

Issues of

Marginalised
Tribals in Tripura

Edited by

Dr. Dilip Sarkar
Lalthanguri Sailo

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LALTHANGURI SAILO

SUPRIYA BOOKS

NEW DELHI • GUWAHATI

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Foreword

At least 160 States in the world are ethnically heterogeneous, and at least 135 States have politically significant minority groups, and at least 90 independent States are confronted with self-determination movement of different types. Ethnic minorities almost everywhere decided that the best way to seek social, economic and political justice is through self-government and regional autonomy arrangements. Thus, not less than 210 groups in 90 countries seek more regional autonomy or self-determination. This causes acute political problem in Myanmar, China, India, Indonesia, Pakistan, Sri Lanka, and Philippines etc. Because of all these problems, good and genuine government policies, both at the Central and State level, is indispensable. Successful policies will promote peaceful relations, order and stability, and deliver political, economic and social justice.

The focus of development in Northeast India has been based on pure economic models, like the rest of India. As such, it neglects governance and democratic participation envisaged in the Constitution. The classical term of development is always deliberated upon with economic connotations and is referred to as increase in the gross national product or in per capita income. The Western countries initially followed this model of development and prescribed it for the less developed ones. The less developed countries, including India, adopted the Western model uncritically. Economic growth occurred, but it was accompanied by a widened gap between countries and between States in India, and promoted economic disparities between rich and poor sections of the society. Thus, it did not lead to development of overall quality of life of the masses, particularly of the marginalized sections of the society. It has been in this context that post-colonial development

world since 1970s has experienced a phenomenal shift in the developmental strategy. In view a declining access of a vast number of people to the means of livelihood security, education, healthcare facilities, housing and other basic necessities of life in spite of economic growth, the philosophy of social justice was integrated in the development discourse in the 1970s. The focus was shifted to development of disadvantaged section of society. Again, since 1990s, in the wake of globalization, the strategy of empowerment with development has been adopted to integrate marginalized sections.

The Human Development Report, 1990, states that people cannot be reduced to a single dimension as economic creature. It, accordingly, rightly focused on rediscovering the essential truth that people must be at the centre of all development. The purpose of development is to offer people more options. Access to income is one option, but there are other options including long life, knowledge, political freedom, personal security, community participation and guaranteed human rights. The people in the fringe of the society such as the Scheduled Tribes in India continue to be marginalized and discriminated in these aspects.

The second question concerns people's participation in development and capacity building of the community involving the NGOs so that the farmers may organize themselves, involve in planning, execution, and get necessary training. The question here is 'do we have the needed political infrastructure to bring home the envisaged capacity building of the community and participation? The break in this aspect came when Asoka Mehta Committee report recommended that the Panchayats should become an *'organic, integral part of India's democratic process'*. The 73rd and 74th Constitutional Amendment bills were passed. But can decentralization make public administration more efficient? Is decentralization a real safeguard against corruption? To a great extent, we believe so, because only vibrant public through viable local governance and civil society can restrain the authoritarian tendency of the State.

Marginalization can be very complex in its actual operation, but the problem of marginalization can be viewed from cultural,

social and political marginalization which in turn will lead to economic marginalization. Cultural marginalization would refer to a situation where a minority group shares some cultural aspects of the dominant group, but also share other cultural features with one or more minority groups. The marginalized person or group is alienated from some cultural characteristics of the dominant society. Social marginalization is a situation in which a minority group is not allowed to participate fully in the institutions of the dominant society through discrimination and prejudice. The marginality may be felt very strongly in the occupational structure. Political marginalization is where prejudice and discriminations are legalized to disallow full participation in the dominant society. But in India prejudice and discriminations are not legalized, but rather the Scheduled Castes and the Scheduled Tribes are legally protected. However, despite several steps being taken by the Government, both at the Central and State government levels, the picture is still very bleak mainly because of laxity and insensitiveness on the part of those who have direct responsibility in implementing the provisions.

The displacements, alienation and atrocious actions against marginalized Scheduled Tribes have been well documented by the Central Government. The Constitution has facilitated the political participation of SCs/STs through three measures: Right to equality granted to all citizens, abolition of discrimination including untouchability, and special provision for their representation in legislature. On April 1, 2010, the Central Government circulated 'Office Memorandum' addressed to all the Chief Secretaries and Principal Secretaries of State Government and UT Administrations. It stated that 'despite several steps being taken by State Governments, the picture is still very grim and needs to be improved. Complaints are still received regarding non-registration of FIRs and unsympathetic/insensitive attitude of some police personnel towards crime against Scheduled Castes/ Scheduled Tribes.'

