

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Dr. Subhash Sarkar
Debasish Debbarma



Dedicated to
All the Tribal students of Tripura

**Socio-Economic Status and Educational
Achievement of Tribal Students in Tripura**

**Dr. Subhash Sarkar
Debasish Debarma**



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GOVERNMENT OF TRIPURA**

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PREFACE

Education is being considered as backbone of society and for up warding and back warding a society education is wholly responsible. There cannot be a society without education, education reaches to its goal when it can fully disseminate to every individual. Education is essential for every community whether it is tribe or non-tribe. As a result today tribes are demanding for education. Generally, in India it is believed that tribal students are differed from non-tribal students and reported as deprived and backward than general population in terms of education, socio-culturally, economically and politically. The current education levels in tribal areas are reported low and poor, so it is can be said that the need of the hour in tribal areas is Education. For overcoming any problem or difficult situation one needs to find the causes or factors responsible for that situation. Hence, for improving the poor condition of education among tribals, one individual or any Govt. or non-govt. organization needs to gather the information on the educational system prevailing in tribal areas. So that they can find out the problems and suggest some remedies.

Socio-economic condition occupies a prime place in every individual's life. If we look into the socio-economic condition of tribes their socio-economic position is negligible, therefore priority should be given to improve their socio-economic status to facilitate their all round development. Further, Socio-economic status is an integral part of academic achievement, which determines the levels of achievement. It is believed students of a needy family cannot pay for their education. As a result they are not able to receive quality education. It is obvious students belongs to rich

family can result better academically. So it can be assumed tribes because of poorness cannot result better academically, if the tribe too can afford for their education, they could boost their academic achievement. There is provision in constitution that is equality of educational opportunity but the equality of educational opportunity does not followed for tribes and it is due to geographical, economical condition and so on.

Tripura has been considered as geographically isolated area in India and this has been realized by Tripura people and north-eastern as well as Indian people. This research is on tribal student's educational achievement in relation to their socio-economic status. So in order to reveal empirical based data the researcher did every effort for the wellness of a deprived section of a society.

The researchers attempted to find out relation between different components of socio-economic i.e. socio-cultural, economy, goods and services, health, educational and scholastic achievement. Attempt also been made to know the impact of socio-economic status on the academic achievement of tribal students. These all are attempted as because the prevailing socio-economic and academic achievement condition is reported poor. Thus, every citizen of the society as well as researchers, teachers and social workers can come and join the hands for forwarding the backward society and also can commit to work for deprive and backward free society. In this regard govt. can take the prime responsibility by funding in the name of different educational schemes.

Dr. Subhash Sarkar
Debasish Debbarma



MEVAR KUMAR JAMATIA



MINISTER
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Dated: Agartala
The 14th February, 2019

I am glad to learn that Dr. Subhash Sarkar, Assistant Professor (Stage-III) & Coordinator, Department of Education, Tripura University & Mr. Debasish Debbarma, Academic Counsellor, DDE, Tripura University are going to publish a book entitled 'Socio-Economic Status and Educational Achievement of Tribal Students in Tripura' from Tribal Research & Cultural Institute, Government of Tripura.

The book is a comprehensive and well written text, based on the research findings contributing a vigorous extension of knowledge about the status of tribal students in Tripura. The authors had tried to cover all the important aspects of the community.

I sincerely hope that this book will serve the necessity of the researchers and any individual who wish to do research on tribal students.

I am sure that the monograph will commend itself to a wide cross-section of readers.

I congratulate the authors and wish a grand success for their efforts.

[Mevar Kumar Jamatia]

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FOREWORD

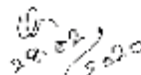
Socio-economic status (SES) of a community encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within that society. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus, SES is relevant to all realms of behavioral and social science, including research, practice, and education.

Socio-economic condition occupies a prime place in every individual's life. If we look into the socio-economic condition of tribes their socio-economic position is negligible, therefore priority should be given to improve their socio-economic status to facilitate their all round development. Further, Socio-economic status is an integral part of academic achievement

I convey my heartiest thanks to Dr. Subhash Sarkar, Asstt. Professor (Stage III) & Coordinator, Department of Education, Tripura University (A Central University) & Sri Debasish Debbarma, Academic Counsellor, Deptt. of Education, Tripura University for handing over this rich monograph to this Institute for its publication.

I am sure that this writing depicting the relation between the Socio-economic status and educational achievement of tribal students of Tripura will give a fair idea as well as immense knowledge to the general readers, researchers and scholars.

I congratulate the authors and wish grand success of their work.



Shri D. Debbarma

Director

Tribal Research and Cultural Institute
Government of Tripura

Place: Agartala

Date: 28 / 02 / 2020

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At the first, we wish to express our deep sense of gratitude to Mr. Sunil Debbarma, Director of TR & CI & other staffs of Tribal Research & Cultural Institute, Govt. of Tripura for taking the initiative to publish this research work. We are gratefully obliged to Prof. T. N. Pan, Former Professor of VisvaBharati University, Shantiniketan for his invaluable suggestion. We shall ever remain indebted to him. We also wish to gratitude to all the school students who co-operated during data collection, and also the H.M's & school teachers who were helping us to collect the data. We extend thanks to Mr. Joseph Lalruatdika Molsom, Mr. Jantu Das, Mr. Abdul Malak Mia, to Mr. Amalesh Sinha, Miss Supriya Malakar, Mr. Dibyendo Das, Mr. Rajib Biswas, Miss Purnima Dutta, Mr. Pintu Debbarma, Mr. Biplab Debbarma, Mr. Sushanta Debbarma, and Pankaj Debbarma for helping to complete the research.

We also want to place our thanks to all the Librarians and supportive staff of Birchandra State Central Library, Library of Tribal Research & Cultural Institute, Govt. of Tripura, central library of Tripura University, who provided their full support in collecting of information related to our work. We express our deepest gratitude and indebtedness to all the authors of the books & concerned publishers which were used as references in this book.

At the end, we acknowledge with deep gratitude to all who directly or indirectly co-operated with us to complete the research work. We would also like to thank all our well wishers, who helped us in the completion of our research.

**Dr. Subhash Sarkar
Debasish Debbarma**

INTRODUCTION

Introduction

“Learn to live in this world with self respect. You should always cherish some ambition to do something in this world. They alone rise who strive. Some of you nurse the wrong notion that you will not rise in this world. But remember that the age of helplessness has ended. A new epoch has set in. all things are now possible because of your being able to participate in the politics & legislatures of this country” -Dr. B.R Ambedkar¹.

The term 'Tribal' is known for different names, such as, tribes, adivasi etc. and they may also be called as indigenous. However, its meaning despites of its different names stand the same. The term tribe is derived from the Roman word 'tribus' which means a division of people and it can be said to a group of people who have common interest, similar faith, belief and values. According to Webster dictionary, 'tribes are a group of people that includes many families and relatives, who have the same language, custom and values'. According to D.N. Majumdar "A tribe is a social group with territorial affiliation endogamous with no specialization of functions, ruled by tribal officers, hereditary or otherwise united in language or dialect, recognizing social distance with other tribes or caste without any social obligation to them, as it does in the caste structure, following tribal radiations, belief and customs, liberal of naturalization of ideas from alien sources,

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura above all conscious of homogeneity of ethnic and territorial integration”². Typically tribals are primitive, geographically isolated, dissimilar culture, shy of contact with larger community, comparatively homogenous, economically backward and so on. Their partial isolation has kept them apart from the main stream of Indian society and Indian culture. The reasons behind of their isolation are discrimination, economic and technologically backwardness, socio-cultural handicaps, poverty and abuse, troubles of incorporation with non-tribal peoples. Due to these certain reasons they face difficulties in socio-economic and cultural adjustment. The economic backwardness which is known as a prime factor behind of tribal’s isolation is not only making them isolated but it is also assumed to be effecting on their daily needs of life.

Scheduled tribe is used by the constitution in order to provide right, safeguard to tribal section of the society and for the preservation of their culture, custom and empowering them in terms of socio-economic, land right and so on. The 12th schedule of the Indian constitution and the 5th schedule are relating to the administration and control of the scheduled areas and scheduled tribes. The 6th schedule of the Indian constitution is relating to the administration and control of the tribal areas, which are still running in the states of Assam, Meghalaya, Tripura and Mizoram. Apart from it, many other measures were exercised for the socio-economic and educational interests of the tribal people. It is also worthy to mention here that, Article 46 of the constitution also provides special provision to central and state govt. for the welfare of tribal groups.

United Nations Organization an organization for human rights which is also working for tribal rights, the organization is actively engaged with different activities for establishing social equity. UNO in its first assembly in DEC 1994 had declared 9th AUG as international day of the world indigenous people. The initiative was taken for promotion and protection of tribal groups. Every

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year on 9th AUG to make aware the tribal groups of society about their rights 'World Indigenous Day' is being observed in different tribal territories with different motto. It has been seen that several country are eager to celebrate this day which is observed in order to aware tribal people their rights and spreading the messages to its community regarding their rights, identity, linguistic to indigenous people. It is significant to mention here that, in 2016 the theme of world indigenous day was 'Indigenous peoples right to education', which clarifies the crying need of indigenous people is education. Ban Ki-moon, General Secretary of UNO advocated on education of indigenous people and said 'we will not achieve the sustainable development goals if we fail to address the educational needs of indigenous peoples'. The right of indigenous people of education is protected by the UNO that is stated on the rights of indigenous peoples, which in article 14 also states that 'indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in an appropriate manner to their cultural methods and teaching and learning.'³Regardless of these efforts, the right to education has not been achieve yet to a number of tribal peoples. And it is fact, still we find the gap of educational opportunities between the tribal and non tribal population.

Indigenous people in India are facing different challenges in current society including discrimination by non-tribal, denial of property right, land alienation, accessing basic services of the society. Further, lack of recognition and respect by non indigenous along with cultural crisis. Now a day's many tribal groups are reporting they are facing identical crisis due to population changes which is the result of continuing illegal migration in respective territory. The heritages of tribal society which have been considered as their identity today these are being neglected by the Govt. either intentionally or unintentionally, educationally too they are ignored; the prime concern of tribal society which is

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obstacle for their educational development is linguistic barrier. Students are being instructed in educational institutions other than their mother tongue. Whereas, we know mother tongue is crucial for every children at primary level. The absence of mother tongue in education system might be responsible for the hindrance of educational development of the tribal community. As a result, a major sections of tribal educated are demanding for instruction in mother tongue in educational institutions at least upto primary level. Many political and social organizations are organizing different movements for inclusion of their languages in 8th schedule of Indian constitution for preserving and developing their languages and it is seen a section of non-tribals too endorsing the demand and participating in movements for welfare of weaker sections. The failure and lag in education among tribal people's forces in demanding different provisions as well as many get involved in unconstitutional demands, even many get involved in unusual activities. Perhaps, these problems are arising in tribal areas as because their basic demands are not met yet.

India has a tribal population of 104,281,034 people according to 2011 census report⁴. It constitutes 8.6 percent of country's total population. There are large numbers of tribal communities exists in India but merely particular tribal communities are declared as schedule tribe in accordance with a provision of the constitution of India. The article 342 of Indian constitution states that the President of India may, with high opinion to any region or any union territory, can consider certain tribal community to be a scheduled tribe. But such recognition should be based on their all-round backwardness. There are 573 scheduled tribes living in different places of the country. Interestingly, the govt. of India have recognized some scheduled tribes as being 'primitive' who are relatively more backward tribal groups and have lower level of acculturation⁵. The Tribal people in India are spread across the country mainly they like to reside in forest and hilly regions.

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Educational achievement refers to academic achievement of any individual. Though, there is no universal definition of educational achievement but we understand it as what an individual earn and achieve something academically. Educational achievement is given major importance in the context of Indian education which evaluates one individual's progress and development. Educational achievement is accountable for determining student's future, as depending upon student's educational achievement student's career grows and future determined.

Today the importance of educational achievements is wider, on the basis of it students future and career are determined. Bright academic records are the pillars of nation where the entire future outlook stands. Educational achievement always has been a first choice of researchers as it is prime goal of students. Life in general of a student becoming highly competitive as because of large number of learners and opportunity is limited, very limited opportunity are available at top level which few people get and there is no place for ordinary students. So, the importance of educational achievement has been raised by the educational researchers especially with concern of low academic achievers.

Generally, educational achievement differs from one individual to other as because of individual differences. Accordingly, the educational achievements of tribal students differ from the students of other community, and they are far behind than others. The educational scopes available of tribal people are limited. There is enormous problem in tribal areas in regard to education. So far we know that most of tribal student's parents are illiterate. We have been seeing and argued but it is true that in tribal areas the majority of parents do not send their children to schools as they cannot take apart from their domestic and agricultural works. The lack of concern of education reflects lack of interest and awareness of the importance of education among

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura tribal students leads to low educational achievement. Besides, they are lacking in different skills, especially low technological advancement and economic backwardness has made them a special concern of nation. Needless to mention, most of tribal people resides in rural and remote areas and they are surviving depending upon agricultural land. This has been one reason for poor performance among the tribal students in schools. Tribal people in different regions have different culture, faith, tradition, values and so on. It is evident that many tribal communities do not have their own script of language, most of the schools are running with single teacher, absenteeism of teachers, and fake teachers etc. are the reasons of their poor performance in education.

Literacy and academic achievement are known as powerful indicators of social and economic development among the backward groups in India⁶. So it is desired to know their educational attainment and employment. The recent census report showed that literacy rate is less in schedule tribe areas in the same way unemployment rate also quite higher in tribal areas, according to 2011 census report the literacy rate is 58.96 and unemployment rate is 26 persons out of 1000 persons, gross enrolment rate of tribal Classes IX - X (14 - 15 Years) male and female is 57.1 and 49.1 respectively. As they reside in remote areas, so they can not easily access to school for their education, such as, communicqué problem, language problem, transportation problem etc. these are the reasons behind of their poor educational achievement. So it can be said, still a lot of tribal people are deprived in education for above reasons. In poorer areas as well as in tribal areas where food and safety is priority, education is unnecessary for them. It is known to all that the academic milieu of tribal people is very disappointing as compared to the rest of the population. Therefore, education should be given more priority in order to improve educational achievement among tribal students.

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We cannot deny the impact of socio-economic status on educational achievement as it effects on students personality, learning and development even in academic achievement. Harikrishan (1992) mentioned that Socio-economic status was significantly and positively related to academic achievement ⁷. Socio-economic status which is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation⁸. It is believed that one individual's education is closely associated with his socio-economic condition i.e. occupation, income, well beings, parental education level etc.⁹ Ramaswmy (1990) mentioned that family background and its socio-economic status is pivotal to student's life and apart from his life also influences students' academic achievement, therefore it is important to have lucid indulgent of which benefits or hinders one's educational achievement ¹⁰. Usually, family statuses such as socio-economic condition have been considered as forecasters of children's academic achievement and it determines the quality of educational achievement of a student¹¹. So it makes clear here that education is prime requisite for socio-economic development of every community. Only education can change one's social position, occupation, and social status. In this regard we can mention the name of Professor Amartya Sen who emphasized education as an important parameter for any inclusive growth in an economy ¹². Hence, without education one cannot nurture their socio-economic status in society. In fact education is an input not only for socio-economic development but also for internal force of the tribal communities that assists them in meeting the new challenges of life. It is believed in our society parents having higher socio-economic status and high levels of education facilitates to get involved in their children's education, and also allow parents to attain model social skills and problem solving strategies

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura beneficial to children's education accomplishment, and family with low socio-economic status more give attention to employment rather than education. Singh, Chodhury (2015) found high and middle socio-economic status have better educational achievement than low socio-economic status and it is also observed that middle and high socio-economic status have similar educational achievement¹³. So, it can be said lower income family's child have lower and slower educational achievement as compared with higher families so to improve and develop their education we must find out the reasons behind of poor educational achievement of tribal students. Education is significant element in the overall expansion of individuals that enables them to greater wakefulness, enhanced conception of their social, political and cultural milieu and also facilitating in the upgrading of their socio-economic status. The constitution of India has promised to its people for social, economic and political justice in addition to liberty of thought and expression, equality of status and opportunity and fraternity among all individuals and groups. So this has to be accomplished for the welfare and equalization of one community.

