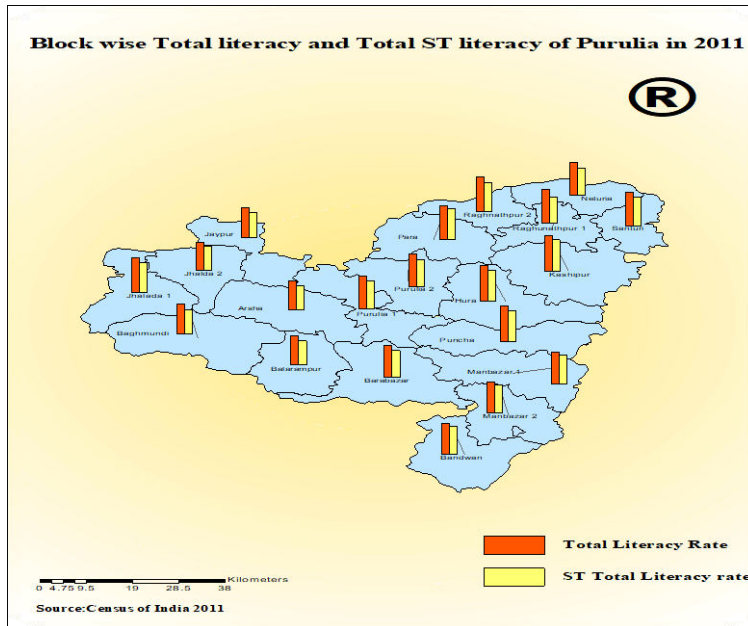
Table no. 8 represents the block wise Total literacy and ST literacy rates in Purulia district. The table reveals that all of the 20 blocks of this district have different tribal literacy rates. Remarkable difference between block wise ST male and ST female literacy rates has been found in this district. The highest literacy rate has found in the block of Kasipur (69.29%) and lowest literacy has occurred in Jhalda-II (54.6%). In the rest of the blocks the literacy rates are below the average literacy in India.

It is essential to indicate that there is huge difference between total Male and Female literacy in different blocks. Among the 20 blocks in Purulia district, the highest ST literacy rate is found in Kasipur (60.88%), and lowest in Arsha (45.48%) and in the blocks like Jaipur, Arsha, Jhalda-II, Bhagmundi, Balarampurn the ST total literacy rates are less than 50%. On the other hand more than 50% ST total literacy rate has found in rest of the blocks. Highest ST male literacy rate is occurred in Para (75.51%) block and lowest in Arsha (59.22%). The present paper try to highlights that, no blocks can cross the ST Female literacy rate more than 50%, which indicates that, in this district the female STs are very much lake behind in education. The low literacy among the tribal women makes a huge gap between male and female literacy rates, as well as the overall ST literacy rate is become low due to this.

Table 9: Changing Pattern of S.T Literacy Rate from 2001 to 2011

Blocks	2001 Rural ST Literacy Rate			2011 Rural ST Literacy Rate			Differences		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Purulia – II	44.5	63.3	24.8	51.5	64.0	38.9	7.4	1.6	13.8
Hura	49.0	66.9	31.2	60.2	74.3	46.4	9.8	5.5	14.1
Purulia – I	40.2	58.1	21.3	54.9	68.2	41.0	10.2	4.4	16.7
Puncha	44.0	62.3	25.4	58.8	72.9	44.9	10.8	5.9	15.8
Manbazar – I	47.2	67.5	26.3	56.7	71.7	41.6	7.5	3.1	11.8
Manbazar – II	47.6	67.7	26.9	54.5	69.6	39.5	6.7	1.6	12.4
Bundwan	39.0	58.0	19.8	53.7	67.4	40.2	12.6	7.3	18.2
Jaipur	39.0	59.7	16.3	48.0	61.3	34.0	7.1	0.4	14.9
Arsha	35.7	53.2	17.4	45.5	59.2	31.8	8.8	2.9	15.2
Jhalda – I	44.3	64.7	22.8	57.4	71.1	43.2	12.9	6.9	19.0
Jhalda – II	31.3	49.3	12.0	45.8	60.1	31.1	10.8	4.5	17.6
Bagmundi	35.4	54.8	15.1	47.2	61.2	32.8	10.2	4.5	16.3
Balarampur	36.0	54.0	16.9	47.1	61.2	32.6	11.4	6.5	16.6
Barabazar	39.9	60.5	19.2	52.6	68.0	36.9	11.2	5.3	17.1
Para	47.8	68.1	25.8	60.6	75.5	44.8	9.6	5.0	14.5
Raghunathpu r - II	41.2	58.8	23.1	56.7	71.5	41.5	12.9	9.2	16.7
Raghunathpu r - I	41.3	57.7	24.5	50.3	63.1	37.4	8.9	5.4	12.5
Neturia	40.6	57.3	23.1	52.3	65.8	38.5	7.3	4.4	10.6
Santuri	44.2	61.3	26.2	55.0	68.3	41.7	8.6	5.2	12.4
Kashipur	49.5	67.9	31.0	60.9	74.1	47.7	7.5	3.4	11.9