The Government of India is deeply concerned with the trend in crimes against the weaker sections of the society, particularly the SCs and STs, and re-emphasizes that urgent action should

be taken by the State government. Many steps have been suggested regarding vigorous and conscientious enforcement of statutory provisions and legislations, training of police personnel in effective implementation of provisions particularly of Scheduled Castes and Scheduled Tribes(POA) Act, 1989 and Protection of Civil Rights Acts, 1955, and also explore the possibility of associating NGOs working in the area. Citizen groups and NGOs should be encouraged to raise awareness about the issue in the society. This may be of special significance to Tripura where NGO and civil society initiatives are still very weak.

In this background the present book presents the perceived sense of tribal marginalization and discrimination in Tripura. It is a result of three-day seminar conducted by Government Degree College, Kamalpur. Majority of the papers presented and included in this book are based on scientific study and this is to be considered as pioneering effort by the authors, and it should provide motivation for the State Government and the Central Government as well as academic community to have a fresh look into the numerous problems faced by the marginalized tribal social categories in Tripura and come forward with the needed solution.

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Editors

Preface

The present volume is an outcome of the three days National Seminar on *Issues of Marginalized Tribals in Tripura* organized by Government Degree College, Kamalpur and sponsored by UGC, NERO Guwahati and ICSSR-NERC, Shillong during 20-22 January 2012. The collected papers focus on the various issues of marginalization in context to Tripura state. It examines various issues relating to marginalization and explores the nature of problems, prospects and challenges both in theoretical and empirical terms. Such outcome made at this juncture is one of its first kind which academically take up the issue to a national level. The studies in general cover marginalization, education, science and technology, health, etc as a theme.

To be more detail, it is myth or a fact that conflicts, violence and movements in the Northeastern region of India are always based on the perceived marginalization of the region. This marginalization may be linguistic, cultural, ethnic or economic in nature. To be true, the Northeast India as a region itself perceives that they are marginalized from the rest of India. Territorially, the region connects itself to the rest of India with its narrow corridor of 27 km (known as chicken-neck) in the Darjeeling district of West Bengal whereas 98% of its total boundary is surrounded by the neighboring countries like Bangladesh, Bhutan, Nepal, China and Myanmar. People of the Northeast India feel that the region is rich with natural resources like oil, tea, coal and forest. But those natural resources are exploited by the rest of India leaving the region deprived of their own natural resources. These feelings of marginalization and deprivation, in the long run, have resulted into conflicts and violence in the region. Those conflicts and violence, on the other hand, have brought economic breakdown of the region which further sowed the seeds of terrorism leading towards further

The volume has 25 chapters. In the first chapter by Dhananjoy Datta '*Socio-Politico-Economic and Cultural Transformation of Tribal Population in Tripura*' analyses the problems or 'troubles' of the indigenous populace and pointed out the drawback in development which are caused by lack of a sustainable livelihood which is associated with edification, considering technical, medical, educations and what not in which indigenous tribal people considerably fall behind. He also examines the patterns of employments and challenges in employment, faced by the tribal students, and the subsequent problems after the completion of their educational courses.

Ravi Khangai in his '*Educational Policies and Practices in Tripura and Marginalization*' studies the historical changes taking place in the last few decades and which affected not only the education system but *per se* the land alienation, language and the state economy. Sudeshna Chanda and Lalmalsawmi Sailo's '*Tribal Education and its Problems – A Sociological Insight*' identifies the role played by family and society towards child education. They assess the awareness of the students and parents on educational incentives provided by the Government. While identifying the educational problems the authors explain the relation between economic condition and educational achievement. Brajendra Kishore Sinha in '*The Educational Problems of Marginalized Tribals of Tripura*' explored the demographic aspect of the state and then examined the educational development. He makes his analyses on the constitutional provision like education for weaker section, national educational policies and other schemes to uplift the marginalized people.