In context of Tripura, Tripura is a tiny and hilly state in the north-eastern region of India. Prior to merging to India, Tripura was a princely state and it was ruled by the maharaja's of Tripura. The monarchs of this kingdom have done massive wellbeing works for the people. Subsequent to sovereignty Tripura was merged with India on 15th Oct, 1949. Thereafter, Tripura was administered by the chief commissioner appointed by the Govt. of India. The Tripura territorial council was constituted in 1956 with total members of 32 out of 2 were nominated members. The govt. of India declared Tripura, a fully fledged state on 21st Jan 1972.¹⁴

The total population of Tripura as per 2001 census was 31,99,203 which has increased to 36,71,032 as per 2011 census report, out of these 11,66,813 person 31.8 percent of the total

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population of the state belongs to tribal population as per 2011 census. The tribals of Tripura are mostly resides in rural and remote areas. Historically, Tripura tribal peoples economy was based on subsistence agriculture, jhum cultivation etc. Nevertheless, since the tribal people began to treat land as ordinary resource, there were dreadfully rare people who had land titles, and as a result, misplaced their lands to foreigners when abuse of forest wealth began to take place on a note worthy level. This has made sure that a majority ruined up as small and insignificant landholders. Perhaps, this could be one reason of their economically backwardness, which makes them poor and highly illiterate in the present era. Since independence to till today they are backward and deprived of common needs. The scarcities of water, quality education, school infrastructure are the emerging major problems in tribal areas. Most of tribal students belong to poor family and so far we know poor family cannot provide quality education for their children, which effects on achieving aim of education. 2011 census report revealed the socio-economic condition, which enable us to understand the family background of tribals, 5.66 are cultivators, 26.44 are agriculture laborers, 19.71 are household workers, and 23.62 are other workers of Tripura and if we go through the education level of Tripura tribals it also shows poor 79.1 where the total state literacy rate is 87.2 according to 2011 census but in comparison to national tribal literacy rate Tripura tribal education is somehow good which is good sign for tribals of Tripura. Tripura has three stages of school education among these the high dropout in Tripura tribal stage is class ix-x, the rate is 70.9 according to 2011 census which is quiet high in comparison to national rate for which their educational status has to be enhanced to enable them to take advantage of the overall growth of economy. So it is necessary to improve the socio-economic condition for excellent educational achievement of tribal people. Though central and state govt. has taken many initiatives for the

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improvement of their socio-economic condition but still they are far away from development. Tribal's are unable to partake in the progression of development, as they are ignorant of most of the programmes and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. The stated reasons are constraint in developing their socio-economic position and condition. Therefore, priority should be given to develop their socio-economic condition for better educational achievement. In these regard we all the members of society of every community should come forward and work together for the upliftment of this backward community and should seek remedy for its permanent solution.

Socio-Economic Status

The term socio-economic status is combination of two words, social and economic status. The word social status can be defined as one individual's position of respect, prestige and social influence in a social structure and grows one individual's access to sources of information.

The word economic is used in regard to one individuals earning for livelihood which is the basic need of an individual to survive in society. Economy is dependent upon one individual's wealth, willingness of work; virtue of activity sets ones economic status. Thus, economic status is set up according to remuneration, sources of income which one individual acquires from different occupation as well as from the wealth one holds.

Thus, socio economic status is depending on one individual's socio and economic position and result to the combination of the earlier two statuses. Although the two statuses are different, but one status cannot exist without another status, so both are dependent on each other. It appears that socio-economic is result of two status, social and economic and which determines one

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individual's status in a society. So these two terms takes place in socio and economic status and defines socio-economic status.

Wouldn't it be wrong if we say that the socio-economic status is a rank of one individual where he lives in, in terms of his wealth, socio-cultural possessions with the extent of power, prestige, respect one holds and can influence social structure.

Socio-economic status is considered very important in social studies. Different researchers are in the view that socio-economic status is measured in terms of occupation, education of father, source of income, social position, class, neighborhood, material possession, land farm powers and family, the address of residence, quality and quantity of clothes, amount of social participation, number of servants, genealogy, family reputation and morals.

The socio-economic condition of tribal in Tripura as well as in north-eastern region is quite low than other groups. Considering the socio-economic condition of tribals L.P Vidyarthi classified them into six types, such as, forest haunting, primitive hill cultivation type, plain agriculture type, simple artisan type, cattle herder type and industrial urban workers type¹⁵. Depending upon socio-economic condition one ethnic group grows and degrades. In terms of socio-economic status one ethnicity or community status judged in each society. The socio-economic condition of tribal people in India is very low than general category peoples. This has been one reason of their backwardness. It is seen that most of the tribal families are poor and education of father is very discouraging and living as second class citizen and possess low quality of accessible services. Therefore, they are considered or regarded as backward social position. Considering tribals socio-economic condition govt. have taken some initiatives for improving socio-economic status. Let us discuss some core schemes including five year plans which have introduced for socio-economic development of tribals:-

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1. Tribal sub-plan :

Govt. has taken this initiative to ensure tribals been involved in development process. In Every five year plan govt. brings some significant changes as learnt from the several developmental processes. The first five year plan allotted extra financial assistance for paying importance to the tribal people. After completion of first five year plan more forty three special multipurpose tribal development projects were introduced for them, nevertheless these projects could not meet up the interest of tribal people. These processes remain till second five year plan. In the third five year plan, this has brought some changes to boost development process, at this plan interestingly instead of community development, for blocks tribal development blocks were introduced. However, these were implemented only those areas where tribal population was above 66%. Again this process failed to develop tribal areas as it was associated with different limitation, such as, it was delimited only in above 66% areas, the tribals who are out of such areas they were deprived of this scheme. The 5th five year plan has also brought changes to facilitate the scheme to tribal people. Afterward, tribal sub-plan was transformed under the supervision of an expert committee that was setup by Ministry of Education and Social Welfare for rapid socio-economic development of tribal people, it was adopted in 5th five year plan, this process continues in five year plans with some changes or modifications.

2. Centrally Sponsored Schemes :

The Centrally Sponsored Schemes which are presently being run by the Ministry of Tribal Affairs for development of Scheduled Tribes are as follows¹⁶-

- (i) Post Matric Scholarship for STs /Book Bank.
- (ii) Up gradation of Merit scholarship of ST Students.
- (iii) Pre Matric scholarship for ST students

- (iv) Girls hostels.
- (v) Boys Hostels.
- (vi) Establishment of Ashram Schools.
- (vii) Research and Training.
- (viii) Information and Mass Media.
- (ix) National Tribal Affairs Awards.
- (x) Centre of Excellence.
- (xi) Supporting Projects of All-India nature or Inter-State nature for Scheduled Tribes.
- (xii) Organization of Tribal Festival.
- (xiii) Exchange of visits by Tribals.
- (xiv) Monitoring and Evaluation.
- (xv) Information Technology.
- (xvi) Lump-sum Provision for N.E.

3. Initiatives taken by Ministry of Tribal Affairs.

For improving the literacy rate among tribal, Ministry of Tribal Affairs initiated campaigning to enroll the children in school, establishing residential schools, ashram schools, vocational centers, post matric scholarship. Apart from these forest right acts for the right of tribals in forest, vanbandhu kalyan yojana, health and nutrition check up and for preservation of tribal culture, festivals national tribal festival organized since 2015.

Tribals of India are living with poverty with difficult socio-economic conditions. If we look to different states condition of tribal's we find in every state the below poverty levels peoples are tribal's. Poverty, which is determined by work participation of tribal's, health condition etc. such an important aspect of one's life, needed to be analyzed and required to provide remedies according to time. To witness the poverty of Indian tribal's by comparison analysis with others, and to know its growth and decline it is presented from 1983-84 to 2009-10.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura
Table 1.1 Decadal Change of Poverty among SC, ST and Others
(Rural & urban)

Year	SC		ST		OTHERS		TOTAL	
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
1984-88	58.1	56.5	61.9	54.2	72.0	30.1	45.6	423
1993-98	48.1	38.4	53.7	42.4	31.3	30.6	37.1	357
1999-2000	36.2	38.5	43.9	31.8	21.6	20.5	27.1	257
2004-05	52.7	40.0	61.9	35.0	26.2	15.8	41.8	257
2009-10	45.5	37.0	47.1	28.8	21.1	11.9	33.8	209

SOURCE: [http://www.nird.org.in/Rural % 20 Development % 20 Statistics %202011-12/data/sec-10.pdf](http://www.nird.org.in/Rural%20Development%20Statistics%202011-12/data/sec-10.pdf)

Above table indicates that there was disparity of poverty between rural and urban STs and at the same time between different caste categories. The disparity of poverty taken place not only with non-tribes, even sometimes in between the rural and urban tribes, which was observed from above table. Above table shows that poverty rate among tribal always been higher in comparison to other groups. It is also proved from above table that the real life situation of tribes somehow improved than before. The poverty rate in rural area and urban area was 61.9 and 35.0 in the year 2004-05 respectively, which decreased to 47.1 and 28.8 respectively in the year 2009-10. Thus, it can be said that tribes are developing gradually which is good sign of nation.

Education in Tribal Area

Education is the one parameter of development among tribal groups. If we go through literacy rate of tribal people it may be mentioned that the literacy rate of tribal's was 8.54% in 1961 but according to 2011 census report the rate of literacy is 63.1, therefore it indicates improvement has been taking place in education among tribals, which is good outcome for their future. After independence the govt. of India had taken many initiatives in allocating and implementing various programs and schemes

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for enrollment of the students in schools. As a result, the literacy rate among general population increased, although tribal's education developed to some extent but remain backward in comparison to non-tribals.

Table 1.2 Literacy Trends of Scheduled Tribes in India from 1961 to 2011 (in Percent):

Year	Male (Rate of literacy)	Female (Rate of literacy)	Total
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
1981	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

Source: National Commission for SCs & STs, Fifth Report & Census, 2011

India is an egalitarian country as well as second concentrated country on tribal's development in the world. Despite of its democratic function tribal's are neglected and discriminated in their own country. If we go through their population the percentage of them is not negligible, tribal consists 8.6% of total population. Tribal's are majority in North-east and which is known as their homeland, along with NE region they are found in union territories and some are found in Madhya Pradesh, Orissa, Rajasthan, Maharashtra and Bihar.

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Table 1.3 ST Population of India:

Sl. No.	States name	ST POPULATION	% OF ST POPULATION
1	JAMMU & KASHMIR	1493299	11.90
2	HIMACHAL PRADESH	392126	5.71
3	PUNJAB	N/A	N/A
4	CHHATTISGARH	N/A	N/A
5	UTTARAKHAND	291903	2.89
6	HARYANA	N/A	N/A
7	DELHI	N/A	N/A
8	RAJASTHAN	9238534	13.47
9	UTTAR PRADESH	1134273	0.56
10	BIHAR	1336573	1.28
11	SIKKIM	206360	33.79
12	ARUNACHAL PRADESH	951821	68.78
13	NAGALAND	1710973	86.47
14	MANIPUR	902740	35.12
15	MIZORAM	1036115	94.43
16	TRIPURA	1166531	31.78
17	MEGHALAYA	2555861	86.14
18	ASSAM	3884371	12.44
19	WEST BENGAL	3296953	3.80
20	JHARKHAND	8615042	26.20
21	ODISHA	9590756	22.84
22	CHHATTISGARH	7822902	30.62
23	MADHYA PRADESH	15316784	21.08
24	GUJARAT	8917174	14.75
25	DAMAN & DIU	15363	6.31
26	D & N HAVELI	178364	51.95
27	MAHARASHTRA	10510213	9.35
28	ANDHRA PRADESH	5918073	6.99
29	KARNATAKA	4248987	6.95
30	GOA	149275	10.23
31	LAKSHADWEEP	61120	94.79
32	KERALA	484839	1.45
33	TAMIL NADU	794697	1.10
34	PUDUCHERRY	N/A	N/A
35	A & N ISLANDS	28530	7.49

SOURCE: CENSUS 2011

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The above table shows that except for few states there is the existence of tribal in different states of India. It is worthy to mention here along with NE states in some states tribal is half of the total population. With the evidence from the above table, apart from the NE region tribals are also found in other states, so one cannot deny their role and presence in India. We know that tribals are the third class citizen and access low services, reporting of health problems etc. if we look at population they should not be deprived of minimum services. Probably the worst situation is prevailing in tribal areas due to their unawareness of rights, negligence by majority section and high illiteracy rate among them. To overcome such problems govt. should take measures accordingly for the upliftment of this underprivileged society.

A Brief Account of the Tribes of North-Eastern Region

The ST population in India is found to be largest in North-eastern regions of the country. The percentage of tribal population in Mizoram 94.43%, Nagaland 86.47%, Meghalaya 86.14%, Tripura 31.75%, Assam 12.44%, Manipur 35.12%, Arunachal Pradesh 68.78% which signifies the majority of tribal community in the north eastern region.

Table 1.4 ST Population of North-east India:

SL. NO.	Name of the state	ST population	State population	% of the state population
1	Assam	3884371	31205576	12.44
2	Arunachal Pradesh	931821	1383727	68.78
3	Manipur	902740	2570390	35.12
4	Meghalaya	2555861	2966889	86.14
5	Mizoram	1036113	1097206	94.43
6	Nagaland	1710973	1978502	86.47
7	Sikkim	206360	610577	33.79
8	Tripura	1166813	3673917	31.75

Source: Census of India, 2011.

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As the large number of tribal population are found in NE region so, in this study it is worthy to mention here about the current situation of north eastern tribal's. The north-eastern region which have been called seven sisters state consists of seven states that were Assam, Meghalaya, Manipur, Tripura, Mizoram, Nagaland and Arunachal Pradesh but recently one more state been included named Sikkim, so now NE region is called eight sisters. The NE region is the only region where 70% are hilly and beyond 80% of the population are living in rural areas. The region is being identified by its unique culture, custom. The region has unique feature it is connected with 4 international borders, Bangladesh, China, Bhutan and Burma, which is one major advantage of the region similarly this feature also created huge problem in the region. No one can deny the facts that NE region is socially and economically isolated as most of the tribal areas of the region are backward and associated with illiteracy, living with poverty, yet development do not reached to the masses of tribal citizens.

A large number of tribal reside in north-eastern India, the homeland of tribal's. More than 145 tribal communities are there in these regions. Different communities of the tribal's have different historical background. The state of NE region differs significantly. Bodos, Khasis, Khyntriams, Garos, Mizos, Mishings are the largest tribal groups in the region. The majority of tribal's are engaged in jhum cultivation and very less is engaged in market business system. The business workers are found in plain areas or urban areas. Now a day's different workers are found in different occupation. North-eastern tribal groups can be divided in three linguistic groups, Austro-Asiatic family, Siamese-Chinese, Tibeto-Burman family.

Table 1.5 State-wise Number of Schedule Tribes of North-East:

Sl. No.	Name of the state	No. of schedule tribes
1	Assam	29
2	Arunachal Pradesh	16
3	Manipur	34
4	Meghalaya	17
5	Mizoram	15
6	Nagaland	5
7	Sikkim	4
8	Tripura	19

Source:<http://tribal.nic.in/Content/scheduledtribes.aspx>
http://censusindia.gov.in/Tables_Published/SCST/dh_st_Lakshadweep.pdf

Assam has been known for one of the biggest state in north-east in area. And Mizoram, Nagaland and Meghalaya have been separated as a state from Assam. The state shares its International Border with Bhutan and Bangladesh, the north side of the region is more closed with Arunachal Pradesh, the South side is with the Meghalaya and Tripura, West Bengal is on its west, Manipur and Nagaland is on the east. As per the 2011 census the total population of the state is 31205576 and ST population is 3884371 which is 12.44 percent of total population of region. Apart from the Karbi Anglong and Northern Cachar hilly district all the district of the state's are plain or urban area. If we go through the livelihood of the tribal of Assam then we find that they are similar to the other states tribal, the tribal of Assam also perform shifting cultivation over the centuries. The state's wealth is fully based on the agriculture; as a result more than 70% of the population are dependent on agriculture and is considered as a major

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employment of the tribes for livelihood. Rice is the main crop cultivated by the people of Assam and the quality of rice of the region is known by all. The hilly areas are mostly populated by tribal and shifting cultivation was the main occupation. But now a day the tribal of Assam along with jhum cultivation also produce different vegetables. Assam has different ethnic groups including the tribes; the tribes of Assam have different religious faith and different beliefs and use to speak in different languages and dialects. There are different tribes in Assam who has unique dress, culture, custom. Although, Assamese is official first language but the tribes has their own dialects. Tribals of Assam including Karbi, Boro, Mishings etc. follow their unique tradition. There are 23 tribal communities in Assam, govt. divided tribals into two groups' hilly and plain tribals. Tribals, those who reside in hilly areas are regarded as hilly tribals and those residing in plain areas are regarded as plain tribals. Bodo, Cacharis are considered as major tribal group in Assam and after the Bodo, Cacharis, Mishings are the second largest tribe of Assam. Tribes are found in the district of Kamrup, Karimganj, North Cachar hill, Dibrugarh, Hailakandi. These districts are being considered as urban, the tribes of Kamrup district are more developed as various industries have been established recently. A good percentage of tribal populations are found in Karbi Anglong, North Cachar hills, Dhemaji and Kokrajhar district.

Arunachal Pradesh is the state where the majority of population is known for tribal community. The state has three international borders, which are Bhutan, Myanmar and China, and it is attached to the Assam and Nagaland. The state is being famous for its geographical location known for the first rising of the sun. The state is covered by mountains whose terrain is lofty, haphazardly aligned which are the separate by the valleys rising in the peaks of great Himalayas. The state has Siang River which is more popular with the name, Brahmaputra. The peoples of

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Arunachal Pradesh belong to Asiatic origin and associate to Tibet and Myanmar hilly regions. The state has numbers of tribe and sub-tribes residing in several geographical distribution of the region. The Adis are the largest tribal group in Arunachal Pradesh, which has 15 sub-groups. The Nishi, Sulung, Sherdukpen, Aka etc. are the tribes residing in western part of Arunachal Pradesh. The Monpa tribe of the western part has six sub-tribes. In the north eastern part of the region the Mishim tribe occupies the highest population, which has three sub groups; they are spread in the Dibang valley and Lohit. The Wancho, Nocte, Tasang are populated in the southeastern part of Tirap district of the region. Linguistically, the tribal groups of the region use 50 dialect and language and the origin of their language belong to Tibetan-Burmese branch of the Sino-Tibetan language family. But due to several hinders these languages are not popular today. As a result Assamese, Hindi and English languages are used by the all segment population of the region. The tribes of the state having distinct socio-cultural, language and follows religious practices as other tribes follow. They practice animism religion, where the deities of the nature and various spirits are worshiped by them. The animal sacrifice and ritual sacrifice is common in their religious practice. It means Hindu beliefs have the existence in the region, which has influenced the parts associated with Assam. As earlier mentioned the region is attached with Tibetan, in the Tibetan border Tibetan Buddhism is found and Hinayana Buddhism is practiced in the parts where the area shares with Myanmar.

