

# Government Policies and Financial Assistance for Development of Tribal Education in Tripura

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## ABSTRACT

*The remarkable geographical area of the nation is characterised by tribal communities in central India, South India, and North-Eastern India. Active participation and self-enhancement of the tribal community are crucial in the socio-economic development of the economy. But they are still deprived of being equally treated on various grounds such as education and livelihood. The prosperity of an economy mostly depends on the inclusive strategy of a nation irrespective of community biases. For the purpose of attaining a harmonious lifestyle in tribal communities, the skill, knowledge, and expertise are essential requirements that come from education and learning, as this will enable them to get a good source of income and life, and will contribute to the national production too. Education serves as one of the most imperative tools for the growth and development of a nation. Education and learning prepare the individuals for supporting the system and also act as an instrument for the betterment of the society as well as the economy in spite of community barriers. This helps in building human capital. The present study would mainly aim at examining the government policies at the center and state levels. Also, the study would evaluate the trends of financial assistance extended by the government for the development of education among tribals in Tripura.*

**Keywords:** Tribal Education, Financial Assistance, Economy, Government Policy

## INTRODUCTION

Tripura, a geographically isolated state in northeast India is blessed with a variety of natural resources which should be exploited sustainably to benefit the people of the state in general and deprived section in particular. This state is known for its diversified communities and religion where multicultural, multilinguistic characteristics are special features of it. But to attain a harmonious lifestyle without community biases, knowledge is a prerequisite that derives from education.

Education is one of the primary agents for fostering the growth of an individual both economically as well as socially. It helps to generate income by generating different entrepreneurial activities for supporting their daily life. Education and learning prepare the individuals for supporting the system and also act as an instrument for the betterment of the society as well as the economy in spite of community barriers. Professor Amartya Sen emphasis on the importance of education for the inclusive growth of an economy. So, education is prime to develop people and also fosters equal footing for all communities especially the economically deprived group like Schedule Tribes who are residing in

remote areas. Literacy is considered one of the most important tools for measuring human development. This is more so for a backward tribal society where the literacy rate is likely to dictate the rate of modernisation and development. In both the cases of agricultural and non-agricultural sectors, education plays an important role in better productivity and performance in terms of quantity and quality as well. Tribals of Tripura are disadvantaged compared to others because of their low education attainments and low level of skill. However, time demands a broader educational approach serving the needs of different target groups but focusing priority on the learning needs.

## LITERATURE REVIEW

(Brahmanandam & Basu, 2016) viewed that scheduled tribes are more deprived in terms of socially as well as economically. They are geographically isolated. The educational status is also lower among the communities. The study also pointed out that due to absence of quality education and negligence of policy maker's attitude drop out ratios also increased. The author also suggested that government intervention is required in terms of establishing residential school closer to the habitations

for promoting quality education. (Sahu, 2014) opined that initially there was very low level of participation among tribal children towards education, but development taking place although with low pace. The literacy percentage of tribe's children has increased and the Gender Parity Index for ST children is almost same. The author also suggested that Government intervention and policies for tribal children need to be introduced to bring them to the mainstream of economic development. (Punnaiah, 2018) the author examines government policies for tribal population, education and major challenges confronted by them. He viewed that all round development of an economy depends on quality education. It promotes the skill of an individual and makes them capable to fight with different situations. Many of the Scheduled tribes still remain in remote areas where they have limited access of different amenities. So it is suggested that bringing them to the mainstream line for making them available with set of opportunities for improving their wellbeing is crucial. (Anbuselvi & Leeson, 2015) cites that literacy rate of scheduled tribes is much below compared to general population of the country. It also focuses on the education of tribal children's and the constraints they are facing during different time phrases. More awareness programme, involving of NGOs for reaching masses, career guidance programmes and quality education has been emphasised for boosting them. (Arya & Chauhan) throws light on tribal women education of remote areas who have least adoption of education technology. The majority section belongs to backward areas with limited amenities. The tribal societies are closed and isolated society living in compact groups. The author emphasises on formal education in different sectors of remote areas for raising their socio-economic status and integrating them to the world of today.

## OBJECTIVES

- i) Present study aims at examining the government policies for development of tribal education at centre and state levels.
- ii) The study also assesses the trends of financial assistance extended by government for tribal education development in Tripura.