Sources: Census of India,2011



Temporal change in general literacy:

From the above map it has been found that, the block wise ST education rate in Purulia district is occurred highest in Kashipur block (60.9%) which change from 49.5% in 2001, whereas, lowest ST literacy rate has occurred in Arsha Block (45.5%), which increases from 35.7% in 2001. It is also found that, the ST literacy rates of all blocks in Purulia have been increased in 2011 at a good rate from the rates of 2001. But the changing literacy rate is very much low in Manbazar –II block (6.74%) and highest increase of literacy rate has found in Jhalda-I (12.9%), Raghunathpur II (12.9%). The changing literacy rate has found less than 10% in Purulia, Hura, Manbazar-I, Manbazar-II, Jaipur, Arsha, Para, Raghunathpur-I, Neturia, Saturia, Kasipur blocks.

Reasons for the Educational Backwardness among ST community:

Levels of education determine the level of employment and status of the society. The percentage of the literacy among the ST community in Purulia as well as in West Bengal is very low. The educational backwardness of ST community exists due to various factors like, high dropout rate, low enrolment rate, house hold factors, individual factors, factor related to educational institutions, Governmental factors and other factors related to society attitude and political factors etc. The basic reason of factors behind this backwardness has been given discussed below:

- **Individual factors:** Individual factor consists of early child marriage, lack of awareness, poor academic performance, poor understanding level, lack of motivation, less level of ambition etc. Child marriage is the main factor behind the educational backwardness among the women education, for that girls are not completed their higher education and thus rate of dropout increases. The level of awareness among the tribal people is very low as compare to non ST community. Family Environment is the main reason for poor understanding level in the ST student. (Vijay. R.S and Sobha B.Nair)
- **Household factors:** The family factor or household factors include number of family member, poverty, unemployment, Educational level of parents, low income, dispute with in family due to alcoholism and health condition of parents etc. Most of ST population lives in rural areas and they engaged on agriculture and allied activities, thus most of them suffer from unemployment. Educational level of parents is very low among the ST parents. So, they often fail to understand the values of education and not motivate to their children into better education. Due to poor economic conditions of families the children are ready to engage in work for money. Then, the drop-out rate is increase day by day and away from education (Vijay.R.S and Sobha B.Nair).
- **Institutional factors:** The educational institutional factors include distance of the school, poor infrastructure,

attitude of teacher, lack of girl's school and hostel facilities etc. As most of the tribal people lives in the forest and outskirts of the main village, the distance between school and the home for this community is often very long, that's the reason for they cannot reach the school on time and this is highly responsible for less enrollment and high dropout among the student in ST. The attitude of teachers towards the SC/ST student is found to be unfavorable in nature, especially the teachers from upper caste show discriminatory behavior to ST students. So, students have lower attention and less performance in education (Vijay.R.S and Sobha B.Nair).