Manipur is a state of north-eastern India, where the state population is occupied by majority known as Manipuri. The population of the state is 2570390 and tribal comprises 902740 and the percentage stands 35.12, it means tribal has superior percentage to the region, so it is incomplete to discuss about the Manipur without mentioning the regional tribe. At present there are twenty two tribal groups in Manipur. Like Arunachal Pradesh

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the state also shares international border with Myanmar. The geographical distribution of the state is two tracts i.e. plain and hill. The tribes of Manipur are Meitei, Naga, Mizo and many other tribal groups. The Meitei of the Manipur mostly reside in plain places and Kuki, Nagas resides in hilly parts of the region. The tribal of Manipur are residing in several parts of the region. It is said Manipur valley was remote, inaccessible altogether it was isolated from the main stream of the nation but Aryans and Mongoloid migratory movement changed the entire region. The state is bright in the field of art and culture, the state's culture has popularized the region, especially the folk dances of the region is admired for its imaginative outline and aesthetic based on the way of tribal life. The most important fact of the region is every household of the state having loom and womenfolk and they are popular for weaving. The state has handloom industry which is regarded as the largest industry of the region, which plays vital role in the economic development of the region. Out of the 29 communities of the region 22 are scheduled tribes. The largest community demographically is Meitei, the second largest community is Naga tribe which has number of sub-tribes and the third group is Kuki-chin. Immigration also took place in the state as in other states; the Nepalis immigrated to the state. The Manipur valley is inhabited by mostly Meitei and other groups and Naga and Kuki-chin are inhabited in hilly parts.

Mizoram is the state of north-eastern region, where the total geographical distribution is hills and it is the hilliest state of NE region. Before it is declared as full pledged state, it was the part of Assam, the north and south Lushai district is currently known as Mizoram. In Mizoram, the majority of populations were known for Mizo tribals. Like the other tribal of north-east, the Mizo also belong to mongoloid race and considered as original settlers of Shan state of Burma. Originally, the Mizo people belong to a number of distinct tribes and were given the collective name

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of mi (man) and zo (whichever mountain or cold) because their mountain regarded them as most though peoples from high cold mountains¹⁷. The Mizo term does not stand for a single tribe but for a number of major and minor tribes of the area. The Lushai and Hmar are the original inhabitants of Mizoram. It is said that the two tribes are the early migratory and settled in Lushai hill district. The state was occupied by the British in 1891 as Lushai hill district and made a State of Indian Union on 20th February 1987 on the ground of the remarkable Mizoram Peace Accord signed between the Union Government and the Mizo National Front in June 1986. The Mizos has different sub tribes such as Lushai, Pawis, Ralte, Pangs etc. but currently the state is populated by fifteen communities. Many communities are trailing from the region such as Ngente, Khiangte, Chawngthu, Renthlei, Zowngte and Khawlhing as they merging with other tribes. But the tribes like Lushei, Hmar, Paite, Pawi, Mara, Bawm, Tlau, Ralte, Pang, Hualngo and the Baite are still continuing as a community with separate identity these tribes still preserving their cultural identity, language, customs etc. The history of Mizo in regard to religion, they were the believers of the good spirit known as Pathian but today the entire state is influenced by Christianity. The Mizo tribe has distinct culture and arts for that Aizawl the capital of the state is considered as cultural center. Some popular dances of the Mizos are Cheraw, Sarlamkai/Solakia, Chheihlam, Khuallam, Chawnglaizawn, Zangtalam, and Tlanglam and so on. The majority of Mizo peoples use to speak Mizo language, all the sub-tribes of the Mizo use their own dialect. English language also popular in the region and for the academic purpose English is accepted as medium of instruction, besides more languages are spoken such as, Hmar, Lakher, Paite, and Pawi.

Meghalaya, a state of north-east India has adequate percentage of tribal population. The colonial rulers called the state as 'Scotland of east'. The state is being known for its beauty

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura having waterfalls, mountains, lakes and valleys. The peoples of Meghalaya speak in Garo, Khasi and English. The state was the part of Assam but in the year of 1972 Meghalaya was declared as state, the state comprises erstwhile districts of Garo Hills and United Khasi and Jaintia Hills. There are three major tribal groups in Meghalaya they are Khasis, Garos, and Syntengs also known as Jaintias. Khasi tribe is called to those peoples who are of matrilineal and Mon-Khmer speaking people and residing in the East and the West Khasi Hills and the Jaintia Hills district of Meghalaya. The term 'Garo' indicates to those people who are mainly populated in Garo hill of Meghalaya state. The Garos would like to call themselves by the name 'Mande' or 'Achik'. Another major tribal group Jaintia it is a generic term which includes the Pnars/Synteng and other sub groups. Apart from the mentioned tribal groups there are number of tribal groups such as the Rabhas, the Hajongs, the Tiwas and the Koches who are less in population. Apart from the tribal in Meghalaya there are also existence of non tribal although demographically less than tribal spread in different parts of the state. The characteristic of Garo, Khasi and Jainita is matrilineal which is unique and makes them separate from other. The society and custom of the region is different to others, it has a matriarchal law of legacy where the charge of land and sequence of family position stands over the female line, and interestingly, the earner of the family is female member, passing from mother to eldest or youngest daughter. Like Mizoram and other tribal states of north-east, Christianity has influenced to Meghalaya, especially among Garo and Khasis. There are a section of Garos who are not follower of Christianity, they are called Sangsarik and many more groups are there who still follow traditional religions. As mentioned earlier there are three tribal groups such as, Garos, Khasis, Jainitas, whose language belongs to the Bodo group of the Tibeto-Burman family, they have their own dialect, the Khasis and the Jaintias take conversation in the

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languages that belong to the Mon-Khmer family of Austric affiliation.

Nagaland, a small state of the north-east India, the state is dominated by majority Naga people. The state was declared as fully fledged state by the union government on 1st Dec 1963. Like Mizoram, Meghalaya, the region was also part of the Assam, former Naga districts of Assam and the former Tuensang frontier divisions are current Nagaland. The state shares international border with Myanmar formerly Burma and in the west it is attached with Assam, Arunachal Pradesh and Manipur is attached with the region. The state has sixteen tribes along with a number of sub tribes. Like other tribes of north-east the tribes of Nagaland has distinct language, custom, dress and dances. The state has eight administrative districts and village administration of Nagaland is different from others, as every village has certain population, locale and administration, for that Nagaland is called accumulation of 'village republics'.

According to Hutton (1921), the state is mainly colonized by the Naga communities and hence it forms a distinct cultural region that usually definable by a familiar culture and linguistic ethnicity. The Naga tribes are the including Angami, Ao, Chakesong, Chang, Konyak, Cotha etc. along with several sub-tribes, it has been said linguistically the state faced several problems before the advent of period of British different tribes of Naga along with sub-tribes used to communicate in Nagamese or with broken Assamese. The culture of Nagaland tribes is being popular for having its various dance forms including tribal dances and war dances that provide an insight into the prosperous cultural heritage of Nagas. The entire state is covered by hill and the tribes of Nagaland belong to Indo-Mongoloid tribal groups.

Tripura is the second smallest state in North-east India. The state was previously princely state and in the year 1949 the Rajmata of Tripura signed an agreement with union government

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura and finally in the year 1972 the state was declared as fully fledged state. The state is being known for its synthesis or mixed culture between Bengali and tribal. The spoken languages of Tripura are Bengali and Kokborok, after the Bengali, Kokborok is second largest spoken language, which is also recognized by the state govt. There are two ethnic groups in Tripura Bengali and non-Bengali or indigenous community. The population of indigenous community in Tripura is 31% and altogether nineteen communities but recently two more groups were added. The most of the tribals or largest used language is Kokborok. Tripura is attached with the Assam and international border with Bangladesh. The state is dominated by Bengali community, but during princely era the tribes of Tripura were the majority of the state. However, today Bengali occupy major place and from administration system to minister run by the Bengalis. The tribes of Tripura have rich and varied culture; the tribes of Tripura are Reang, Tripuri, Mog, Chakma, Halam, Uchoi etc. communities. Tripura is mainly two parts hill and plain, the northern and southern part of the state is hill area. The tribes residing in rural areas especially those who are engaged in jhum cultivation used to stay in 'tong' houses made by bamboos. Music and dance are an integral part of Tripura. The famous singers Sachindra Devvarman and Rahul Devvarman are the soil son and belong from royal family of Tripura. Tripura tribes have rich culture, dance, custom, their dances are most popular especially hojagiri, mamita etc. which sometimes represented state in international level; these dances reveal the emotions of respective people. Tripura is unique for having delightful array of handicrafts products that are made from simple material such as bamboo, cane, ordinary yarn and palm leaves etc.

Sikkim is one among the smallest states of India which has recently included in north-east region. Sikkim is a landlocked state which is the last monarchy state merged to union. In the year 1975 the state is declared as fully fledged state of India. The state

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shares international border with Nepal on the west Bhutan to the east and west Bengal Indian state to the south. It is the second smallest state with least population and geographically after the Goa it is small one in India. The state is being popular for having Khangchendzonga national park. The state has 11 official languages and for the medium of instruction in academic purpose as well as official purpose English is used. The people of Sikkim practice Hindu and bajrayana Buddhism religion. The state's economy is not much bad; the state is the third in GDP development rate according to 2014. The state's economy is based on agriculture and tourism. The tribes of Nepal state Lepcha and Bhutia are the tribal groups of Sikkim, the Bhutia is migrated from Kham district of Tibet and Lepchas are the from far east. The entire state is populated by Nepali people, Nepali are the Bhutia and Lepcha. The Nepali tribes of Sikkim use to celebrate Hindu festivals, traditional festivals including Christian and Muslim festivals. The state is being connected with Himalaya.

Table 1.6 Decadal Growth of Literacy Rates of Schedule Tribes in Northeastern Region:

Sl. No	States name	Percentage of literacy in 1991	Percentage of literacy in 2001	Percentage of literacy in 2011
1	Assam	49.2	62.5	72.1
2	Arunachal Pradesh	34.4	49.6	64.6
3	Manipur	53.6	65.9	77.4
4	Meghalaya	46.7	61.3	74.3
5	Mizoram	82.7	89.3	91.5
6	Nagaland	60.6	65.9	80.0
7	Sikkim	59	67.1	79.7
8	Tripura	40.4	56.5	79.1

Source: census 2011

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The above table shows that the trend of literacy among north-eastern tribes is forwarding ahead. If we look the literacy rate of tribals since 1991 to 2011 growth takes place in every state, which considers tribals are improving gradually as others are developing. Although, there is still gap in literacy rate among tribals which needs to be fulfilled for making the egalitarian society. It also shows among the eight north-eastern states currently according to 2011 census Meghalaya occupy first position in literacy, and the last position occupied by Arunachal Pradesh. However the state also improved its literacy rate if we compared it to its census 1991. It is most heartening to note that tribes of northeastern states are improving which is showed in above figure. Despite its huge limitations including geographical isolation, communication problem, lack of infrastructure, lack of financial assistance and so on, they are developing tremendously.

Many are of the view that North-east region is conflicting region but the real fact is different. The north eastern conflict issues are immigration, discrimination etc. the illegal migration from different country to the region has changed the density of population, discrimination, the regional peoples especially tribals are discriminated in the developed states like Delhi for their different look. It is also reported many women's as well as men residing, engaging in different work, pursuing study in NCR states like Delhi are assaulted by locals in public places. It is pity and extreme problem tribals are facing in their own country. The unresolved issues should be resolved for abolishment of disparity among people. Besides tribal of NE region are not able to protect forest and agricultural land, economically exploited by other groups, not able to protect self identity such as, languages, customs, tradition for continuous influx of immigration along with deprivation in employment opportunities created major problems in the entire region.

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Thus, it appears that the backwardness, immigration, discrimination, insurgency, geographical isolation led them separate identity inhabiting in the north-eastern region, which enhances the apprehension in the region.

About State Tripura.

Tripura is the one of the smallest state in India, located in the north-eastern region of the country. The state's people enjoy pleasant environment for having its hilly terrains, waterfall and river stream. The most of the region is covered by hills and forest areas. Tripura was the princely state and regarded one of the oldest and independent states of the country. The last king of Tripura kingdom Maharaja Bir Bikram Manikya wanted or proposed Indian union govt. for the merger as many independent states began to accept democracy and joined Indian union. But, the uncertain death of Maharaja Bir Bikram Manikya makes upset the whole region. On the 15 October 1949 Rajmata Kanchan prabha Devi signed Tripura merger agreement to join Indian union. Regarding the name of Tripura, there is controversy of opinion between different historian but a prominent historian of Tripura Kailash Chandra Singha of the view that the Tripura name was originated from two Kokborok word 'twi' and 'pra'. 'twi' means water and 'pra' is near in the Kokborok language of inhabitant of Tripura. This view on Tripura is endorsed by most of the historians and researchers. Kokborok is one of the popular and majority of tribal people use to speak the language, which is second language of govt. of Tripura. According to the 2011 census report the total population of Tripura is 36, 71,032. The percentage of tribal population is 31.1% which means one third of total population of Tripura; there are nineteen notified scheduled tribe in Tripura. A brief discussion is given on 19 tribes of Tripura in separate part of the book.

Demography of Tripura

Tripura has two groups of people, one tribal and another non tribal. There are 19 tribal groups in Tripura who live with their own unique culture and history. They belong from different races some of them follow mongoloid, Austro-Asiatic and some follow proto-austroloid. The tribal groups of Tripura are Tripuri, Halam, Reang, Jamatia, Mog, Chakma, Lushai, Lepcha, Bhutia, Kuki etc.

Tripuri is the largest tribal community in Tripura which constitutes 50.76% of total tribal population. It is said Tripuri were the early inhabitants of Tripura. The Tripuri community uses their own dialect, which is Kokborok; around 6 Lakh peoples use this language. The language Kokborok is not only spoken in Tripura but also in some other parts of Assam and Bangladesh, which is also mother tongue of them. Tripura was under the rule of Tripuri kings till the merge with Indian Union. Tripuri's belong to Kshatriya samaj and follow Hindu religion, but they worship some unique gods among them Garia, Kharchi and Ker are prime. Tripuri's have bright own culture, it includes dances, songs. The Tripuri dances which are most popular in Tripura are Garia, Lebang, Mamita dance forms. The Tripuri's or puran Tripuri's or Twipras who ruled the Twipra kingdom had close contact with Bengali settlers and influenced by their culture, custom, language and even many get married with Bengali community. They were not conscious with the problem of Tripuri's those who resides in hilly region, as a result, they remain backward after a long decade. But in Tripura among 19 communities Tripuri is considered most developed community.

Reang is the second tribal largest group which constitutes 16.13% of total tribal population. They are recognized as primitive tribe in India. In Tripura Reangs are mostly found in south and north district of Tripura. Reangs are the only group in Tripura who still involved in jhum cultivation including gathering foods from

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forests. Generally Reangs are very simple in nature and generally they do not establish marriage relationship with other communities or Bengalis. The cultural activities in Reang is very attentive, their Hozagiri dance with melodious is very popular in Tripura and many times the dance attracted the nation by participation in national level as well as international level dances. Generally, in Tripura Reangs resides in remote area so they are not familiar with modern economic activities but now a day Reangs are participating in socio-cultural activities. The enrollments in education among Reangs are seen and they are aware about health and sanitation. They migrated to the near places of East Gomati River they had come to Tripura from Chittagong hill tracts. Reangs are divided in two groups' Meska and Molsoi. Among the different communities of Tripura tribal, like other tribes Reang community too moving forward gradually.

The population of Chakma also not less they comprises 6.84% of total tribal population. Like Reangs, Chakma also migrated to Tripura from Chittagong hill tract. The chakma community belongs to south-east Asia. The Chakma uses their own dialect; however Chakma language is mixed with indo-Aryan, tibeto-chinese and arkan language. The Chakmas follow Buddhist religion; they too divided into some sub tribes. However, their chiefs were called dewan. The Chakmas source of income was jhum cultivation, plain land cultivation and producing vegetables. The major festivals of Chakma which are being observed in every year are bizu festival, kathin chibar dan and Buddha purnima, this tribe has sixteen clans.

Jamatia, the tribal community comprises 7.14% of total tribal population. So, it can be said they also major tribal group in Tripura. Their mother tongue is same as Tripuri community which is Kokborok. During kingdom the majority of royal armies were from Jamatia community for which they were exempted from different taxes. Their economy was depending on the plain land

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cultivation. They had unique customary law in which 'hoda okra' is the supreme of their society, who works to preserve, promote the culture and religion. Peoples have to obey the instruction which had been given by him. They follow the Hindu religion and worships 'Garia' puja which is main puja worshiped by them. Now a day a good percentage of Jamatias are literate and engaged in different departments of Govt. as well as non-govt. departments.