In the chapter '*Problems and Prospects of Tribal Youth in Tripura*' Lalthlamuana Darlong attempt to find out the roots and causes of the problem of tribal youth in the state and suggests measures for remedies. He based his academic study investigating the economic, political, social and educational development of minority. Dr. Goutam Saha's "*Dropout Rate of Tribal Students in Tripura: A Study of Trend*" made his analyses supported by his data presentation, the dropout rate of scheduled tribe student in the state. The causes and the effects of school dropout among

tribal students and the statistical base studies on the selected district – Dhalai gave some academic highlight on school dropout trends. In Naorem Jibolata Devi's "*Educational Status of Reang Tribes in Tripura: Problems and Prospects*" analyze and survey the educational status of the Reang tribals who are found living in Dhalai district of the state. She evaluates the community's educational problems with suggestive measures for their solution. Samir Das in his '*Status and Empowerment of Scheduled Tribes Women in Tripura*' traces the status of marginalized ST women in the state. He also examined how far the women of minority have enjoyed 'women's empowerment' in the field such as education, social status, economic independence and on decision-making. Anuja Sarkar, Hrituparna Paul and Smita Das highlighted the importance of information and communication technology which has become a new mantra with the introduction of ICT and which plays a pivotal role. They represent a snapshot for using the Information & Communication Technology in what they called 'crucial sector' public health sector. Their studies centre on how the ICT can be made or access to the marginalized people in their paper '*Improving Health, specially the Scheduled Tribes of Tripura: The role of ICT*' .

In the chapter "*Educational Status of Scheduled Tribe People of Tripura with Special Reference to Munda Community*" Nibas Chandras studies the socio-economic background of the Munda community, evaluates their educational status and also identifies the constraints in the community educational development.

Tamal Chaudhuri and Dr. Bhabatosh Debnath in their '*Challenges in Social Inclusion of Hrangkawls in Tripura*' have first overviewed the constitutional equal right and protection. They observed that 'underdevelopment' in specific areas in the state is caused by improper implementation of various schemes or policies. They also pointed out that participation of people in development programs is below the requirement and the reason they believe is the inability to include people in the process of development. The authors, therefore, suggest a dynamics of inclusion be studied to understand the causes before others.

It is observed that the tribals in Tripura also perceive the sense of marginalization and deprivation in many respects. The Census reports of India indicate that the tribal population in Tripura is declining from 70 per cent (Census, 1941) to 31.1 per cent (Census, 2001) within six decades of time because of large scale migration into the region. With the phases of time the sense of deprivation and exclusion in the socio-economic, cultural, educational and political life of the state developed among the indigenous tribals. This ultimately, resulted into ethnic conflicts in the region resulting into loss of human life and displacement of people. The region is also experiencing the problems like identity problems, development related displacement, low level of tribal literacy rate, high level of dropout ST student etc. However, despite being one of the most fertile areas for tribal research the region is still left unexplored.

The various chapters in this book cover wide range of issues under its theme 'marginalization'. Contributors discuss, explore, examine and observe the nature of problems, challenges and prospects both in theoretical and empirical-pragmatism. Such academic exercise at this juncture is one of its first kinds in the state which academically takes up the issue to a national level. Education, science and technology, health, illiteracy, unemployment, underdevelopment, ethnic conflict, insurgency which are deliberated here will be beneficial to policy-makers and administrators to change their lens. In this way, we hope the book will remain as a torch bearer in promoting tribal fold to mainstream.

Editors

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Socio-Politico-Economic and Cultural Transformation of Tribal Population in Tripura

Dhananjoy Datta

It is unfortunate that after sixty four years of Independence, Tribal population continues to inhabit remoteness in complex surroundings devoid of still the elementary necessities of living. Tribal population development has been documented as a leading argument for organizing progress able efforts to convalesce the livelihood of this precise weaker segment of civilization. By all standards of dimension, the accomplishments attained in this pathway are far-away the purpose beleaguered in terms of Socio-Politico-Economic and Cultural development of this susceptible subdivision of civilization. Nearly all of the troubles of the indigenous populace are due to the lack of a sustainable livelihood. The sustainable livelihood is associated with edification considering technical, medical educations in which indigenous people considerably fall behind. The current arrangement of higher education in tribal neighborhoods is substandard because of numerous issues. This can be classifying as: the rising gap between educators and the taught; teacher non-attendance; inappropriate discipline timetables; indifference of the educators; and be short of contribution of parents in the administration of schools and colleges etc. An appropriate investigation of the particulars within reach proposes the cause for the regretful situation of the indigenous populace

is the lack of higher education among them, which causes numerous problems. Education grasps the key to tribal empowerment and sustainable development. Now, depending on the above scenario this paper will examine the changes in Socio-cultural Status of Tribal Population due to higher education, change in livelihood condition of highly educated Tribal Population in the study area, to examine the gender discrimination in higher education and employment of higher educated Tribal Population, to examine the patterns of employments and challenges in the place of employment, faced by the Tribal Students, to examine the pattern and problems of the tribal student's in completion of their education.