Some Remedies for the improvement of Tribal Education:

1. A tribal child is brought up in an environment quite different from a non-tribal child. So their interest in education can be increased by including their surrounding environment, their own culture, and history of some tribal legend person in their curriculums.
2. Maximum tribal guardians are unable to send their children to school for poor economic condition. So the Govt. should take some necessary steps to develop their economic condition by providing jobs & some basic amenities.
3. To grow up their interest in education the Govt., NGO and other organizations should campaign to every family at tribal village.
4. Teachers have a great role in this regard. They will give reinforcement at every little success of tribal children. The classroom will have a friendly environment where a tribal child can understand that he is not separate from other children. Teachers must have some knowledge about their culture. It will be very effective if tribal teachers are engaged to their schools. The teachers encourage them for competitive exam and will prepare them for that by taking extra class. The teacher will give more chance to speak with him or other students in the class as they can acquire the target language quickly. Beside this story telling, debate, drama and other cultural programme can be organized at school and try to maximum involvement of tribal children.
5. The school should be established near the tribal village. The infrastructure and accommodation of the school should be attractive and must be a hostel. The school will be closed at the time of their own festival also.
6. Quality education & other educational needs should be provided them at free of cost by establishing model school. Scholarship should give to them at a regular time interval.
7. Doctor visit & health check-up should be arranged at school at least two times in a month.

CONCLUSION:

Education is the key factor for holistic development of our society. As per constitution of India, education is the fundamental right of every citizen of our country. So, every person or children between 6 to 14 ages have right providing compulsory and universal education. But compare to ST students to other students have greater gap in field of education level. In India, scheduled tribes are very far away from education compare to other community. If we focused in West Bengal, then we can see that, the level of education of ST is very low and the enrolment is very less. So, it reflected that status of education in West Bengal as well as Purulia is not good. The major factor responsible for such backwardness in education among the ST is higher drop-out rate, low enrolment, poverty, less attention on education, lack of motivation, lack of proper guidance into education, low income and school infrastructures etc. After independence, central government and state government takes different types of educational programme and valuable schemes for increase the literacy rate in ST community. The Government of India (1948-49) started scholarships for them. In the first three, five year plans, importance was given to the expansion of facilities and provision of school and teacher even in remote areas. Thereafter in the Fourth Five Year Plan, the scheme of economic incentives was introduced:

- To provide reservation in admission;
- To provide facilities and concession to the tribal students to pursue their studies;
- To provide incentives to the parents to send their children to schools; and
- To provide scholarships.

That's schemes and programmes are very effects on ground level and the rate of literacy progress day by day. Now, we see in higher education enrolment of ST students is increase and some students are studying in reputed institution and research sectors. While, education is change their standard of living. However over all development of ST community in education sector fruitful when governments schemes and programmes implementation in right way and their reservation polices is apply properly in right manner in every situation.

References:

1. Backward class welfare (B.C.W) department, Govt. Of West Bengal, Census summery, 2001, 2011.
1. Chakraborty, P. (2019). Educational Status of the Tribal West Bengal: Special References to the Paschim Medinipur District. *Global Journal of Sociology and Anthropology*, 9(1), 1-14.
2. Daripa, S. K. (2017). Tribal education in India: Government initiative and challenges. *International Journal of Research in Social Sciences*, 7(10), 156-166.
3. Guha.N, Das. P,(2013-2014). Educational Advancement of Scheduled Tribes in West Bengal (1947-2011), Vidyasagar University Journal of Economics, Vol. XVIII, ISSN - 0975-8003
4. Mukherjee, A. K., & Laha, M. (2019). Status of rural literacy in Purulia district, West Bengal. *IJAR*, 5(3), 32-44. Primary Census Abstract, Purulia District, West Bengal, 1981, 1991, 2001 and 2011.
5. Upmanyu.M.C "The Tribal Education in India, Status, Challenges and Issues" *International Journal of Novel Research in Education and Learning*, ISSN 2394-9686, Vol. 3, Issue 6, pp: (96-102), Month: November – December 2016,
6. Vijay.R.S and Sobha B.N (2017). Educational Backwardness among Weaker Sections-a Sociological Analysis.