Noatia, one of the tribal group of Tripura, they have very least percentage of population in Tripura which comprises 1.23% of total tribal population. They were a little part of Tripuri community; Noatia too uses the same language Kokborok which many other tribal communities use to spoke. Different researchers of the view that Noatia is not their original tribe they were Tripuris. In Tripura Noatias are found in south and logntrai-valley sub-division.

Uchoi, the tribe is different from other tribes of Tripura. The population of Uchoi tribe is 0.21% of total tribal population. The Uchoi people migrated to Tripura from arakan hill of Burma. The language and culture are similar to the other tribal groups of Tripura. Uchoi lives in the houses which are built by bamboo named Gaireng. Like other tribal groups the Uchoi community too jhum cultivator and produces different vegetables for livelihood. Uchoi tribe worships Hindu gods, and having brightful and colorful culture. They have their own traditional dress; musical instruments etc. The Uchoi community mostly resides in amarpur and belonia sub-division of Tripura.

Mog, a tribal community of Tripura which consists 3.8% of total tribal population of Tripura, like Chakma, Mogs too follow the Buddhist religion. Linguistically, they use their own dialect, their origin belongs to the tibeto-chinese family, like other tribal groups Mogs too depend on the jhum cultivation. Every year they observe one annual meeting by taking the whole community, which is called 'wah' festival. The socio-cultural activities of Mog

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are associated with Burmese culture. The most unique thing in Mog tribe is they use folk medicine.

Halam, a tribal community of Tripura, the percentage of population of this tribal group is 4.90% of total tribal population. Now a day they follow the customs of Tripuri culture, religion etc. They belong to co case-mongoloid origin of kuki-chin tribes. Linguistically, they are most similar to those who belong to Tibeto-Burman family. Halam has several sub-clans which is known as barki-halam, among them koloi, kov-bong, keipeng, bong, saka chep, thanga chep, dab, bongser, molsom, rupini, rangkhawl, chorai, langai, kaireng, ranglong, naveen and murasingh. They use their own dialect but koloi, murasingh, rupini use Tripuri language Kokborok and their culture, custom etc. are influenced by Tripuri community. Halams livelihood was depending on jhum cultivation. They have traditional dances, dresses and much more, they have particular dances which are relating to jhum cultivation.

Kuki, a minor tribal group of Tripura, they constitutes 0.94 percent of total tribal population. It is said they were the backward than other tribal groups. The Kukis are divided into twenty six groups. But many of the view Kukis are the part of halam. According to Robert Cust the halam dialect is grouped together with thado, lushai, and khyeng under Kuki language¹⁸. The Kukis are spread into different countries as well as different states of country, including Burma, Manipur, cachar, Mizo hills and Chittagong hill tracts. The native place of Kuki is Lushai or Mizo hill, but due to jhum cultivation they shifted to state Tripura. According to Capt. Lewin the dialect of Kuki is developed than Tripuri or mrung and mellifluous and the origin of the language belongs to Austro-Asiatic group. The houses of Kukis are built by bamboo. Occupationally they have been doing jhum cultivation and hunting. They celebrate different festivals including 'shiva puja' which is regarded as main festival of them. In Tripura Kukis are mostly concentrated in dharmanagar and amarpur areas.

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Apart from above tribes there is many more tribal groups in Tripura which have low percentage of population, such as, Bhil, Lushai, Garo, Lepcha, Bhutia etc.

Table 1.7 Sub-Tribe wise Tribal Population of Tripura (1981-2011)

SL. No	Tribes	1981	1991	2001	2001(%)	2011	2011(%)
1	Tripuri	330872	461531	543848	54.74	592255	50.76
2	Reang	84003	11606	165103	16.62	188220	16.13
3	Jamatia	44501	60824	74949	7.54	83347	7.14
4	Chukma	96096	64293	61793	6.47	79813	6.84
5	Halam	28969	36498	47261	4.76	57210	4.90
6	Mag	18251	31612	30385	3.06	37893	3.28
7	Munda	7993	11547	12416	1.25	14544	1.27
8	Noucia	7182	4138	6633	0.67	14298	1.23
9	Garo	7297	9360	11180	1.23	12952	1.11
10	Orang	5217	6751	6223	0.63	12011	1.03
11	Kuki	5501	10625	11674	1.18	10965	0.94
12	Lushai	3734	4910	4777	0.48	5384	0.46
13	Bhil	838	1754	2336	0.24	3105	0.27
14	Santhal	2736	2736	2151	0.52	2913	0.25
15	Uchoi	1306	1637	2103	0.21	2447	0.21
16	Chaimal	18	26	226	0.02	549	0.05
17	Khasia	457	358	630	0.06	366	0.03
18	Lepcha	116	111	105	0.01	157	0.01
19	Bhutia	22	47	29	0.00	28	0.00
	Generic ST					48356	4.14
Total		583770	752187	993426	100	1166813	100

Source: Directorate of census operation, Tripura, Ministry of home affairs, Govt. of India.

There was a time when Tripura tribals ruled Tripura kingdom, it is said that Tripura tribals were the original inhabitants of Tripura but the present situation is different. In past, during Tripura kingdom many non-tribals were invited to work or engage in the cultivation for royal economy and they were allowed to settle the state. It is said a section of non-tribals who settled in Tripura especially who

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comes from Bengali dominated areas tried to remove tribals traditional economy jhum cultivation. Later this attempt created problem in the tribal society. The royal section of Tripura was in favor of maintaining close contact with Bengalis especially for fostering the education to royal family's children. The partition of India changed the population of Tripura as many non-tribals migrated to the state and the pitiful tribals became minority in their own land. It could be proved by looking the census record in 1941 census where tribals were 50.09 and the rate declined to 36.85 in 1951 census. The difficult socio-economic condition, political reasons forces to immigrate to Tripura. The influx of continuous immigration in Tripura also takes place in the year 1971 from East Pakistan now Bangladesh many immigrated to the state, since tribal were 31.53% in the census record 1961 but in 1971 census reduced to 28.95%.The immigration in Tripura has been continuing and till today many are immigrating from different regions as well as from different country, it never been completely stopped. As a result, the inhabitants of Tripura are victim of immigration, which grows the tension among original inhabitants of Tripura.

Table 1.8 Year wise ST Population in Tripura (1901-2011):

SL No.	Year	ST population	State population	% of state population
1	1901	92544	173325	53.39
2	1911	111308	229613	48.48
3	1921	171610	304437	56.37
4	1931	192240	382450	50.26
5	1941	256991	513010	50.09
6	1951	237953	645707	36.85
7	1961	360070	1142005	31.53
8	1971	450544	1556342	28.95
9	1981	583920	2053058	28.45

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10	1991	853345	2757205	30.95
11	2001	993426	3199203	31.05
12	2011	1166813	3671032	31.78

Source: Tribal research institute, Agartala, Tripura.

Geographical Location of Tripura

Tripura is a hilly state and its west, north, south part is connected with border of Bangladesh. The state is linked with rest of India throughout Assam-Agartala national highway NH44 road. The region is scattered with the latitudinal range of 22°56'N and longitudinal range of 91°09'E and 92°20'E. Its maximum stretch measures about 184 KM from north to south and 113 KM from east to west with an area of 10,492 KM. The majority of tribal people live in hilly areas and non-tribal live in plain area. One can see the picturesque of hills, dales and green valley's beauty landscape. In the east side of state Jampui, Sakam thang, Longtra, Aatharamura and Baramura hills are there. Be-talang-shiv in the Jampui hill is known as highest peak of the state. The soil of the region is suitable for paddy cultivation, vegetables etc. the majority of the region is covered by forest.

Tripura has one unique feature that is Tripura Tribal Areas Autonomous District Council (TTAADC), which was formed in the year 1979 under the Seventh Schedule of the Indian Constitution. The first TTAADC was nominated in January 1982. Afterward, with a constitutional amendment in 1st April 1985, the TTAADC was brought under the Sixth Schedule of the Indian Constitution. The territory part of TTAADC is 7132.56 sq. Km where the total population was 12, 16,465 as per the 2005-06. The purpose of introducing TTAADC was creating administrative set up within the state of Tripura; however, the main objectives were for the protection and safeguarding the interest and welfare of the tribal people living within the Tripura Tribal Areas Autonomous District

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Council area. It is to be mentioned here that tribals those who are residing in TTAADC area are mostly dependent on Jhuming practices, and some are landless and poor agriculture laborers. The people residing in TTADC area, whether it is Tribal or Non-Tribal are economically backward, poor and illiterate. It is to be noted here along with tribe's non-tribal also residing in TTAADC areas. Originally, the council was created for the upliftment of the socio-economic condition of tribal population residing under it.

Culture of Tripura

The culture of Tripura is combination of two group's people, one tribal and another non-tribal. The population of Tripura is mixed by tribal and non-tribal two groups. Tribals are the Tripuri, Halam, Reangs, Jamatia, Chakma, Mog and so on. Non-tribals of Tripura are Bengalis. Although tribal and Bengalis have different faith, beliefs but one finds the elements in the culture of other which is in the process of composite culture. Generally if we judge any particular culture of any society and go through the history both are unique in their culture. Every culture may have benefit points for that many want to live that culture. Two different ways of life meets at certain point, if two different cultures meet without any barrier of their own identity or individuality, it is to be called integration. The integration is possible only when two cultures meets. According to the context a situation where tribal can preserve their way of life, language, beliefs, religion and custom at the same time to allow the changes in these matters.

The composite culture whom about we are discussing is the early inhabitants of Tripura whose origin is indo-mongoloid and another who are majority in population of Tripura is Bengalis and a small groups of Muslims, Manipuris, and the Buddhists. It is said that Muslims came to Tripura as conqueror that have mark their culture in Tripura, which we see from the architectural style of

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temples of Tripura. The styles prevails the testimony to Hindu, Muslim and Buddhist influences, which has been aesthetic enrichment of Tripura.

In the last centuries the matrimonial relationships between the royal family of Assam and royal family of Manipur in the one side, and Tripura on the other side, apart from the matrimonial, the bond of friendship and fellowship also increased. This has helped to spread the culture of Tripura and brought to understanding the perception of others about the culture of Tripura. The relationship with the royal family of Manipur influenced the Vaishnavism in kingdom of Tripura. Subsequently a number of Manipuri Vaishnavism family from neighboring district settled in the Tripura kingdom. The Vaishnavism could not influence some section of tribal society such as, among Jamatia, Noatia and Reang. Vaishnavism loses its purity form during the process of adaptation and of integration, such as; many are there who believes in their culture as well as aishnavism. They follow what the Hindus follow during the worship and perform religious rites according to their tradition.

Once King Ishanchandra Manikya (A.D. 1850-62) was asked the question : “ To which religion do your highness belong?” the king quipped, “as an individual, my humble self is in the service of Vishnu, but as Maharaja I belong to all religions”¹⁹. Maharaja Bir Chandra Manikya succeeded King Ishanchandra Manikya who was a great lyric poet, having huge knowledge in music, he too composed many Vaishnava songs, apart from him many more took part in the composition of Kirtan, Brajamohan Deb Burma, Gagan Thakur, Upendra Deb Burma and others. Many Tripuri writers claimed that these songs are product of Tripura, composed and sung by Tripuris.

The increasing of the Bengalis population in Tripura reflected the communal disturbances between tribals and non-tribals, this was occurred during the partition of 1947 with the Pakistan as many places of Tripura gone to East Pakistan and a

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large number of Bengalis began to migrate the Tripura kingdom, but the King of Tripura Maharaja Bir bikram Manikya was not hesitated to help the Bengali settlers. After the death of Maharaja Bir Bikram Manikya in May 1947, his wife Rajmata Maharani Kanchan Prabha Devi showed the humility by accepting a large number of Bengalis to Tripura kingdom. But this was the only turning point of the population of Tripura where the early inhabitants of Tripura became minority. But the cultural relation with Bengalis was established long years ago. The royal family were very eager to adopt the culture of Bengalis, they were liking the attachment with the Bengali language, it was began when the Maharaja Dharma Manikya contributed in religion book by translating great epic Mahabharata into Bengali, it was the first step of adapting Bengali language in Tripura kingdom. It was also seen few centuries ago many Bengali Brahmins as well as intellectualist were invited by royal families to participate in different occasion and festivals. There was a time when English was gaining the popularity and respectability in everywhere even in Tripura despite English was people's choice, Bengali was recognized as state language, this brought major setback to Tripura inhabitants especially among Tripuris, even it brought setback to entire Tripuri community. It is worthy to mention here once Maharaja Radhakshore Manikya (1897-1909) instructed to his minister, as he was popularly known for his great patron of art and literature, he asked to his minister to take care of use of Bengali language as a state language not to suffer for the attitude of those who completed their education with English. The Tripura state gazette was first published during his regime and it was in Bengali.

Many Tripuri writers are of the view that, Tripura's society is reflection of certain group of people's image, which is to respect the language and culture of Bengalis. It is said once the respect toward Bengalis language and culture was confined within the four walls of the royal palace and later it extended to common

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peoples, which influenced and brought changes to way of tribal life in different way. Some Tripuri writers of the view that it will be not correct if one say that a large number of illegal migrations to Tripura have not created any socio-economic problem; in the same way it will be wrong if one say that these peoples have not contributed towards state's development. Therefore, the relationship between Bengali and tribal is cordial and dependable on each other. We are seeing since long years ago tribals are establishing matrimonial relationship with the non-tribals and many those who belongs to royal family are getting married with non-tribals, still the process is continuing in Tripura. The society evident that the dowry system which prevailing in Bengali society are reflecting in tribal society. The mutual interaction took place by the help of art, dance and music between these two cultures. Some Bengalis have been following tribal culture and songs to play by Bengalis especially the tribal jhum cultivation songs. Even many pujas are worshiped by Bengalis, which were first worshiped by tribals. Different dancing forms, way of living, worshipping the gods, are interchangeably takes place between these two groups. At the last not least the cultural link between these two groups becoming very popular and exactly one can say this is a very good sign for the peoples of Tripura as one day this cultural link will enrich the heritage of the communities in the same way the relationship between these two groups can be strengthened.

History of Tribal Education in Tripura

During the middle era of Tripura there was no evident or details of education system of Tripura. Different historical books even the 'Rajmala' which is regarded as source of history of Tripura also not mentioned or described any details about education system in Tripura. It is believed by peoples education was only given to royal family members, common peoples were deprived

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of education. If we look at the educational background of Tripura, it began from the king Birchandra reign, the era is called modern era. For that he is regarded as pioneer of education, he was the first who was of the view to educate the peoples of Tripura. The Bengal administrative report (1874-1875) says there were only two schools in capital Agartala which was run by 103 students. Financial services for education was not provided at due time. Most of the students remain absent, after the two year more two schools opened, but the numbers of the students were not satisfied. Thereafter, more 18 schools were opened; thirty students from thakur family, 52 students belong to Tripuri community, 232 students from Manipuri and the rest from Bengali and Muslim community along with 57 girl students. According to the report Manipuri's were more involved in education, similarly, the number of Manipuri students also increased instantly. According to the report altogether 700 students were admitted in school but maximum students were absent. In the year 1884 due to lack of proper management system the number of students reduced to 441 from 700. At that time there was no Madhyamik school in the region. In the year 1891 one school is developed to high school. On the basis of socio-economic condition of region the Maharaja of Tripura has decided to establish the primary schools.

Table 1.9 Educational Report During the Period of Princely Rule (1894-1895):

Name of the sub-division	TOTAL NOS OF SCHOOLS			TOTAL NOS OF STUDENTS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SADDAR	10	0	10	448	0	448
SONAMURA	8	0	8	189	0	189
BELONIA	5	0	5	137	0	137
KATASAHAR	12	0	12	306	0	306
TOTAL	35	0	35	1080	0	1080

Source: The administrative report of Tripura state.

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According to the report the most of the schools was in Kailasahar sub-division, it had 12 schools and consisting 306 students, Sadar had 10 schools but it had 448 students which is much more than Kailasahar. If we sum the number of schools and students in Tripura then we found there were altogether 1080 students who were studying in 35 different schools of Tripura. The most unfortunate was there was no girl student during the regime. So, it can be said education for girls was neglected. The only girl school named Maharani Tulsibati School was established just before four year of joining monarchy to democracy. Gradually the number of girl schools increased.

During Maharaja Radhakishore Manikya reign he took the initiative to impart the education without fees. King Radhakishore was the son of Bir Chandra Manikya. But unfortunately that time the uncertain earthquake damages brought the economic changes in the region, as it damaged different properties of Tripura. As a result he could not extend the education system. But his highness was Endeavour to establish the school, consequently some primary schools and one for boys named Umakanta academy, Umakananta Das who was the bureaucrat of Maharaja, to keep memorial him with the state the school was established and one for girls school established, in the year 1901 one college was established, this was the first effort for higher education in the region, but unfortunately Calcutta University didn't recognize or affiliate the college as it was lack in infrastructure, the number of students etc. only 17 students were college aspirant thereafter the college level students began to go Commilla college for higher studies. As the college was taking the students for the region so Maharaja assisted the college financially and for the encouragement of the students some scholarships were given to meritorious students.