Introduction

Higher education or post-secondary education refers to a level of education that is provided at academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications. This article is an endeavor to carry out the importance of developing a suitable move towards tribal education that would make possible for a significant progress of the tribal communities by identifying the changeable issues, Challenges, concerns and Opportunities in the present day circumstance considering our state scenario. Government of India has taken numbers of steps to build up the educational base of Scheduled Tribes. This special provision has been incorporated for STs in the existing schemes of Department of Higher Education. From the allotted budgets of the Department 8 % are allocated notionally under the Tribal Sub-Plan (TSP) for Scheduled Tribes development. There is a significant relationship between the Human Development Index and also the Gender Development Index with Higher education. Tribals form the second largest social group in India and comprising approximately 8% (equivalent to 85 million people) of the total population. The percentage of the tribal student having the accessibility to higher education is very low as reflected by the Gross Enrolment Ratio (GER) and it is an issue of concern as it falls behind the rest of the population even when compared with other deprived groups. Additionally,

the GER of female Tribals falls behind that of their male counterparts as it reflects in our state also. These factors reflect the inequality persisting among Tribals within Indian society.

This paper will give exclusive focus on the National Tribal Policy in the Enhancement of Human Development Index related to Vocational training, education & sports of Scheduled Tribes and the factors affecting Tribal Education like Attitude of Other Students, Social Factors, Economic Factors, Lack of Interest and awareness in Formal Education, Suitable Teachers, Lack of Facilities, Nature of habitat, Number of teachers, Environment of family, Communication, Cooperation from Stakeholders, lack of awareness about higher education and its impacts on socio economics condition of tribal society. There have been as countless ways of instructive approaches adopted in the case of the tribal population as there are changeable developmental approaches advocated or experimented with the tribal people. It requires an obvious thoughtful and an integrated and deeper visualization to understand the necessity for a suitable form of educational move toward to bring into open and exploit the potentiality of the tribal population.

Objectives

This critique will deal with the following objectives:

- To examine the pattern of the tribal students completed Higher Education including enrollment for job in engineering and medical disciplines.
- To examine the view of the tribal students about the Innovation in Higher Education in Tripura.
- To examine the gender discrimination in higher education of tribal student.
- To examine the problems faced by the tribal students in higher education.
- To examine the different Challenges faced by the Tribal Student and the Opportunities tribal Students basically look for.

Methodology

Data Collected: Primary and Secondary Data.

Primary Data collection Area: Agartala, Tripura.

Sample unit: 5 members

Sample Frame: 10 groups

Data collection method: Focus Group Discussion with questionnaire.

Sampling Method: Random Sampling method

Sample Composition: Tribal Students of College of UG & PG Courses.

Secondary data from: Higher Education Department, Government of Tripura, Web Articles and Journals etc.

Literature Review

Higher education or post-secondary education refers to a level of education that is provided at academies, universities, colleges, institutes of technology, and certain other collegiate-level institutions, such as Vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

On the other side, anthropologically, a tribe is a social group the members of which live in a common dialect, uniform social organization and posse's cultural homogeneity having a common ancestor, political organization and religious pattern. But, perhaps, it would be very difficult to find many tribal groups in India who possess all these characteristics. Again a number of tribal groups are recognized by the Government and they are the scheduled tribes. But since all the tribal and analogous social formations are not considered as Scheduled Tribes, and when tribal population is considered, the number of actual tribal population must be much more than what is mentioned as Scheduled Tribe Population (Chaudhuri, 1992)

Some of the large tribal communities are distributed in a wide region and often profess varied occupations. A few tribal groups are divided into a number of sub-groups which are practically distinct tribal groups. In many cases, some distinct

tribal groups have identical names and cultures.

India's tribal population is amongst the deprived groups in our country. The "Scheduled Tribes" have the maximum poor quality velocity of the three types of population formally famed. A 1991 survey of population confirmed that 52.17% of them survive under the poverty line. Along with the Scheduled Castes this number is 48.14% and surrounded by other people of 31.29% (the general number for India specified in the similar census is 37.09%). This depressing condition is replicated in the healthiness and dietetic position of tribal population. Particularly where entrée to jungle produces to complement their food and to offer supplementary money earnings is no longer promising – moreover since the jungles have been smashed or their privileges of admittance are being neglected –starvation or undernourishment is prevalent.

Most of India's tribal population has been jungle inhabitants for many years. Conventionally, jungles met a large amount of their feed, foodstuff, medical and so many requirements. An extensive procedure of revolving jungle regions into a basis of income and wood, and utilization of the mineral possessions, has led to deforestation, loss of livelihood and disarticulation of tribal population. Several tribal groups in Central India have become qualified experts, provided that additional tribal groups with goods such as containers, woven textiles, iron tools etc. Few but speedily increasing figure are engaged as industrialized laborers.