## METHODOLOGY:

The study is all about describing the central and state-level government schemes and policies for the upliftment and betterment of tribal education in Tripura specifically, therefore it is a descriptive study. The paper

examines the government policies and financial assistance extended for the development of tribal education in Tripura based on information collected from government websites, reports, and research papers as well and thus, is based on completely secondary data. The study is conducted regarding financial assistance disbursed by the government for tribal education at different levels in the form of scholarships during the period 2005-06 to 2019-20.

## SCHEMES AND ASSISTANCE

**Vocational Training in Tribal Areas:** Scheduled Tribes are the most marginalized section of the society, therefore to assist their socio-economic development there is an imperative need to provide more employment avenues and income generation opportunities. It is aimed at upgrading the skills of the tribal youths in various traditional/modern vocations depending upon their educational qualification, present economic trends, and the market potential, which would enable them to gain suitable employment or enable them to become self-employed.

Each Vocational Training Centre, set up under the scheme may cater to a maximum of five vocational courses depending upon the employment potential of the area and each tribal boy/girl will be trained in one trade of his/her choice, the course being of maximum six months' duration. Thereafter, the trainee will be attached to a qualified Master Craftsman/Expert trainer for a maximum period of six months to learn the skills through practical experience. Each Vocational Training Centre set up under the scheme running five trades will provide training to 100 or more trainees i.e. for one trade there should be at least 20 candidates.

## **Establishment of Ashram Schools in Tribal Sub-Plan**

**Areas:** The objective of the scheme is to increase education among Scheduled Tribes including PTGs. Ashram Schools provide education with residential facilities in an environment conducive to learning. The scheme is in operation since 1990-91. The scheme advocates financial assistance on 50:50 basis will be given for other non-recurring items of expenditure i.e. purchase of equipment, furniture and furnishing, purchase of few sets of books for a small library for use of inmates of the hostels etc. Further it envisaged the provision of 100% funding for establishment of Ashram Schools i.e. school buildings, hostels, kitchen and staff quarters for girls in TSP areas.

**Centrally Sponsored Scheme of Hostels for ST boys and ST Girls:** The scheme is for schedule tribe boys and girls (including primitive tribal groups). The primary objective of the scheme is to construct hostel for ST girls studying in middle schools, higher secondary schools, colleges and universities towards the broader vision of containment and reduction of their dropout rate.

Beside these central government schemes, the Tripura state government is extending financial assistance to the tribal students (boys and girls) in the form of scholarship and merit award in order to pull them towards education.

**Pre-matric scholarship:** The key objective of the pre-matric scholarship run by the government is to promote the school-level education among students with the help of financial aid, thereby reducing the school drop-out rate. Under this scheme, scholarship is provided to the ST students reading in class VI to VIII from state budget for a period of ten months in an academic year. For the students of class IX to X, scholarship is provided under centrally sponsored scheme for a period of ten months in an academic year. The ST students whose annual family income does not exceed Rs. 2.5 lacs are presently eligible for getting this scholarship. Pre-metric scholarship (IX-X) are being implemented through National Scholarship Portal (NSP 2.0)

**Table 1: Pre-Matric Scholarship (Class- VI to VII)**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	340.99	-	79,607	-
2006-07	366.60	7.51	78,824	-0.98
2007-08	361.59	-1.37	83,689	6.17
2008-09	366.60	1.39	93,682	11.94
2009-10	403.26	10.00	94,405	0.77
2010-11	391.22	-2.99	99,105	4.98
2011-12	340.00	-13.09	1,04,922	5.87
2012-13	355.31	4.50	93,751	-10.65
2013-14	234.10	-34.11	62,777	-33.04
2014-15	250.00	6.79	71,256	13.51
2015-16	308.00	23.20	78,737	10.50
2016-17	348.00	12.99	86,610	10.00
2017-18	191.06	-45.10	47,766	-44.85
2018-19	142.14	-25.60	35,536	-25.60
2019-20	101.91	-28.30	28,995	-18.41

Note: Financial=Rs. in lakh; Physical=No. of students  
Source: Directorate of Tribal Welfare, Govt. of Tripura

From Table-1 it is evident that pre-matric scholarship disbursement has not shown continuous increment during the period under study, as it has recorded a decline during different periods. It can also be observed that the total number of beneficiaries of the scheme has also fluctuated over time.

**Merit Scholarship:** A merit-based scholarship, is meant for students who are academically meritorious to encourage them to pursue their further education. It acts as a reward for them and motivates them to fulfill their dreams. Students, who secure 60% and above marks in their annual examination from class VI to IX

& XI and Madhyamik and H.S (10+2) examination from any recognized board are awarded in cash together with a certificate.