Table 1.10 Literacy Rate During the Period of Tripura Kingdom (1901-1941):

SL no.	Year	Literacy rate (%)	Male (%)	Female (%)
1	1901	2.5	4.5	0.2
2	1911	4	6.9	0.8
3	1921	8.2	14.3	1.1
4	1931	2.8	4.9	0.4
5	1941	7.9	12.7	2.5

Source: Census report 1310 T.E Tripura era/ Tring, govt. of Tripura kingdom.

After King Bir Chandra Manikya, it was his son king Radha kishore Manikya who was the successor in education of Tripura, which can be proved by seeing the table above. After his Endeavour attempt to develop the educational institutions in Tripura, the literacy rate in Tripura changed instantly between 1901 and 1921, where the literacy rate was 2.5% in 1901 it reached to 8.2 in 1921 after two decades. Even the literacy rate of male and female too increased, the male and female literacy rate in 1901 was 4.5% and 0.2% respectively, and in 1921 it increased to 14.3% and 1.1% respectively. Though, the female literacy rate was very discouraging. So it can be said the educational scenario was bright during the reign of king Radha kishore Manikya. The 1931 and 1941 was under the regime of King Bir bikram Manikya, who was known as modern educator, architecture etc. he was the first who showed positive attitude toward the higher education in Tripura, he established M.B.B college, but due to the world war II which impacts the economy of Tripura was barrier to the educational development of Tripura, in 1941 he was succeed to improve the literacy rate of Tripura despite difficult socio-economic conditions of the state.

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During the reign of King Birendra kishore Manikya, fees or charges were taken from students, thakur, Tripuri and Manipuri were not required to pay the fees for education but others pay. For imparting English education to students some middle schools were opened. English was the second language from class seven; different bureaucrats were encouraging the students to take the admission in schools. During the reign of Maharaja Bir Bikram Manikya for primary education fees were taken, in 1931 Maharaja Bir Bikram Manikya after travelling to Europe he gained the knowledge of education system and introduced universalization of primary education in Tripura. It was the first major step taken by Maharaja of Tripura in imparting at least primary level education to the peoples of Tripura and it can be said the educational policy of universalization of education by Maharaja was quite advanced than Indian constitution which promises to provide education to all child. Initially, the circular was implemented in the municipal area of capital. But due to World War II which also influenced the education system and it could not extended to other sub-divisions. In spite of difficult situation of World War II between 1935 and 1946 he established four high schools. He had set perspective plan for the education development of the region. In 1939 separately he recruited one education minister for the region. The Janasiksha movement which is the most popular educational movement of Tripura took prime role for the education development of the region. For the encouraging the Janasiksha movement maharaja within a day approved 300 primary schools. Different historical books prove that it was the only Maharaja Bir Bikram Manikya who played the major role in the education development, he was in the interest to develop and extend the education system of the region, not only this his ideas, views on education is very appreciable. He did every effort and took the initiatives to facilitate the education to peoples of Tripura. The financial

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condition of Tripura was very discouragable due to World War II. Maharaja wanted to develop the education system of Tripura but state's financial condition was constraint in behind of implementing many welfare schemes for the development of education.

It would be incomplete to discuss about the educational history of Tripura without mentioning the name of 'Janasiksha samiti'. If one finds or study on the educational history of Tripura, he/she will remain unsuccessful without describing the role of 'Janasiksha Samiti'. During the King Bir Bikram Manikya regime between 1945-46 'Janasiksha samiti' took great place for development of education of the region. The 'Janasiksha samiti' which was formed by a group of tribal educated youths was of the view to spread the education among tribal children. The members of the group were President Sudhyana Debbarma, Former Minister of State. Dasarath Debbarma, Former Chief Minister of Tripura, Aghore Debbarma, who holded various important posts of Tripura including opposition leader of Tripura legislative assembly, Hemanta Debbarma, the leader of tribal, he hold several important posts of CPIM party of Tripura. The 'janasiksha samiti' played pivotal role in the development of education among tribals. The members of the samiti started movement for the education of the tribals in Tripura. It should be noted here, the samiti was not against the king or monarchy rather it was formed to impart the education to tribals of Tripura. As a result of their movement, King Bir Bikram Manikya established many schools by assisting them financially.

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Table 1.11 Educational Scenario During the Regime of Monarchy:

Year	Numbers of primary schools	Number of high schools
1874	2	N/A
1879	25	N/A
1884	15	N/A
1891	19	1
1901	103	3
1907	137	3
1916	125	3
1926	139	5
1936	111	7
1946	123	9

Source: Saha, 2009, p. 157 ²⁰

From the above table, we found the primary schools in Tripura started its journey from 1874 but there was no single high school. The major changes found in the year 1901 there were 19 primary schools in 1891 and it increased to 103 in the year 1901, which was the reign of King Bir Chandra Manikya, so there is no doubt about the his view in education. It would not be wrong if we call him educator for his perspectives on education.

At the time of joining monarchy Tripura to Indian Union in different sub-divisions there was only 123 primary schools, 25 middle schools and 9 high schools in Tripura. In the first five year plan the number of primary schools extended to 914, it developed to 1069 in second five year plan. During the second five year plan the number of Madhyamik schools extended to 33. Two B.T schools were established in Kakrabon and Panisagar for the training of teachers. Initiatives were taken to provide the social education to peoples, for easy access of education among tribals

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32 hostels were established. For engaging the students to co-educational activities such as, educational tour, NCC and so on many initiatives were taken. Steps also taken for developing the M.B.B College and Kailasahar R.K. College, such as, financial assistance were given, and many school buildings established. In the year 1947 M.B.B College started its journey to impart the higher education to peoples of the state later the college was handed over to state govt. Besides, R.K.M college of Kailasahar and Belonia College were run jointly under the govt. and private.

Table 1.12 After the Implementation of Second Five Year Plan, Primary Schools Developments in the Region are Shown in the Table:

Year	Numbers of primary and basic schools	Number of students	% of students admission
1950-51	404	19155	24.8
1955-56	1001	54053	54.1
1960-61	1074	81385	60.7
1964-65	1359	120303	80.8

Source: Saha, 2009, p.160

From the above table, we found the percentage of student's enrollment in schools increased instantly. Although between the year 1955-56 and 1960-61 the trend of growth rate is not high but looking on the economic condition of that period the growth rate is enough.

There were no schools in the tribal areas, so for the education of tribals many hostels established, different scholarships, book grant introduced and students were not taken any kind of charges for hostels. Besides, for the meritorious students merit scholarships were given. It is to be mentioned here the fees for the examination of Madhyamik and H.S (+2) was refundable.

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Apart from the state government, TTAADC which stands Tripura tribal areas autonomous district council also playing key role for the development of education of tribals since its establishment, though its power can be only applied to TTAADC area, despite its limitation we can't deny the role of TTAADC for the development of education of tribals. TTAADC was established in Tripura under the 6th schedule of Indian constitution, which mainly focuses on safe guarding and socio-economic development of tribals. At first it came to existence in 1979 under the seventh schedule, after the constitutional amendment in 1985 it brought under the 6th schedule, still the council is under the 6th schedule. The total area of the council consists of about 7172.56 K.M, which covers 70% of the total area of the state. The total TTAADC area is under the hilly and forest areas. The TTAADC is running a number of educational institutions in Tripura, since 1986 to 2002 state dept. transferred 1374 primary or junior basic schools to Tripura tribal areas autonomous council. The transferring process in continued between the year 2003-2004 and 2007-2008, altogether 444 primary or junior basic schools upgraded to upper primary school. Later these 444 upper primary schools handed over to state government as TTAADC takes responsibility only to run the primary schools. During the year 2003-2004 to 2008-2009 under the central scheme SSA more 687 new primary schools were established. Four residential school and one English medium school for tribal also functioning since 2009. 23 inspectorate level education committees have been formed for proper implementation of central scheme SSA. According to 2013-2014 report there are 1498 primary schools, 221 upper primary schools and one English medium named Khumpui academy under the TTAADC. The most misfortunate in TTAADC education system is it does not have sufficient power to look after the tribal education under its areas. The council is biased to establish secondary, higher secondary and higher education system in TTAADC area.

Present Condition of Tribal Education in Tripura

The development of education in Tripura took place very rapidly after the attainment of statehood in 1972. For carrying out educational activities and running educational system to all the levels of education in Tripura Dept. of education formed.

Under the Dept. of education there are three branches.

1. School education.
2. Higher education
3. Social welfare and social education.

Further the school education is divided into four stages:

1. Primary stage, it includes Classes I-V.
2. Middle stage, it includes classes VI-VIII.
3. Secondary stage, it includes classes IX-X.
4. Higher secondary, it includes Classes XI-XII.

The schools of Tripura are affiliated to different boards such as, central board of secondary education (CBSE), Indian school certificate (ISC), Indian certificate of secondary education (ICSE) and Tripura board of secondary education (TBSE). The types of schools are boy's school, girl's school and co-educational school. The schools are providing residential facilities to students such as for tribal student's hostel facility are provided. Generally, the schools of Tripura are running some by central govt. and rests are by Tripura govt.

It is said education is essential for the development of any tribe, only education can improve the socio-economic condition of Tripura. According to different sources even non-tribal and tribal education progress in Tripura is not satisfactory. After a long decade of joining Tripura kingdom to democratic India still the tribals are backward in regard to education while at the

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same time non-tribals are developing educationally. So this arises thousand questions for the failure in their education. In the present modern era where the education is essential, there education is negligible among them. There are lots of reason in behind of failure in education, including the management, economy, unawareness; socio-political etc. let us discuss the system of education which is working for tribal education. Besides we will get the current scenario of education of tribals by looking literacy rate, drop-out rate and enrollment in the schools. Tripura has two categories of school, one government another private. The most of the schools of Tripura are run by government; private schools are religious institutions which are run by missionaries. Bengali is used as medium of instructions in govt. schools, although few govt. schools are English medium but the maximum of schools which are run by missionaries are using English as medium of instruction. Kokborok too used as medium of instruction in govt. schools which are under the TTAADC. TTAADC is helping to develop the education among tribals. This is the advantage for tribal education in Tripura, despite this feature they are far away than others. The most of tribals of Tripura are getting education under TTAADC schools, although many are studying out of TTAADC schools. Now a day it is seen middle class tribal family's children are admitting in private run by missionaries, the missionaries schools are succeed in attracting tribal families in admitting the private schools. As a result, percentage of taking admission in private schools is quite high. The govt. schools lost its credibility as they failed to provide the quality education. Consequently, the govt. schools tribal children are failed to achieve good position while at the same time the private schools tribal children's result is very impressive

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Table 1.13 Management and Type wise Total no. of School (as on 30.4.2014)

Sl. No	Name of management	JB	SB	High	H.S	Total
1	Dept. of school education	771	960	555	329	2591
2	Tribal welfare dept.	4	1	1	2	8
3	Sports directorate				1	1
4	Social welfare & social education	1	1		2	4
5	TTAADC	1495	221		1	1717
6	Private aided	10	4	6	28	48
7	Private	141	12	46	17	216
8	Private un-aided	1	2	2	8	13
9	SPQEM	129				129
10	Grant in aided madrasa	40	6	2	3	51
	Total	2592	1237	592	387	4808

Source: Education department (schools), statistics section.

As we were discussing about the tribal education and the majority of tribals pursue education under the TTAADC schools, so, it would be better to focus on TTAADC schools, we observed from the above table that, there are 1717 schools in the TTAADC areas out of 1717 schools 1495 are junior basic and 221 are senior basic schools. It is very misfortunate that there is no high school and only one H.S school which is Khumpui academy under TTAADC, which is not enough for a large number of tribal population. As earlier we mentioned a section of tribal students pursue their education out of the TTAADC schools. It is impossible to mark the schools where tribal student's study, as there is very limited schools in Tripura where tribals not pursue their education. But the majority of tribal students are belongs to TTAADC schools. Besides this in order to provide quality and value based education to children of poor families three Ashram school established, these are Dakshin karbook ashram school, Ratanmani memorial ashram school and Radhamohan memorial ashram school. The students of primary level can take admission in these schools. These schools are running under the Tripura tribal welfare residential educational

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura institutions society. For the secondary levels, four Ekalavya model residential schools have been established which are running under the control of Tripura tribal welfare residential educational society. The schools which have been set up are EMR, B.C nagar, EMR, Khumwlung, EMR Kumarghat and EMR, Khowai.

Table 1.14 Literacy Rate of Schedule Tribes of Tripura (%)

SL No	ST name	Male (%)	Female (%)	Total (%)
1	Bhil	91.0	83.3	87.3
2	Bhutia	100.0	100.0	100.0
3	Chaimal	84.0	69.8	76.9
4	Chakma	84.0	65.4	74.8
5	Garoo	92.3	84.0	88.1
6	Halam	92.3	81.5	86.9
7	Jamatia	92.3	89.9	86.0
8	Khasia	76.6	69.5	72.9
9	Kuki	92.5	85.7	89.1
10	Lushai	98.1	97.5	97.8
11	Mog	79.9	65.9	72.9
12	Munda	73.2	59.8	66.7
13	Noatia	86.2	68.3	77.4
14	Orang	59.1	45.8	53.0
15	Reang	79.6	60.6	70.2
16	Santal	78.7	62.6	71.0
17	Tripuri	88.3	73.7	81.1
18	Uchoi	89.2	73.3	81.1
19	Lepcha	96.1	84.1	90.6
	All schedule tribes	79.1	86.4	71.6

Source: Census 2011

From the above table we found that, the literacy rate of tribal in Tripura is 71.6, where male literacy is 79.1 and female

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literacy rate is 86.4. So we can say tribal female students are more participative and active in education than male students. Among the 19 tribal communities Bhutia (100%) occupy highest position in literacy rate. Although the population of Bhutia tribe in Tripura is very least, so after the bhutia Lushai is highest in literacy 97.8 and the lowest literacy is Orang tribe 53.0. It is to be mentioned here the major tribal group of Tripura is backward than other tribal groups in respect of literacy rate. Tripuri tribe which covers above 50% of tribal population in Tripura, its literacy rate is not satisfactory; the percentage of literacy rate of this tribe is 81.1.

Table 1.15 Gross Enrollment Ratio of Tribals of Tripura (2010-2011)

Class	Boys	Girls	Total
I-V (6-10) year	148.4	145.0	146.7
VI-VIII (11-13) year	97.1	90.9	94.1
IX-X (14-15) year	75.0	70.0	72.6
XI-XII (16-17) year	23.2	17.1	20.2

Source: statistics of school education.

It is observed from above data and clear that the tribes of Tripura after the primary level (I-V) students who are belonging to 6-10 years are reducing drastically, it indicates after primary many tribal students of Tripura leaves the school, which grows the tension in tribal society. There is no much disparity found between the class VI-VIII and IX-X of tribal students. The percentage of student's enrollment after the class IX and Class X is found less, it seems many tribal students of Tripura either leaves the school for domestic reasons or fail to pass examination. Thus, we can say tribal students are not forwarding in education and the progress of tribal education towards higher education is not satisfactory.

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Table 1.16 Drop-out Rate of Tripura District wise as on 2013-14:

Name of the district	Primary (i-v)			Secondary (i-viii)		
	Boys	Girls	Total	Boys	Girls	Total
West	3.52	3.10	3.31	5.19	5.68	5.44
South	1.73	1.36	1.54	3.98	4.14	4.06
Dhalai	3.42	3.41	3.42	8.19	9.36	8.75
North	4.60	5.45	5.01	14.10	8.96	11.54
Sepahijala	0.85	0.97	0.91	7.62	5.48	6.53
Khowai	2.19	2.68	2.43	9.30	8.00	8.65
Gomati	4.19	3.53	3.86	8.43	7.09	7.78
Unakoti	1.50	1.86	1.68	6.98	3.10	5.05
Total	2.93	2.86	2.90	7.67	6.40	7.03

Source: Education (school) department, Tripura.

Table 1.17 Drop-out Rates of Tribal Students of Tripura (2010-2011)

Class	Boys	Girls	Total
I-V	41.6	41.5	41.5
I-VIII	60.4	62.8	61.6
I-X	71	72.2	71.6

Source: statistics of school education.

The above table shows that dropping out rate among the tribals of Tripura is continued from the beginning to end. The increase of dropping out is not a good sign for tribe as well as for Tripura. The rate of dropping out is higher in between the class I-V and I-VIII; it also shows that dropping out rate is high among the tribal girl students. In fact, the dropout rate is higher among the tribal students in comparison to non-tribals. For encouraging the students towards education govt. is providing mid day meal and for decreasing dropout rate Sarva Siksha and Rashtriya Madhyamik Shiksha Abhiyan is playing pivotal role. The interesting

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fact is that despite having the act RTE 2009 which is originally known as 'the right of children for free and compulsory education act-2009' which was introduced of the view to provide the free and compulsory education to all children, tribals dropout rate are not decreasing in fact it is increasing. Although the RTE act 2009 introduced in 2009 but Indian constitution committed to provide the education to all long years ago, after a long decade we could not reach to our goal and tribal education is worst in Tripura, it brought tensions to tribal society as well as upcoming generation. The reasons of drop out among tribal students is different to others, there is huge problem prevailing in tribal society, it includes language barrier, geographical isolation, economically not stable etc. for that tribal students drop out rate is higher than others. Hence, it is essential to go through the deep study of tribal problem and proper care should be given to tribal students for reducing dropout rate among tribals. The responsibility to reduce the tribal dropout rate should be taken by different researchers, scholars and policy makers.