The tribals in India comprise 8.08. per cent of the total population. (Singh, et al., 1996: 16) The core demographic character of tribals in India are –in some state and Union Territories they comprise an irresistible majority; e.g. Mizoram (94.75%). Lakshadweep (93.15%), Nagaland (87.75%) and Meghalaya (85.53%). The States of Madhya Pradesh, Maharashtra, Orissa, Bihar, Gujarat, Rajasthan, Andhra Pradesh and West Bengal account for 13 per cent of the total tribal population.

The Tribals are predominantly belong to rural areas. The literacy rate of the tribals is 23.63 per cent. This is lower than that of the general population (62.21%). The literacy rate of the

rural tribal female is 12.74 per cent. The health status of the tribal's is lower and inferior compared to that of the general population. It is so because, the attitude of the tribals towards health is like disease is caused by supernatural powers and wrath of their deities and ancestral spirits and therefore, they can be cured by the pacification of these enraged supernatural powers by sacrifices of animals, religious rituals, sorcery and the witchcraft. (Singh, et al., 1996: 15, 16).

Education is not only a way of amendment into the society and all round socio-economic and cultural development, but it is also an end in itself. Education affords perfection to life, and it is closely associated with socio-economic and cultural development. After a long struggle when India gained independence, Government of India imbibed their commitment of mass education in the Constitution of India in article 45 of the Directive Principles. In this article, there is a "provision for free and compulsory education for children". It directs that the state shall endeavor to provide, for free and compulsory education for all children until they complete the age of fourteen years.

For the promotion of educational interests of the Scheduled Tribes the constitution includes an article in the chapter relating to the Directive Principles of the State Policy stating that the "state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation" (Thakur, 1995: 17). As a result of this, now there is at least a primary school in every remote corner of the tribal belts within their easy approach.

Higher education levels of the various tribal groups in India differ widely. There are tribal groups with zero literacy and higher education rate. The urban Nagas had literacy rates of 71 per cent, 61 per cent and 66 per cent for males, females and total population respectively in 1981. On the other hand, in several tribal groups the rural female literacy was about 1 per cent, not to speak of higher education; in Bhils of Rajasthan it was even less than 1 per cent. In Santals, which is one of the large tribal

group, the rural female literacy rate was 4 to 5 per cent in Bihar, Orissa and West Bengal. In 1991, The rural tribals had a literacy rate 21.81 percent compared to 46.35 percent in the urban tribals.

According to Anthropological Survey of India Report, 1994, in 1961 census the literacy including higher education rate among the Scheduled Tribes at the national level was 8.53 per cent, which increased to 11.30 per cent in 1971 and to 16.35 percent in 1981. Thus it is observed that during a period of two decades (1961-81) the literacy and higher education among the Scheduled Tribes has almost doubled. Similarly, the sex wise literacy rate during this period shows a positive trend. According to 1961 census 13.89 per cent of the males and 3.16 per cent of the females were educated/literate. This number has increased to 17.63 per cent of the males and 4.85 per cent of the females in 1971, which further increased to 24.52 per cent of males and 8.04 per cent of females. Hence, this supports the findings that the girls are favored in matter of education and there is no discrimination on ground of sex in matters of education. For the promotion of educational interests of the Scheduled Tribes, the number of educational institutions as well as teachers has been increased every year and today there are schools and colleges in every district town. There are special incentive schemes of scholarship and grant of books for scheduled tribe children to encourage the intelligent students to continue their higher education up to higher level. These facilities are provided by the Government and Christian Institutions. Hence, value of education is increasing day by day. The highest literacy rate of North-East tribe shows that they are very enthusiastic about higher education, they feel that without education their society as a whole cannot be advanced. Generally they know that educated children when grown up will get white collar jobs/will get Government jobs/other honorable professions, raise standard of living and have a secure life. The well to earn families hire tutor at home for coaching their children, and they also do not hesitate to send their boys and girls to different Universities even outside NE region. The State Government has provided a number of facilities as a part of the tribal education programme in the tribal areas. The rate of scholarship for girls is slightly higher.