From Table-2 it is clear that there has not been continuous increase in the fund disbursement for merit scholarship to the tribal students. Certainly, the merit scholarship award seems to travel and yield similar pace and direction in the enrolment of the tribal students, but in academic year 2008-09 and 2009-10 it was surprising that financial help declined by 35 percent but the number of beneficiaries increased by more than 230 percent, and in 2009-10 the merit award increased by 71 percent but the number of beneficiaries dropped by 45 percent.

**Table 2: Merit Scholarship**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	24.21	-	3,107	-
2006-07	29.21	20.65	2,397	-22.85
2007-08	29.21	0.00	1,723	-28.12
2008-09	18.75	-35.81	5,842	239.06
2009-10	32.13	71.36	3,205	-45.14
2010-11	18.61	-42.08	3,436	7.21
2011-12	36.93	98.44	5,053	47.06
2012-13	42.17	14.19	6,038	19.49
2013-14	68.47	62.36	6,543	8.36
2014-15	79.94	16.75	7,186	9.83
2015-16	91.93	14.99	7,626	6.12
2016-17	125.97	37.03	11,498	50.77
2017-18	115.35	-8.43	11,649	1.31
2018-19	135.71	17.65	10,366	-11.01
2019-20	106.89	-21.24	9,545	-7.92

Note: Financial=Rs. In lakh; Physical=No. of students

Source: Directorate of Tribal Welfare, Govt. of Tripura

**Post-Matric Scholarship:** The objective of the scheme is to award scholarships to the students belonging to ST category so as to provide them better opportunities for higher education, increase their rate of attainment in higher education and enhance their employability. Post-matric scholarship is provided to the students of class XI and above for continuing higher studies. The ST students whose annual family income is not more than Rs.2.5 lacs are presently eligible for the scholarship.

From table 3 it can be observed that there has been a continuous increase in the post metric financial assistance for the upliftment of tribal education after the metric level, however in the years 2010-11, 2014-15, and 2016-17 there has been a decline in the fund extended in comparison to the last year's disbursement.

**Table 3: Post-Matric Scholarship**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	259.49	-	8,802	-
2006-07	306.33	18.05	10,512	19.43
2007-08	317.77	3.73	12,890	22.62
2008-09	433.19	36.32	15,166	17.66
2009-10	538.26	24.26	15,649	3.18
2010-11	111.40	-79.30	16,744	7.00
2011-12	972.00	772.53	17,487	4.44
2012-13	1116.11	14.83	20,228	15.67
2013-14	1390.99	24.63	21,180	4.71

2014-15	974.82	-29.92	24,145	14.00
2015-16	1437.96	47.51	20,610	-14.64
2016-17	1155.43	-19.65	19,468	-5.54
2017-18	1725.76	49.36	14,178	-27.17
2018-19	4078.00	136.30	22,896	61.49
2019-20	5095.45	24.95	22,212	-2.99

Note: Financial=Rs. In lakh; Physical=No. of students

Source: Directorate of Tribal Welfare, Govt. of Tripura

**Boarding House Stipend:** Boarding house stipend is provided to those ST students who study in Class I to XI and stay in the boarding house attached to any

Government / aided institution approved by the Government of Tripura.

**Table 4: Boarding House Stipend**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	770.77	-	13,899	-
2006-07	892.59	15.80	14,089	1.37
2007-08	933.32	4.56	15,586	10.63
2008-09	1121.25	20.14	15,940	2.27
2009-10	1421.76	26.80	16,542	3.78
2010-11	1532.81	7.81	20,777	25.60
2011-12	1865.79	21.72	20,508	-1.29
2012-13	1989.80	6.65	20,564	0.27
2013-14	2933.25	47.41	21,888	6.44
2014-15	2683.25	-8.52	21,892	0.02
2015-16	3226.00	20.23	22,753	3.93
2016-17	3466.58	7.46	25,070	10.18
2017-18	3678.17	6.10	25,553	1.93
2018-19	3605.32	-1.98	25,989	1.71
2019-20	4460.90	23.73	26,050	0.23

Note: Financial=Rs. In lakh; Physical=No. of students;

Source: Directorate of Tribal Welfare, Govt. of Tripura

Table 4 shows that the fund disbursed for the purpose of boarding house stipend to ST students increased over time during the period under study except in the years 2014-15 and 2018-19. The number of students who benefited from the scheme also increased over time. In the year 2019-20, number of beneficiaries was reported

to be 26,050 which was double the number of beneficiaries reported in the year 2005-06.