If we look into the past, the second attempt for higher education was made during the regime of Maharaja Bir Bikram Manikya, he was the last king of monarchy of Tripura (1923-47). He established one college for higher education in the name of him Maharaja Bir Bikram College under the University of Calcutta. He planned to establish a college for higher education at Agartala, Tripura with 254 acres of land in tilla area where having the lakes around the college, to be run under the scheme of 'Vidyapattan scheme'. 'Vidyapattan' committee was formed by a group of ten members; Maharaja appointed a president of committee who was the minister of him, for the planning of higher education of Tripura and to carry out the work Rs. 50,000 was assisted financially.

The foundation stone for the college was laid by the Maharaja Bir Bikram Manikya on 7 may 1937. But the college was failed to its move as during that time World War II influenced the

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economy of Tripura and progress of construction remain unfinished. Later the unfinished building was functioned for the British army. But after the World War II the unfinished building could not began its work for several barriers. At the last point Maharaja Bir Bikram Manikya passed away on 17 may 1947 and his dream for higher education remain unfulfilled.

Consequently, the 'Vidyapatan scheme' could not reach to its goal and dream of Maharaja could not implement to its reality. Many like to call the M.B.B College as Dream College which was affiliated to University of Calcutta. It was the single college for functioning higher education in Tripura. Now the college is considered as one of the premier educational institute of Tripura.

But it was not first attempt for higher education in Tripura King Radha kishore Manikya in 1901 first attempted to establish one college for higher education but the lack of infrastructure of the institution failed to recognize by University of Calcutta.

At present there are two medical colleges , twenty two general degree colleges, three private colleges, five technical colleges, five professional colleges, three University including M.B.B University and National Institute of Technology (NIT, Agartala) and three private colleges. If we compare the Tripura with other states in terms of population then we see Tripura has not sufficient numbers of educational institutes. It is also seen for the higher studies many go to other states.

The colleges of Tripura are affiliated by Tripura University and other educational institutes such as, teacher training colleges are affiliated to NCTE and technical institutes are affiliated to AICTE.

The colleges of Tripura are Tripura Medical College, AGMC & GBP Hospital, Tripura University, ICFAI University, M.B.B University, Rashtriya Sanskrit Sansthan, NIT, TIT, and Institute of Advanced Studies in Education, College of Teacher Education, Kumarghat, Art & Craft College, SDM Music College, Govt. Law College, 4 Polytechnic Colleges, and four private B.Ed colleges.

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Besides these for the preservation and promotion of tribal culture there are 2 institutes running, among them one is Tripura tribal folk music college which is affiliated by Tripura University, the only folk music college of Tripura, even in north-eastern region it is the only folk music degree college.

Another one Tripura tribal culture state academy, which is running under the TRI Tribal Research and Cultural Institute, the institute is the new milestone in the field of tribal culture in Tripura, as the tribal culture of Tripura is aged and for the preserving and promoting the culture this institute has formed. There are different tribes in Tripura and many belong to Bodo group of Indo-Mongoloid families. The tribal groups of Tripura are facing challenges to preserve their identity as well as culture due to modern way of life among peoples. So, for the restoring and reviving the heritage and culture this institute has formed. This institute is engaged in different activities including to conduct courses on tribal folk song, dance, promoting and preserving tribal culture in the areas of song, dance through applied research works.

Tripura Medical College, a medical college of Tripura, it was first established on 1 Aug 2005 and located on GBP hospital campus, but recently the institute moved to its own campus Hapania, Agartala. This college is approved by MCI medical council of India. It has the required facilities to run a medical college, such as; the college is well equipped by library, laboratories, and lecture theaters and so on. A good number of faculties engaged at the institute for instructing junior doctors.

National institute of technology, a premier engineering institute of the state, which was earlier known as Tripura engineering college established in 1965. At first the institute started journey by offering three branches of engineering courses namely, civil, electrical and mechanical. Earlier the college was affiliated to University of Calcutta later it was affiliated to Tripura University; currently the institute is approved by AICTE. The college

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was established keeping of the view to provide the engineering education to those who are the aspirants to be engineer or for those who want to continue their career as engineer. The college was one of the eminent colleges in north-east India.

Tripura University, a Central University of Tripura, it was established on 2 Oct. 1987. It was established to fulfill the people's demand of the state, as only University can provide opportunity to students for higher learning. At the beginning stage, the colleges of Tripura for instance M.B.B College and others were affiliated to University of Calcutta and peoples of Tripura suffered for its long distance as for the examination matters including different administrative matters students needed to seek help to concerned University. The crying demand for higher education in the state met when the Education Minister of Tripura Dasarath Deb allotted 75 acres of land located in Suryaminagar, Agartala, Mr. Deb laid the foundation stone on 18 may 1985 and started new journey for higher learning in Tripura.

Currently, the University is disseminating the knowledge to learners of state with its motto "pursuit of excellence". The university established on great day of great person's birthday anniversary of the father of nation Mahatma Gandhi. The university became Central University on 2nd July, 2007 under an act of the parliament. After it's up gradation to Central University many initiatives were taken to develop and strength the infrastructure facilities for the development of academic scope as well as for overall development of University. If we go through the higher educational background of Tripura the region was facing crucial problem in higher learning, though University of Calcutta responded positively and agreed to offer post graduate courses to the region. In 1976 university grants commission recognized M.B.B College as Calcutta university post graduate centre and offered few courses on Humanities. However, it took eleven year to have the states own university.

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It was the tribal Education Minister Dasarath Deb who took initiative to open a University for state; his personal efforts brought result to have states own university. Tripura State Assembly passed the Tripura University act in 1987, as a result the progressing of the work developed instantly. The people of the state remember him till today for his perspective planning on education.

Currently Tripura University is offering 42 different courses, which are certificate courses, under graduate, post graduate diploma, post graduate courses along with Ph.D courses at the same time directorate of distance education also offering post graduate courses on few subjects. The entire general, technical including professional institutes are affiliated to this University.

All the colleges of Tripura which are affiliated to Tripura University are enjoying great autonomy in several matters. Currently 46 courses are affiliated under the University among them 23 general degree colleges, 17 professional colleges, 4 paramedical and nursing colleges and 2 medical colleges. The University facilitate different services whether it is sports board, students welfare, hostel facilities for both boys and girls, a branch of state bank of India, post office, for weaker students remedial coaching and so on.

Distance education- from the day of establishment of distance education in India it has been playing pivotal role for higher education in India as well as in Tripura, especially for those who are residing in remote areas, and who are unable to pursue their education due to age or crisis of money. Tripura University, IGNOU and other educational institutes of Tripura are offering distance courses to meet the demand of education. The credibility of distance education is increasing in Tripura for its geographical isolation and limited number of educational institutes for higher studies. The distance education is popular as along with education students can engaged in different activities. According to opinion of many students the fees for distance courses are at cheap rate

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura and poor's can easily go for it. Different educational institutes of Tripura claim that they are providing a good quality of study materials and necessary services to students. Thus, distance education has brought a great opportunity to students of Tripura for higher learning.

Table 1.18 College-wise and Category-wise Enrollment in General & Professional Degree Colleges (2015-16)

Sl. No.	Name of the college	ST	%	All category (except ST)	%	Total
1	M.B.B college	1160	31.82	2485	68.18	3645
2	Womens college	1418	40.12	2116	59.88	3534
3	Ramthakur college	169	4.77	3372	95.20	3541
4	B.B.M college	791	20.61	3047	79.39	3838
5	N.S Mahavidyalaya	1078	26.20	3037	73.80	4115
6	GDC, Amanpur	210	31.48	457	69.56	667
7	ICV college	714	21.53	2602	78.47	3316
8	M.M.D college	230	28.68	572	71.32	802
9	KN Mahavidyalaya	129	7.25	1651	92.75	1780
10	D.D.M college	1074	47.65	1180	52.35	2254
11	GDC, Kamalpur	376	26.74	1030	73.26	1406
12	GDC, Dharmnagar	492	13.11	3261	86.89	3753
13	RK Mahavidyalaya	441	20.94	1665	79.06	2106
14	Ambedkar college	77	9.25	755	90.75	832
15	GDC, Khatkulung	719	80.52	174	19.48	893
16	GDC, Gandacherra	203	63.41	117	36.56	320
17	GDC, LT valley	134	46.85	152	53.15	286
18	RNT college	55	3.76	1407	96.24	1462
19	SV Mahavidyalaya	94	12.88	636	87.12	730
20	GDC, Teliamura	213	24.77	647	75.23	860
21	GDC, Santirbazar	71	15.43	389	84.57	460
22	GDC, Kanchampur	127	28.16	324	71.84	451
23	Womens polytechnic	70	20.96	264	79.04	334
24	Art & craft college	17	8.81	176	19.98	193
25	SDM music college	23	8.33	253	91.67	276
26	Govt. law college	68	35.98	121	64.02	189
27	IASL, Agartala	46	30.87	103	69.13	149
28	CIT, Kumarghat	31	31	69	69	100

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29	Polytechnic, Dhalai	88	28.85	217	71.15	305
30	Polytechnic, Gumati	147	29.28	355	70.72	502
31	Polytechnic, North	102	30.63	231	69.37	333
32	TIT	356	23.22	1177	76.78	1533
33	Bhavans Sc. & Tec.	05	4.46	107	95.54	112
34	ICTAI university	130	17.12	616	82.87	746
35	Holy cross college	356	65.44	188	34.56	544
36	BTCTE	01	1	99	99	100
	Total	11415	24.57	35052	75.43	46467

Source: Education department (higher), govt. of Tripura.

We observed in above table that there is much disparity in the enrollment between tribal and non-tribal students, very less number of tribal students took admission in higher level of educational institutions, such as in general, technical and professional level colleges. It is also mentionable that the percentage of tribal student's enrollment is 24.57 whereas, the non-tribal student's enrollment in different level college is 75.43, so there is no doubt to say tribals are far away than non-tribals. The highest number of tribal students enrollment is in Khumwlung general degree college which is 80.52 and located in under the TTAADC area, the majority of tribal population in Tripura is in TTAADC area, except the area in every college the percentage of tribal enrollment is less than non-tribals and the most less percentage of tribal students enrollment is in BTCTE Bhavan's Tripura college of teacher education which is only 1% the college is run by private organization, so far we can say tribals are not interested to pursue their education in private colleges, it may be for their constraint of economy or other reasons, so we may assume that economy is the main obstacle in behind of their less enrollment in higher education.

A Historical Background of Socio-Economic Condition of Tripura

Tripura is the agricultural state, so it is obvious agriculture takes special place in determining the economic condition of Tripura as well as in boosting the economy of the state. Therefore, maximum people of Tripura are engaged in agricultural activities and produce different crops; depending upon these activities they run the families. In case of tribe the situation is somehow different to others; the tribes of Tripura had chosen jhum cultivation for livelihood, although currently maximum tribal are getting engaged in producing agricultural products. The tribes of Tripura who are the early inhabitants of Tripura were practicing jhum cultivation since their migration of Tripura, in fact many of the view that the tribes settled the region by practicing jhum cultivation, as for the jhum cultivation the cultivators need to change the place every year for production. However, we can say the necessities of tribal life were met by producing any surplus.

The main product of jhum cultivation or agricultural work was rice, although there were more products such as corn, millet and different parts of vegetables produced according to period. The non-tribal peoples were engaged in manufacturing different products, including cotton and silk textiles, ornaments made of gold, silver and ivory, producing brass and bells with the help of wood and bamboos. Such activities enhanced the economy of Tripura as well as commerce and trade. Cachar, Manipur and Bengal were trading corridor for both the agricultural products and the products which were produced from different manufacturing sectors. As mentioned earlier during the later stage of pre-colonial period changes took place in economy, as during that period the economy of Tripura declined, which had destitute diversification of productive activities. From that period cultivation process brought changes in Tripura, now it is working towards agricultural production through shifting cultivation including jhum cultivation and many other wood

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and bamboo based products. The trend of productive activity remains same in the colonial period of hilly regions of Tripura.

During the kingdom of Tripura the king administration collects revenue from different sources of peoples of Tripura. Different historical documents of pre-colonial period analyses the collection of revenue in the region. Revenues were collected from land, household, forest products, manufacturing products and import and export commodities. Later, the king of Tripura introduced zemindary of chakla roshanabad for the collection of revenue instead of pre-fixed amount of annual revenue, which was taken by rulers of Bengal.

During the late pre colonial and early colonial period, the kings of Tripura did not take any measure to reform the revenue administration system of Tripura. The system of collection of revenue was ijardari or farming but the household were taken through ghar-chukti kar. A particular ijara took the responsibility to collect the all kinds of revenues from that certain ijara. The ijaradars had the right to delegate their authority for the collection of revenues to a chain of dar-ijaradars, during that time in other states land revenue took major place but in case of Tripura it was different. Tripura collects land revenue in the form of one-fifth of total revenue in 1872. The land revenue was collected in the form of talukdari, which took the share of land products on behalf of king. The right of taking share half of the land products on behalf of the king was taken in the form of meyadi basis or qayemi basis. The meyadi system, here the tax of talukdar have the scope to revise by the king after a certain period but in qayemi system there was no scope or opportunity to revise the payable tax, as it was predetermined by the king when the taluk take settlement.

The ijaradar or talukdar who are the tax collectors of Tripura makes their settlement with cultivators through directly or sub-farmers and sub-collectors as per requirement. The right to occupy the land brought to under the consideration of kings subjects, as they were known as raiyats. The British subjects had the right to

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura cultivate the land within the hill Twipra, which are the under the jurisdiction of Tripura king.

The tribals of Tripura were busy in shifting cultivation as non-settlers but they pay only household tax; they were excluded from other taxes. Such taxes were paid to king to mark the loyalty instead of state revenue. The ghar-chukti kar or house hold tax earns 9.1% of total revenue of state in 1889-90. During the colonial period the king and British political agents took some measures for enhancing the revenue system of Tripura. The maximum revenue collections were met from forest products including ban-kar, cotton and til. The same trend can be seen during the early twentieth century to colonial period in the sources, systems and amount of revenue collection. So it is obvious the revenue collection during the kingdom from zemindary of chakla roshanabad took major role, which was the total two third of total revenue system of Tripura kingdom.

Tripura, the majority of the area is covered by forests and economic sources; during Manikya dynasty also the economic condition of Tripura was based on forests although the economic condition was primitive. As there were missing of industrial factories whether to talk about agricultural activities which can grow the economic condition overall it could say there were no established markets, business corridor so it could not offer a good economic destiny for Tripura. The economic growth of the state took place from the depression of early 1930s and from the partition of the country when a section of peoples from different countries illegally migrated to Tripura, which have changed the total socio-economic scenario of the state.

The tribes of Tripura have been practicing shifting cultivation for producing vegetables including many forest products were collected according to their need independently. Tribals were also seen in hunting the wild animals for consuming, besides fish also collected from the lakes and rivers. The characteristic of different tribes is similar, as they were engaged in same economic activities

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to earn for family. The tribes of Tripura had self governing institutions; these were worked as liaising agencies between the king and court. The chief of the court collect taxes from individual for households. The tribes had the right to develop the institutions without interference.

Tribes were seen to produce variety of jute which is known as Mesta, which were cultivated in high lands along with jhum cultivation. Tribals were required to pay house tax which was imposed by king, so by selling the products they pay house taxes. But the sum of house tax was different depending on the relation; the tribe who had close relation with king their tax was different to others. The tribals had to pay tax separately for the producing different products and for the exporting the products to other states there was prefixed tax. The tribals also needed to pay tax for accessing good services such as, salts, tools etc. even the tribals who run the family by weaving the clothes needed to pay taxes in weekly markets.

During the first three decades of twentieth century the tribal societies owned the private properties and their economic condition was quite good. The two kings of Tripura kingdom namely, Ishanchandra (1849-62) and Birchandra Manikya (1862-96) framed the policy to encourage the tribal families for taking settlements plough cultivation on the valley lands under the law of King.

The socio-economic condition in hilly areas prevailed poor. First in 1931 and again in 1943 for the improving socio-economic condition the king initiated by reserving certain areas which contain a total of 285 sq. km. further it increased to 5050 sq. km. which was almost half of the total state in the name of five Tripuris which is called 'Pancha Tripuri' namely, the Tripuri, Reang, Jamatia, Noatia and Halam. The unique feature of the reserved area was any other groups were not allowed to enter the reserved areas, in fact it was a one initiative to protect the tribes, and as a result other tribes out of the reserved areas remain violated.

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The zamindari tradition during the king era had developed the border area of different towns including Agartala mostly in transportation road and railway, the rail way of east Bengal only few kilometer away running north to sylhet and Assam and south to the part of Chittagong, which was known as Tripura entry port. But the partition totally harmed the communication of Tripura; as a result Tripura remained isolated as its life line has been closed. This brought the major setback to communication system of peoples of Tripura. Pakistan continued its attempt to threaten; it could be the reason of ceded the Radcliffe award by the Chittagong hill tracts to Pakistan.

Once the tribal leader the then M.P Dasaratha Deb in 1953 raised a question in Loksabha regarding the socio-economic crisis prevailing among jhumias of Tripura²¹.

Will the minister of state of home ministry to be pleased to state.