Table 1: Strength of Student in various colleges/institutions

Item	During 2004-05						During 2009-10							
	SC	%	ST	%	Gen	%	Total	SC	%	ST	%	Gen	%	Total
General Degree Colleges	3624	17	2717	12.9	14859	70.00	21045	4530	18.0	5388	21.4	15254	60.6	25172
Polytechnic Institute	0	0	0	0	0	0	0	128	17.1	233	31.1	389	51.9	750
Women's Polytechnic	133	17	242	31.0	405	51.92	780	112	17.0	205	31	343	52.0	660
Tripura Govt. Law College	17	17	31	31.0	52	52.00	100	51	17.0	93	31.0	156	52.0	300
Govt. Music College	51	22	33	14.3	146	63.48	230	21	9.1	52	22.6	157	68.3	230
Govt. College of Art & Crafts	15	10	3	2.0	132	88.00	150	15	16.7	2	2.2	73	81.1	90
IASE	9	18	16	32.0	25	50.00	50	15	16.7	2	2.2	73	81.1	90
Tripura Engineering College (Now NIT)	163	17	298	31.0	499	51.98	960	-	-	-	-	-	-	1515

Source: <http://www.tripuradhe.in/Education/Index.aspx>, Perspective Plan 2010-2020 Page: 62

Table 2: Existing Pattern of the tribal students Completed Higher Education with Male & Female Percentage

Qualification	Male	%	Female	%	Total	Qualification	Male	%	Female	%	Total
B.A.	1826	69	831	31	2657	Diploma Mech.	28	100	0	0	28
B.Sc	141	64	78	35.62	219	I.T.I.	347	92.5	28	7	375
B.Com.	191	96	7	3.54	198	M.B.B.S	5	62.5	3	37.0	8
M.A.	238	57	179	42.93	417	B.D.S	6	66.7	3	33	9
M.Sc.	15	45	18	54.55	33	Vetenary Sc.	3	75	1	25	4
M.Com	31	97	1	3	32	B.A.M.S	3	100	0	0	3
B.E.Civil	35	76	11	23.91	46	B.H.MS	7	87.5	1	12	8
B.E.Elec.	21	64	12	36	33	Agri.B.Sc.	10	100	0	0	10
B.E.Mech.	46	94	3	6	49	Agri.M.Sc.	10	66.7	5	33	15
Engg.P/G.Civil	1	100	0	0	1	Lawyear	6	85.7	1	14	7
Engg.PG(.Elec)	0	0	0	0	0	Skilled/semi Skilled	2465	65.5	1300	34.53	3765

Source:- <http://www.tripuradhe.in/Education/Index.aspx> Perspective Plan 2010-2020 Page: 64

Facts and Observation

Comparative statement and percentage indicating strength of students in the colleges / institutions between 2004-05 to 2009-10 and it clearly appears that the percentages of Tribal student are increasing but slowly and steadily.

From the Table 1 it reveals that the enrollment conditions of the tribal student in Tripura are quite healthy but not at the satisfactory level and this enrollment position during the 2009-2010 period are not matching with the increasing rate of population due to various reasons.

Table 2 shows a statement showing Existing Pattern of the tribal students completed Higher Education with Male & Female Percentage and waiting as job-seekers in the live Register of the employment Exchanges of Tripura according to education level as on 31.03.2010. It also shows how the inequalities persist in the Tribal Community.

- What Problems do you have related to your Higher Education?

Figure1 shows that financial problem is the main constraint

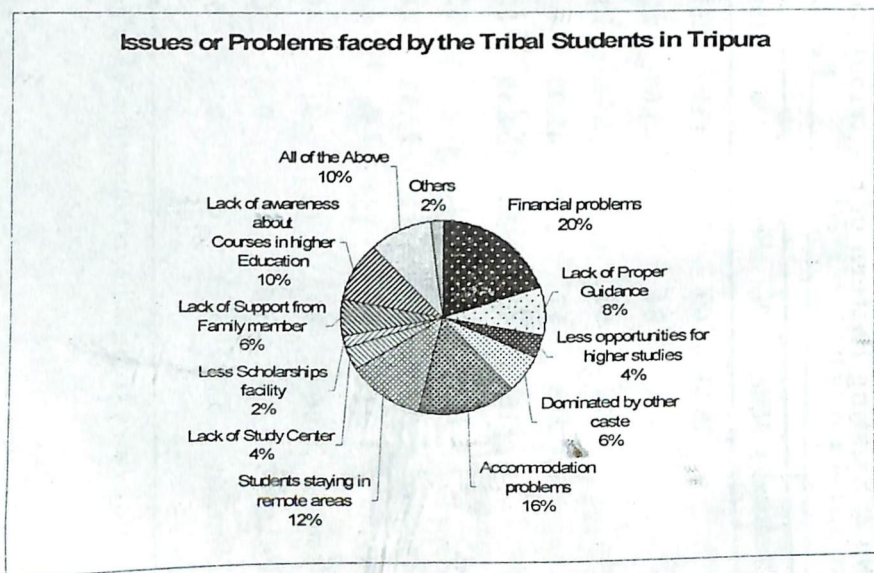


Figure 1. Issues or problems faced by the Tribal Student in Tripura

Source: Field Study.