**Supply of Free Text Books:** Under this scheme financial assistance for the purchase of textbooks is given to the scheduled tribe students of Class IX to Degree courses.

**Table 5: Supply of Free Text Books**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	83.48	-	24,698	-
2006-07	76.68	-8.15	24,192	-2.05
2007-08	105.54	37.64	28,199	16.56
2008-09	94.53	-10.43	34,452	22.17
2009-10	103.98	10.00	40,582	17.79
2010-11	52.00	-49.99	12,534	-69.11
2011-12	54.05	3.94	16,140	28.77
2012-13	100.00	85.01	42,870	165.61
2013-14	80.00	-20.00	20,019	-53.30
2014-15	80.00	0.00	17,188	-14.14
2015-16	70.00	-12.50	21,053	22.49
2016-17	100.00	42.86	45,313	115.23
2017-18	67.50	-32.50	19,758	-56.40
2018-19	52.77	-21.82	18,267	-7.55
2019-20	80.00	51.60	22,489	23.11

Note: Financial=Rs. In lakh; Physical=No. of students

Source: Directorate of Tribal Welfare, Govt. of Tripura

Table 5 shows the financial involvement for the supply of free textbooks to ST students during the study period. The trend shows fluctuation in fund allocation for the scheme. The number of beneficiaries of the scheme also shows a similar pattern.

**Special Coaching in Core Subjects:** Under the scheme, tutorial guidance is provided to the ST boarders of the hostels attached to the Government-run schools who study in Classes VI to XII under the Education

Department, Government of Tripura. Coaching is given in English, Mathematics & Science subjects for the period of six months.

Table 6 shows how fund was allocated for the scheme during the study period. There was fluctuation in allocation of fund for the scheme during the study period. Physical achievement i.e., number of centres / hostels where the scheme was implemented also shows similar trends.

**Table 6: Special Coaching in Core Subjects**

Year	Financial Achievement	% age change in FA	Physical Achievement	% age change in PA
2005-06	9.59	-	19	-
2006-07	29.46	207.19	45	136.84
2007-08	58.00	96.88	64	42.22
2008-09	62.80	8.28	151	135.94
2009-10	69.00	9.87	119	-21.19
2010-11	16.00	-76.81	31	-73.95
2011-12	11.80	-26.25	59	90.32
2012-13	25.00	111.86	35	-40.68

2013-14	70.00	180.00	49	40.00
2014-15	70.00	0.00	104	112.24
2015-16	89.47	27.81	143	37.50
2016-17	100.00	11.77	151	5.59
2017-18	67.50	-32.50	151	0.00
2018-19	43.44	-35.64	151	0.00
2019-20	110.39	154.12	135	-10.60

Note: Financial=Rs. In lakh; Physical=No. of centres / hostels

Source: Directorate of Tribal Welfare, Govt. of Tripura

**Coaching for Madhyamik Dropout Students:** Special efforts was given to provide coaching for the

Madhyamik dropouts and unsuccessful Madhyamik students who could not succeed due to different constraints. The scheme is implemented through NGOs.

**Table 7: Coaching for Madhyamik drop out students**

Year	NGOs Involved	Students Appeared in Madhyamik	Students Passed	% of students passed
2005-06	54	1919	1257	65.50
2006-07	56	1897	1227	64.68
2007-08	61	2378	1372	57.70
2008-09	83	2780	1214	43.67
2009-10	64	2146	0	0.00
2010-11	14	666	0	0.00
2011-12	16	717	503	70.15
2012-13	16	678	455	67.11
2013-14	16	689	474	68.80
2014-15	16	639	473	74.02
2015-16	16	753	521	69.19
2016-17	14	699	503	71.96
2017-18	14	648	433	66.82
2018-19	14	641	423	65.99
2019-20	12	300	300	100.00

Source: Directorate of Tribal Welfare, Govt. of Tripura

Table 7 shows the number of NGOs involved in the scheme during the period of study. It is also evident from the table that a good percentage of students passed Madhyamik examination after taking coaching from those NGO-run coaching centres.

## CONCLUSION

The central government and state government have been making continuous effort by emphasising on the infrastructural development and financial assistance extension for the educational development and promotion of tribal students. Financial assistance is being provided by Tripura government by means of disbursing funds in pre-metric, post-metric and merit

award. The state government is also providing subject-specific coaching classes for ITI, competitive exams and many as such which is of course appreciable and encouraging. But the assistance seems inadequate as the

modern education system has transformed in the global scenario. Therefore, more technical assistance and vocational courses should be implemented in order to get them job-oriented.

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