- a) The number of deaths due to starvation of tribal jhumias.
- b) Whether govt. is aware that a large number of tribal jhumias would not sow seeds in their jhum this year due to want of seeds.
- c) What steps are being taken by the govt. of India to protect these jhumias.

In fact, after the independence or joining Tripura to Indian union no further step was taken by the govt. of India. It is obvious the tribal becomes more pitiful as they were not aware about their rights and the role of Union govt. towards tribal jhumia was negligible. But once in 1980 Dinesh Singh committee explained about the tribal of Tripura that 'successive governments in the state have not done much to safeguard their interests or promote their economic development, particularly to present the alienation of their land'.

During monarchy the kings of Tripura tried several time to collect taxes from the tribes but because of poor the tribals of Tripura unable to pay taxes. During the monarchy many Kings of

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Tripura wanted to collect tax from tribes in the name of house tax. Several time many kings of Tripura exploited tribals in various forms. This has led different movement of Tripura including Reang movement led by Ratanmani Reang. During British era when Tripura was an independent state the British did not interfere in any issues of monarchy administration, the tribes of Tripura only pay annual taxes. The British established relationship with the kings of Tripura and the relationship reached to deterioration as a result political agent was appointed by British to look after the administration of king. It seemed it was the first time that British interfered in the works of king administration. The political agent who was appointed by British used to sent reports to their concerned authority for taking steps against king administration if any error found.

During the 'zemindary' of chakla roshanabad the economic condition of Tripura gradually declining and the kings of Tripura faces a major crisis with the economy of Tripura kingdom. The dispute with Bengal nawabs on zemindary was also responsible to meet the needs of economy of Tripura. The settlement in Tripura from different parts marked the peaceful Tripura into unrest which also declined economy of the region. During the later stage of pre-colonial stage many professionals, traders' artisans and manufacturers began to leave the region which has influenced the economy system of Tripura. The economic recovery met the region during the colonial period. It was the King Birchandra Manikya who ruled the state till 1896 he took many initiatives towards modernization of Tripura, which brought occupational pattern changes in Tripura. During that era the middle class people were began to work as royal employees, teachers. The 1931 census of Tripura gives evident that the primary producers of Tripura were 84.53% and 7.81 % were manufacturers and rest were engaged in administration.

The main occupation among tribal have been jhum cultivation including agriculture and other allied activities. It is said the cultivation of plain field first started from Bengalis and Muslims, gradually it

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura influenced to tribal community of Tripura. The tribals of Tripura were not agreeing to cultivate the plain field; even they considered it as most low level of occupation. However, the tribal communities of Tripura like Tripuri, Jamatia, Noatia, began to cultivate in plain field but they were not much skillful as Muslim Bengalis were. Muslim and Hindu Bengalis were aware about using different fertilizer as well as cow for the requirement in cultivating plain fields, some tribal communities which have mentioned above were gathered a light knowledge about the instruments but others tribal groups Halam, Reang and Kukis they were in the interest of to cultivate their traditional jhum cultivation, for instance, a centuries ago the sub-tribes of Koloj who were residing in jantrana para, baishya moni para were depended on jhum cultivation for livelihood. The jhum cultivation was the oldest traditional occupation for livelihood of tribals in entire north-east. Still a section of tribal of Tripura are engaged in jhum cultivation and considered it as their occupation. According to Agriculture Corporation of Tripura (1983) which did research with the help of Tripura govt. jhum cultivation is main traditional occupation among tribal's of Tripura. It pointed out, "Jhuming is primitive 'slash and burn' method of cultivation which leads not only to low productivity but also is very much detrimental to the natural resources and ecology of the areas as it is causes deforestation and soil erosion. With the increase of population and jhum cycle being shorter, this form of cultivation is gradually becoming un remunerable due to which economy of large section of population in the state is adversely affected." It further pointed out "among the tribal households 77% were involved in jhum cultivation of whom 50% households practice it as way of life. 53% of jhumia households were found landless and 80% of them were practicing jhum cultivation in reserve forest...jhum cultivation is carried out mostly on fresh demarcated and protected lands and collection of forest produce provides a part of the income for the jhumias.....substantial uniformity in income distribution over different tribes was observed, the average

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income per jhumia household appeared to range between Rs. 1000 and Rs. 2000 per annum". In Tripura the ratio between the hilly and plain field is 2:1 among these 63000 sq. kilometer that means 60% area is covered by forests".

During 1930-31 effort was taken to settle the jhumias in plain land, especially the effort was taken to engage the jhumias in plough cultivation, initially 70,400 acres in kalyanpur of khowai sub-division was reserved in the name of settlement of jhumias. Subsequently in 1941 the reservation for jhumias settlement increased to 1248000.

One more step taken by king to encourage in plough cultivation was the framed general policy by urging them to involve in plough cultivation. During that time immigrants of Tripura were engaged in plough cultivation, although many jhumia had close contact with immigrants. In fact, the jhumias were unaware about the plough cultivation. As a result many adopted both in one way they practice shifting cultivation at the same time engaged in plough cultivation. It was observed from different reports that the jhumias were gradually adopted plough cultivation as their occupation instead of jhum cultivation.

One drastic change took place in the year 1951; many tribal families were losing lands for the various reasons. At the beginning of 1951 the ownership of land among tribals was worst to the non-tribals. It could be reason of extending the reserved area, manipulation on tribal rights and transferring the land of tribals to non-tribals. Consequently, a majority of tribal people loses the owning of land and which brought the changes in agricultural activities. As a result, the agricultural activities were done by the immigrants. Thus, major changes found in economy between tribal and non-tribals, immigrant's economy grew rapidly and tribal's economy was degraded.

It is to be mentioned here out of the total 10, 47,000 hectares of Tripura only 2, 45,000 is agricultural land which is 23 percent of

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the total area. The population of Tripura is highest in comparison to other states of north-east, although Assam has more population than Tripura but geographically Tripura is small. The tribals of Tripura faced several problems between the years of 1947-1972 and a large number of non-tribal illegally migrated to Tripura and tribals were pushed from plain lands to inaccessible regions. The cultivation of jhum in hilly areas including agricultural activities has reduced in Tripura due to continuous increasing of population.

The practicing of agriculture cultivation among tribals had been reducing as well as many becoming landless. It could be the reason of large number of population, continuous influx immigration. As a result in 1972 the number of landless and jhumia increased to 42,060. Different sources hinted around 16000 jhumia families seek for the rehabilitation during the sixth five year plan, consequently in 1993-94 around 3962 tribal jhumia families as well as landless rehabilitated.

So it is observed from the different reports and above statement that the govt. of India never gave importance to tribal jhumia families and they failed to improve the socio-economic condition of these peoples. From monarchy to democracy and even after the independence which crossed many decades' tribals remain same as earlier. Till today tribals are facing the problem of identity crisis, land alienation by the outsiders, domination by the others, economically exploited sometimes the fundamental human rights also violated, still many residing in inaccessible parts. In fact tribals are facing huge problem due to its less population. The poor socio-economic and deprivation among tribals leads to involve different unconstitutional activities including separation activities and insurgency problem.

Since early stage of formation of govt. of Tripura, tribal people were neglected in every aspect of govt. facilities. Most interestingly govt. was conscious to provide the facilities to immigrated people it includes lands, jobs, education, health and other facilities, on the other hand tribals were deprived of these facilities. As a result,

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the non-tribal accessed goods and basic services and their socio-economic condition also improved and their better socio-economic condition had developed way of life and brought rapid advancement. So, the advancement in non-tribals and backwardness among tribals has lead to the disparity of development. The tribals could not participate in development process and they remained isolated. But recently, tribals are found in rubber plantation, forest plantation, orchard, animal husbandry etc. despite these endeavors tribal jhumias are not able to meet basic needs of life, the failure of the govt. schemes in hilly areas kept them apart from the normal life.

The process of the development among tribals took longer period, it was for their backwardness. Although after a long period some changes are taking place in situation of tribal life, which the credit goes to state govt. as well as to those who were engaged in that work. It is obvious central govt. schemes sometimes worked for the development and the running schemes for tribals helps to uplift the tribal life. Besides many changes or improvement also found in the aspect of educational attainment, after going through the literacy rate of tribals one can say tribals are developing gradually in education.

Present Socio-Economic Condition of Tripura

The socio-economic condition of Tripura is based on agriculture, rubber plantation, fish, bamboo and little other manpower. Overall if we go through in-depth of economy system then we finds the trend of socio-economic condition in Tripura running in lower level. It is believed the economy of Tripura is mainly agrarian and characterized by high rate of poverty, low per-capita income, low capital formation, inadequate transportation facilities, geographical separation and restriction of communiqué, inadequate utilization and overuse of forest and mineral wealth, almost absent of industry which can boost the economy of Tripura and high un-employment which makes the

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uncertain future of youths. The geographical isolation of Tripura from the mainstream of country is responsible for its lack of connectivity. 64% area of Tripura is declared as forest areas, so the economy of Tripura is based on forest products. It is reported sometimes by the govt. officials that the negligence in financial assistance by the union govt. also responsible for its poor economy. Tripura does not have any particular factories, industries or other organizations in order to boost the economy of Tripura, one need to take depth study on prevailing condition to identify the particular reasons of poor socio-economic condition. Most probably due to above certain reasons the economy of Tripura could not be stabilized. But according to many experts Tripura has huge resources and that are unique if the resources can be implemented in appropriate way, it can bring dramatic changes in economy of Tripura. The most interest fact is that after a long decade of independence Tripura failed to have stabilized economy. Although Tripura govt. has taken few steps to improve the socio-economic condition as a result, development is taking place gradually. Thus, in behind of the poor economy of Tripura there are several issues as well as problems, which could be considered as constraints to improve the socio-economic condition of Tripura.

Table 1.19 Scheduled Tribes Households:

States name	Total household	Total ST household	% of ST households	No. of households with scheduled tribes			% of households with scheduled tribes		
				Govt.	Public sector	Private sector	Govt.	Public sector	Private sector
ASSAM	88028	53958	58.29%	9000	104	1204	0.99%	0.20%	44%
CHHATTISGARH	180000	100000	56.18%	20000	881	900	12.59%	0.71%	0.20%
GOA	26400	26700	95.91%	5000	2000	6700	17.85%	0.74%	1.35%
KARNATAKA	240000	270000	91.7%	10000	1000	6000	6.82%	0.56%	0.7%
KERALA	110000	110000	98.79%	0000	1000	5500	5.65%	0.97%	4.98%
MIZORAM	69000	26000	37.9%	3000	1000	800	4.35%	0.20%	0.3%
WEST BENGAL	80000	10000	12.5%	1000	1000	1000	1.25%	0.12%	0.12%
TRIPURA	80000	80000	100%	1000	1000	1000	1.25%	0.12%	0.12%

Source: Socio Economic and Caste Census 2011(Provisional), M/o Rural Development

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It appears from the above table that Tripura tribal occupy lowest percentage of total households after the Assam, though Assam has less tribal population, but if we look to Mizoram state it has 98.79% households, in fact it has less tribal population in comparison to Tripura. Similarly, the persons working in public and private sector with salary also found less percentage in comparison to other states 0.20 & 0.13 in public and private sector respectively. Meghalaya, it has not much tribal population like Mizoram, Nagaland etc. has but its household percentage is quite high 90.36%, so it is more cleared that the state's tribe's socio-economic condition is developed than Tripura tribes. Therefore, the study reveals that the tribals of Tripura are behind of other tribals states north-east. It is hopeful that in future like other tribes of different states Tripura tribes households will also increase and run in similar trend for abolishing the disparity across the states.

Table 1.20 Monthly Income of Highest Earning Household Member in ST Category Households:

States	Total households	ST HOUSEHOLD	No. of Households with monthly Income of highest earning household member			of Households with monthly Income of highest earning household member w.r.t Total HH		
			<5000	5000-	>10000	<5000	5000-10000	>10000
1- MIZORAM	98775	97969	26333	479	474	28.14%	4.67%	5.12%
13-ARUNACHAL PRADESH	187676	43465	104232	18806	2024	55.50%	10.01%	10.87%
12-NAGALAND	281310	26700	186686	38743	11566	65.66%	13.63%	11.62%
14-MANIPUR	448167	222023	149638	51682	20701	33.39%	11.53%	6.65%
15-MIZORAM	111626	110230	84847	14667	16758	76.01%	13.14%	9.64%
16-TRIPURA	69546	35603	24151	2332	3063	30.88%	3.15%	2.91%
17-MEGHALAYA	48911	44988	33859	6859	3555	68.71%	14.05%	7.61%
18-ASSAM	2714836	82125	63210	12951	2963	11.05%	3.02%	1.23%

Source: Socio Economic and Caste Census 2011(Provisional), M/o Rural Development.

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The above table represents 30.88% percent of household members belonging to tribe earn more than 5000 per month, 3.15 percent Tripura tribes monthly earning between 5000 and 10000 and 2.97% of Tripura tribes are lie on below 10000 per month income. It became evident from census 2011 that Tripura tribe's income is lower than other north-eastern states, income which takes special place in determining the socio-economic condition of Tripura, so undoubtedly one can say the tribe's socio-economic condition is poor in Tripura. The comparative analysis also provides Mizoram occupy first position in the category more than 5000 which is 76%, Meghalaya stood first position in earning per month between 5000-10000, which is 14.05% and Nagaland occupy first position in earning less than 10000 per month, which is 14.62 %. It is clear from above comparative analysis Tripura tribes are economically not strength as others non-tribes are. The incomes of Tripura tribes are not improved yet even after the long decades while other states are forwarding. So the priority must be given to tribes of Tripura, as much as possible the limitations must be identified and removed for making egalitarian society. Govt. too needs to concentrate over the tribals problems and take initiatives for improving the income by which they can live without poverty and economy crisis.

Table 1.21 Income sources of ST Households:

States name	No. of households with income source						% of households with income source							
	Cultivation	Manual annual labour	Part time or full time domestic services	Foreign rem. prob. no.	Non-agricultural	Charity	Others	Cultivation	Manual annual labour	Part time or full time domestic services	Foreign rem. prob. no.	Non-agricultural	Charity	Others
SIKKIM	16396	6841	1984	5	82	71	8257	8.17%	2.12%	1.52%	0.02%	0.88%	0.37%	9.31%
ARUNACHAL PRADESH	105995	8209	2302	89	1308	196	24504	36.42%	7.42%	1.76%	0.05%	0.70%	0.10%	12.01%
NAGALAND	179081	18013	6828	44	7653	524	54862	60.87%	8.34%	2.40%	0.02%	1.28%	0.18%	27.86%
MANIPUR	157583	20842	8815	68	1267	89	49573	35.12%	7.45%	1.97%	0.02%	0.38%	0.01%	9.72%
MIZORAM	81427	3802	2001	254	814	93	15911	22.95%	8.78%	1.79%	0.21%	0.23%	0.07%	14.25%
TRIPURA	57818	13818	12969	324	3166	928	37806	2.66%	16.41%	1.87%	0.02%	0.46%	0.90%	2.43%
MEGHALAYA	179279	17847	12974	209	5919	599	62264	36.89%	36.39%	2.67%	0.06%	1.22%	0.10%	13.02%
ASSAM	40864	21330	11674	1065	9805	1744	11987	7.80%	3.75%	1.53%	0.02%	0.10%	0.31%	1.97%

Source: Socio Economic and Caste Census 2011 (Provisional), M/o Rural Development.

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The above table represents comparative analysis between Tripura and other north-eastern states source of income. We obtain from the 2011 census that the tribes of Tripura are delimited in opportunity of source of income in comparison to other north-eastern states. Agriculture is still most predominant sector of living for the tribal of the state. The percentage of casual workers is less in Tripura after the Meghalaya; similarly in cultivation category also Meghalaya tribes are higher than Tripura tribes. It might be the sudden demography change of Tripura including alienation of land. As a result tribals of Tripura are leaving the occupation as agricultural laborers. According to an estimate, there were approximately 420060 jhumia and landless tribal families in the state in 1972. Other official provides, more than 16000 jhumia families were awaiting rehabilitation at the end of the sixth plan period and 3962 families were rehabilitees in the years 1993 and 1994 ²³

The opportunity for income in Tripura is least, which has not improved over the decades but if we look to other north-eastern states they have more opportunity for income than the Tripura. Most interestingly the percentage of charity or beggar is high in comparison to other north-eastern states, which proves to what extent the socio-economic condition of tribes of the state has developed. In respect of casual workers it is revealed that the tribes of Tripura is delimited by 16.41% of tribe workers and engaged with concerned category on the other hand Meghalaya in the same proportion is as high as by comprising 36.39%. Thus the table appears that the tribes of Tripura are not much developed as the tribes of other north-eastern states developed.

It appears that despite changes in access to education and affirmative action, scheduled tribes that were traditionally at the lowest tread of the social hierarchy are still economically worse off. Which are proved from above table that ST households have the lowest income and have limited opportunity for income compared to other states of North-East India.

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In order to improve the socio-economic condition of tribals several schemes are running in Tripura which are given below.