for the tribal to get higher education which is 20% comes out of the survey. Second problem is the accommodation problem with 16% and third problems is the problem for the student staying at the remote area which is 12%. Apart from this there are so many problem tribal student basically face. These have been shown in the Figure1.

- What is the Nature of the Challenges you face?

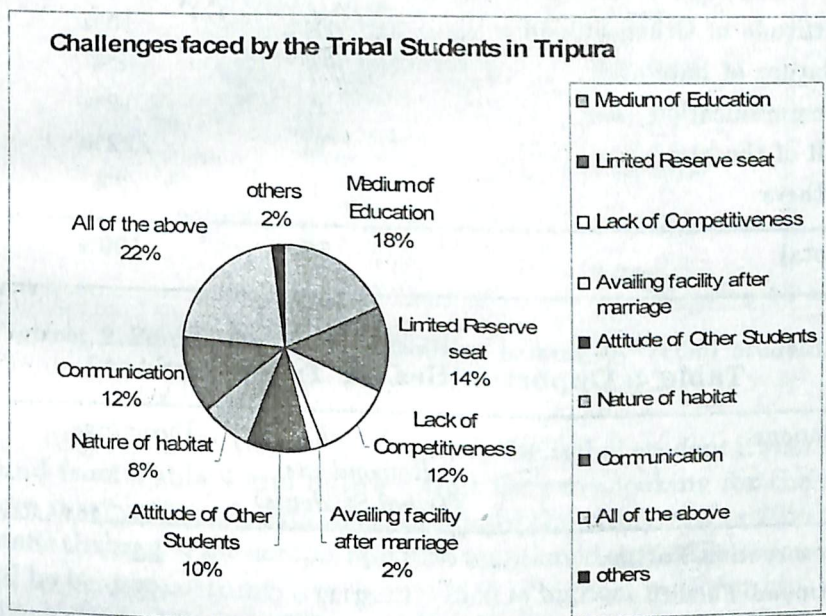


Figure 2. Percentage of Challenges faced by the Tribal Student.
 Source: Field Study.

From Table 3 and figure 2 it can be seen that the major challenges faced by the Tribal student are Medium of Education with 18%, Limited Reserve seat with 14% and Lack of Competitiveness skills with 12%. Apart from this all the respondent mentioned that all the challenges parameters used in the study are very vital and it also reflects from the study which signifies by 22%.

- What type of Opportunities do you have?

Table 3: Challenges faced by the Tribal student

<i>Options</i>	<i>No. of Respondents (Tribal Students)</i>	<i>Percentage</i>
Medium of Education	9	18%
Limited Reserve seat	7	14%
Lack of Competitiveness	6	12%
Availing facility after marriage	1	2%
Attitude of Other Students	5	10%
Nature of habitat	4	8%
Communication	6	12%
All of the above	11	22%
Others	1	2%
Total	50	100%

Table 4: Opportunities for Tribal student

<i>Options</i>	<i>No. of Respondents (Tribal Students)</i>	<i>Percentage</i>
Reservation Facility	11	22%
Stipend Facility	9	18%
English Medium		
School for BPL family	7	14%
Scientist	2	4%
Engineer	4	8%
Doctor	3	6%
Economist	2	4%
Philosopher	2	4%
Good leader	1	2%
Good Servicemen	5	10%
Others	4	8%
Total	50	100%

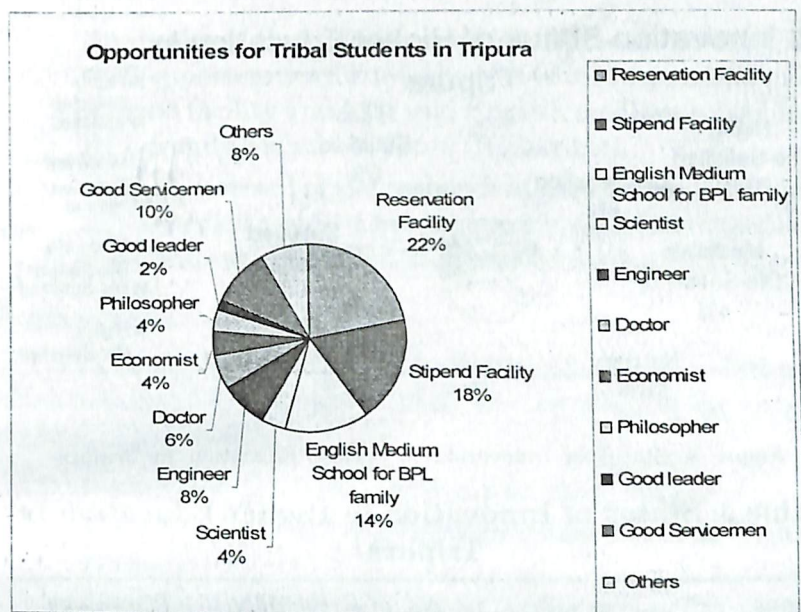


Figure: 2 Percentage of Opportunities looking by Tribal student.
Source: Field Study

Regarding the Opportunities study for Tribal student it was found from Table 4 and figure 2 that they are looking for the more reservation of seats in all areas. In the study it was 22% means that out of the sample size 22% mentioned that reservation will be best opportunity for them which is highest in the study. Respondent also ranked Stipend Facility very highly with 18% and English Medium School for BPL family as opportunity with 14%. Other criteria used in the study are having average response from the respondent which reflects in the Table 4 and figure 2.

• What is Status of Innovation in Higher Education in Tripura?

Finally, the Table 5 and figure 3 state the status of innovation in higher education in Tripura among the tribal students which shows that 22% students are satisfied, 34% are moderately satisfied and 16% are neutral.

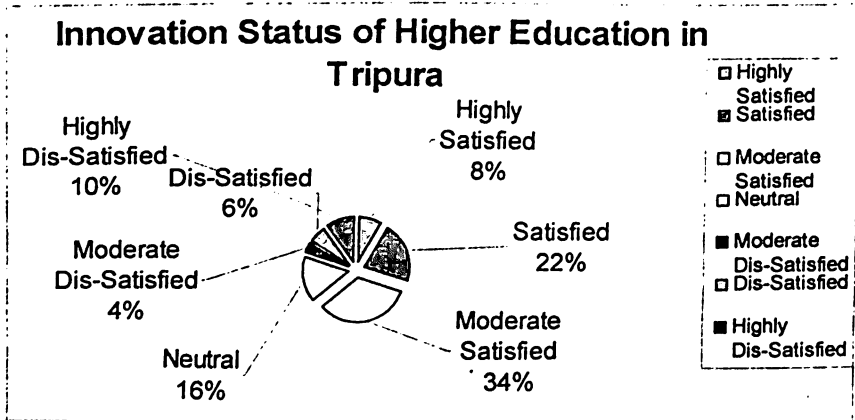


Figure 3. Status of Innovation in Higher Education in Tripura

Table 5: Status of Innovation in Higher Education in Tripura

Options	No. of Respondents (Tribal Students)	Percentage
Highly Satisfied	4	8%
Satisfied	11	22%
Moderate Satisfied	17	34%
Neutral	8	16%
Moderate Dis-Satisfied	2	4%
Dis-Satisfied	3	6%
Highly Dis-Satisfied	5	10%

Source: Field Study

Conclusion

The conclusions of the study are as follows:

- Enrollment of Tribal Students increasing in Higher Education but slowly and steadily.
- Huge Gender inequalities exist in Higher Education among Tribal Students.
- Study reveals that 20% said financial problem and 16% said accommodations problems are great concern with other minor & major problems.
- Study also reveals that 22% said about the different kind of challenges faced by them, 18% think medium of education & 14% said about the limited reserve seat.

- Study shows that 22% encourage reservation facility as their opportunities followed by 18% of the respondent said stipend facility and 14% said English medium school for BPL family Tribal Students (If Possible).
- Only 8% percent of the respondents are highly satisfied, 22% satisfied and 34% are moderately satisfied regarding the status of innovation in higher education in Tripura.

Suggestions

This study comes out with the following recommendations which are very vital for the over all development of the tribal student in the society.

- Counseling for Tribal Students in rural areas.
- Awareness of higher education courses among Tribal Students.
- Awareness and Effectiveness of facility or benefits among Tribal Students in rural and urban areas.
- Providing sufficient financial assistant.
- Solving the accommodation problems.
- Setting up study center in rural areas.
- Dynamism in innovativeness in higher education is required to increase the satisfactory level of masses.

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