- **Adivasi Shikha Rrinn Yojana (ASRY):**

This is one of the schemes which are running for the welfare of tribals, which is to assist the unemployed tribals financially. In the financial year 2012-13, Tripura Scheduled Tribes Cooperative Development Corporation Ltd took in hand a scheme, named Adivasi Shikha Rrinn Yojana (ASRY) running under National Scheduled Tribes Finance and Development Corporation (NSTFDC). An unemployed tribal can take opportunity whose annual income is Rs. 81,000/- in rural areas and Rs. 1,04,000/- in urban areas where they are provided maximum Rs. 5.00/- Lakh as loan @ Rs. 6% interest per year under the said scheme. To avail the facility an unemployed tribal youth can plea to the Tripura Scheduled Tribes Cooperative Development Corporation Ltd. In the financial year, altogether Rs.123.00 Lakh had been prearranged as loan to 100 nos.ST students for enduring higher education.

- **Tripura Schedule Tribe Corporation Limited:**

The Tripura Scheduled Tribes Cooperative Development Corporation Ltd. was established under the Cooperative Societies Act. 1974. The Corporation was registered in the year 1979. It was introduced with the aim to develop the economic condition of the underprivileged unemployed tribal people existing in the state by providing financial help through providing loan under a variety of schemes with easy terms and condition at a low rate of interest. For the better education of tribes at the higher education level they are financially assisted. In the year 2013-14, Rs.568.00 lakh was provided to the 427 ST youths as loan under transport, business and agriculture sector for self employment. Financial assistance was provided to one hundred students with sum of Rs.123.00 lakhs as loan for pursuing higher studies.

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- **Twenty Point Programme (TPP):**

The Twenty Point Programme (TPP)-2006 is functioning to improve the economic condition and abolishing the dearth from the tribes in India. It is a package of Social Sector Schemes and Programmes, which consists of 20 Point and 66 items being administered by various Ministries of Government of India. And this scheme is being evaluated and implemented by concerned state governments. As mentioned earlier, the objective of the programme are to reduce poverty and for improving the quality of life of the poor and under privileged population of the country. This scheme is to improve various socio-economic aspects like poverty, employment, education, housing, health, agriculture, a forestation and environment protection, drinking water, energy to rural areas and welfare of weaker section of the society etc

- **Tribal Sub Plan:**

As mentioned earlier tribal sub plan is working for the socio-economic development of tribals. The scheme is being implemented by state with the same objective. This initiate was taken during the 5th five-year plan (1975-79) to meet and reach development to the Scheduled Tribes. It is such kind of strategy under which each development department of the State Government is required to quantify and set apart an amount of their plan budget provision for implementation of schemes exclusively for the Welfare of Scheduled Tribes in Tripura. It is a unique scheme which is working to improve socio-economic condition of tribes; the process has a lot contribution in tribe's development. The assistance owed for it so quantified shall not be less than the percentage of S.T. population of the concerned State. So, as Tripura consists 31.8% of tribe's population, in each development Department has to quantify at least 31% of their plan fund towards Tribal Sub-plan, which is to accelerate for tribe's development.

- **Sch. Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006:**

In order to improve the socio-economic condition of tribals this scheme is being implemented in the state. In actual it is to hand over the forest rights to Scheduled Tribes and other traditional forest dwellers over the forest land, which clasp and continue their occupation for self-cultivation, rights over minor forest produce and traditional rights, the Scheduled Tribes and other Traditional Forest Dwellers, which is known as forest right Act, 2006 and being implemented for the welfare of the tribes of Tripura. Tribes have been reporting that they are losing the rights over the forests so after all the accomplishment of the forest act in the state has met the demand. The state govt. of Tripura had decided to improve the economy under the several schemes on the basis of forests of Tripura such as, MGNREGA, Indo-Germanic Development Council (IGDC) and Japan International Cooperation Agency (JICA) for the best utilization of land given to forest dwellers under the Scheduled Tribes and Other Traditional Forest Dwellers (ROFR) Act, 2006.

- **Nucleus Budget:**

At present, the state has one scheme which was introduced to provide the health related facilities to tribes. It is believed tribes of Tripura are poor and it is obvious poor cannot access the health facilities, in order to provide medical facility to tribes of tripura this scheme was introduced, under this scheme poor tribes are provided financial assistance for medical treatment and purchase of medicine. Financial assistance is also provided to take up need-based income generating schemes. Financial assistance up to Rs.2, 500/- for treatment inside the State and Rs.8, 000/- for treatment outside the State is provided under this scheme. This scheme is crucial demand of the state, moreover still tribes are reporting health problems, many dies every year because of diarrhea,

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malaria etc. this is unfortunate for the state despite having such kind of schemes like nucleus budget tribes are forced to die without medical treatment.

• **Tripura Tribal Areas Autonomous District Council:**

The tribes of Tripura have been demanding an autonomy administration which is to administer them, with a view to fulfill the aspirations of the tribals, the Tripura Tribal Areas Autonomous District Council (TTAADC) was set up in January, 1982 under the Seventh Schedule of the Constitution of India. Later, the council was included under the provisions of the Sixth Schedule of Indian Constitution on 1st April 1985. Currently, the administration is working for the development of tribes, the activities which come under these are the maintenance of several PWD works, inspection of schools which are under the TTAADC etc. besides it is also working to rehabilitate the landless tribes, providing several schemes to unemployed tribal youths, Agricultural Development, Soil Conservation, Flood Control, Supply of drinking water, education, transport and communication so on are the tasks which are running under TTAADC. The TTAADC for which it was established with specific commitment, it has failed to meet the demands of tribes, the general demands of the common people like providing the safe drinking water, healthy roads, electricity did not meet still many people dies in TTAADC area due to diarrhea, cholera and malaria etc. diseases and the question of protection of land where they have been residing for centuries still captured by non tribals illegally. Thus, it is hopeful the TTAADC will work with utmost care for providing the basic facilities to the poor tribes of Tripura, which can bring the harmonious development to the TTAADC areas.

Thus, it appears from above context that there are number of policy and schemes for the socio-economic development of tribes which have been taken as measures for tribes since India

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got independence, but the real fact is that still tribal areas remains illiterate, lacking with water, electricity and common needs. The most interesting fact is that despite having some core policy and schemes and reservation in getting several schemes made by the central govt. they remain unchanged and even after receiving huge amount allotment from the Govt. for the development of their condition. For the proper development of tribes there is urgency to inspect and evaluate the govt. schemes which are facilitating or committed to develop the socio-economic condition of tribes, the inappropriate management, lack of inspection, unawareness among tribes and corruption at all have made failure the govt. schemes. Therefore, it is believed for running govt. schemes transparency will be followed with proper management system for stopping corruption and negligence in implementation of schemes, further it can bring the development among the deprived sections of the society if the schemes facilitates for which it have been made.

In spite of difficult communiqué and geographical isolation which has stand as constraint behind of progress of development and establishing large industries and factories in the state, Tripura has achieved a least in respect of agriculture, bamboo handicrafts, rubber plantation and so on. The resources accessible in Tripura which can boost the economy of Tripura as well as tribal economy and all segment population of Tripura are as follows:

- **Rubber :**

Rubber takes special place in the improvement of economy of the region. Tripura has suitable soil for the rubber, for which Tripura's rubber is most popular and a section of peoples are surviving depending on the rubber and Tripura is second largest rubber plantation area after the Kerala. Different research revealed that about 100,000 hectares of area of the state can be used for the rubber plantation, currently, about 23,500 hectares area of

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the state under the rubber plantation, such a opportunity Tripura peoples are getting, needless to say it will decrease the poverty and will bring improvement in the socio-economic condition of Tripura. The quality of rubber of Tripura is comparable with Kerala and the quantity too. There is no doubt in regard to position of rubber plantation of Tripura and it is worthy to mention here rubber board of India has declared Tripura as second rubber capital of India.

The state govt. and central govt. jointly working in the improvement of rubber as well as to extend the rubber plantation area and of course in this regard World Bank is helping. As a result it is believed the production of rubber of Tripura will increase, currently the production rate is 5,000 MT per annum.

The role of the state govt. in regard to rubber also appreciable, state govt. have taken some initiatives to encourage and promote the rubber process and establishing rubber based Industries. The state govt. have set up TFDCP a state govt. undertaking which is a centrifugal latex processing factory with capacity of 5.76 TPD, further it extended to 13.44 TPD.

A centre for process and product expected worth Rs. 12 million is set up in Tripura, which is to create basic infrastructure to promote and encourage in establishing rubber based industries. Tripura has wide opportunity in setting up rubber based industries with huge quantity of good quality rubber.

- **Natural gas:**

Tripura has big possibility of natural gas production; it has vast reserves of natural gas which are in non-associated form. One cannot have doubt regarding the quality of gas of Tripura because it consists 97% of high methane and there is absence of H₂S of sulphur and other impurities. In regard to matters of seeking and exploring ONGC is working hard and this has been started since 1972 in the region. As a result, ONGC has estimated the total gas reserves as under:

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- Prognosticated reserves 400 BCM
- Established gas reserves 30.65 BCM
- Net recoverable reserves 16.91 BCM
- Present production potential 2.03 MMSCMD

It is believed in near future the exploration done by ONGC will find new way, which can bring the bright future of economy of Tripura. The Union govt. of India is working to finalize a deal with M/S Oklands international USA, to step up exploration process in Tripura, in addition to ONGC. The perspective of process is to increase the production potential to 4.5 MMSCMD by the year 2001-02.

The natural gas of Tripura is utilized in several way presently natural gas is used for the purpose of power projects of the state govt. and NEEPCO, the extent of utilization of natural gas is about 0.80 MMSCMD and expected in near future it will increased to 1.25 MMSCMD. However, a small quantity of gas is used for supplying to domestic and industrial consumers. The stock of 0.80 MMSCMD from this around 0.74 MMSCMD gas is consumable for the requirement of industrial projects.

Tripura is benefitted for establishing projects as north-eastern region enjoys concessional pricing for gas. In these regard the union govt. has separately announced revised pricing policy which was effected from 1 Oct, 1997 and remain for certain period.

There has been a close contact or link in between the consumer price of gas at landfall points and the international price of a basket of LS/HS fuel oils.

The price of natural gas had increased from Rs. 1000/MCM to 1200/MCM for north-eastern states, in fact the price is lower than the general price of about Rs. 2300/MCM. Apart from that further discount was available of Rs. 300/MCM basing on the case to case for the new consumers in the north-eastern region for a period of 5 year.

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Tripura has wide scope for natural gas with unique facility which is concessional price of north-east and the available superior quality of natural gas can further develop the possibility of setting up natural gas based industrial factories. Thus, it is believed that such kind of opportunities available for natural gas of Tripura will bring the some changes in the economy of Tripura.

• Tea industry of Tripura:

Tea industries of Tripura occupy an important place in the economy of Tripura. There was a time when the tea of Tripura was most popular in the entire north-east region. The tea cultivation in Tripura is not new it started since monarchy during the reign of Maharaja Birendra kishore Manikya in the year 1919. He had granted lease of 9,700 hectares of land for tea cultivation, but unfortunately by 1939 the area was reduced to about 4,480 hectares though more one thousand hectares were added. Presently, 4.2 million kgs of tea is produced annually from 55 gardens. The states account for all India hectare age and all India production is 1.6 and 0.7 percent respectively, which is fifth position in both accounts. The state govt. annually about Rs. 50 Lakh investing for the tea based industries. But currently the tea based industry of Tripura is failed to produce its level of target. Perhaps, the negligence by the govt. towards industry and ill policy for industry or pathetic condition of economy to run an industry could be the reason behind of the failure in tea based factories. However, the state's income is still depending upon tea based industries as four percent of state's income comes from these industries.

The size of tea garden of Tripura are not much small, these are comparable to other states of India size. The areas of gardens are nearer to 500 acres and above and the planted area comes under in between 151 and 300 acres. Despite having sufficient size for tea gardens sufficient attention has not been paid for its

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development. The basic requirements are not met which are necessary including the use of fertilizer and insecticides are unsatisfactory. As a result the production rates of the tea are not sufficient and low quality. The neighborhood yields per acre 400 LB which is half if compared to all India average. This is an important constraint behind of the failure of such tea based gardens. The teas of Tripura which are produced from different gardens are mostly low qualities and these are used only for blending with good quality of tea so that it can reduce the prices of tea. The quality of Tripura tea are low as this had been planted long year ago, the quality of tea can be obtain from those which are within the 50 year of life thereafter the bushes required replacement. After a specific term the quality and quantity both declines. The re-plantation and the extension of area had not taken place from a long time and the ages of present tea gardens are between 50-60 year groups. This has been major problem for the tea based industries of Tripura.

Thus, it appears the present conditions of Tripura tea gardens are facing with several problem including economic and technical problems. It is essential to reorganize the structural in management system along with technical changes that can bring a bright future for the tea gardens of Tripura.

• Handloom:

The handloom of Tripura takes special place in the economic development. The handloom is scattered in entire state especially most popular in rural and semi-urban areas, such an important sector of Tripura of course it can provide employment opportunities to a large scale of unemployed youths. There is no doubt if handloom based industries can be set up in Tripura it would uplift the poor people's staying in rural areas. As mentioned this can provide employment opportunities to mass of peoples so due priority should be given to establish handloom based industries.

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This has been one of the popular and oldest industries in Tripura. Handloom have been adopted by many peoples in Tripura as profession since immemorial, especially the profession is popular among tribal women's. Most of tribal families run their families with the help of handloom, tribal women's use to produce their own cloths with the elegant designs, unique color combinations and lasting texture. The traditional garment of indigenous people of Tripura named 'Risha' is made by the handloom. Risha is breast garment which is being popular for its colorful variety and texture. Besides, Manipuri weavers also there in the state who contribute the state to move ahead.

According to national handloom census 1986-87 report there were 1, 15,236 commercial and non-commercial weavers in Tripura. It is also recorded there were 184 weavers cooperative society along with some sub weavers society in the same locality. It is to be cited here how handloom based industry approached to the state. " Mr. W.H Hunter writes in his report in 1875 that many years ago of Tripura rajas married a daughter of king of Assam and with her there came a small colony of Tusar silk weavers who laid the foundation of sericulture industry in the state. The colony is now confined to a small village. A few miles from Agartala, a village called Resham bagan (silk garden) still remains witness of fact.

We are narrating one more event which was concerned with the handloom of Tripura. Rajmala a chronicle history book Tripura referred the rich tradition of Tripuri handloom industry, once a king announced to marry a lady who could weave fabrics of new design. One day a lady came to the palace and presented a beautiful hand woven textile to the king who was surprised to see the finest woven fabrics by the lady and married her.

From that period people of Tripura started weaving gradually it turned to industry. As a result of that initiate people today makes it inseparable with their life. As mentioned earlier mostly tribal women are engaged in handloom. The beginning of

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weaving started with the ritual of offering Risa and Riha given by the great grandmother and followed by each and every member of family which was tradition of Tripura tribe. The most interesting fact is that every tribal girl should know weaving otherwise she would not be considered as a bride. In fact it was prerequisite for every tribal woman.

The impressive changes found in the handloom industry of Tripura from the year of 1993-94 when the integrated approach for the development handloom was taken. The approach is to identify the clusters where the weavers are most active. As a result one bigger type of weavers co-operative society has been organized for every handloom clusters. The weavers use to produce variety of low fabrics which are sarees, dhuties, gamchas, lungies etc.

The tribal peoples produce different cloths including traditional 'rishā' for the domestic purpose with the help of their traditional loin looms. Very rare tribal persons of Tripura weave clothes for the commercial purpose, most of them weave for their own use. The cloths produced by the tribal of Tripura are most popular for its unique color combination, vibrant design and long lasting texture. Many tribal women gifted in nature with the help of modern inputs produce different clothe fabrics, bed spreads, polyester shirting, silk kota sarees and so on. These products are most popular in Tripura also in other states. The tribals of Tripura produce clothes very skillfully through stylish decorative designs which are most attractive. Keeping in view the modern concepts modern styles been used for the traditional handloom crafts this has attracted entire nation with its beauty with unique look as a result the products are found in national level markets.

As a raw material of handloom industries, the industries required cotton yarn count which are varying from 6s to 100s, 2/20s, 2/60s, 2/80s, and 100 are used. Many more instruments including polyester and its blends with staple fiber yarn and fancy

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yarn are used in the industries. These industries also used silk for the producing silk sarees or fabrics. As a result currently Tripura is producing good qualities of silk yarn, which help the state to meet the silk based products.

• **Bamboo handicrafts of Tripura:**

Bamboo takes special place in the economy as well as life of Tripura. The peoples of Tripura use the cane bamboo in different occasions including for the purpose of puja pandals, today without bamboo and cane the occasions which are celebrated by peoples of Tripura are incomplete. The peoples of Tripura who are mostly engaged with bamboo based handicrafts productions are the tribes of Tripura, it is the tribes of Tripura who have superior knowledge in handicrafts and their skill in handicrafts products makes the states name popular throughout the country. Among the products which makes the state popular are room divider, decorated wall panels, furniture's based on the canes, different decorative pieces using bamboo roots, dining tables, floor mats and other gift items based on the bamboo. To make the popular handicrafts products of Tripura there is a shop named 'Purbasha' a state government undertaking of sales emporium, where the peoples can buy the products. With the help of the raw material like cane, bamboo and wood the artisans of Tripura produce beautiful objects of crafts. The cultural tradition of Tripura which are associated with Hinduism, Buddhism, and Islamism influenced by craftsmanship as a result using crafts in their cultural programmes.

The demography character of the state changed according to time. The original distinct the tribes of Tripura were added the skills of Manipuri and Bengali artisans who migrated to Tripura. The time has changed not like before so the peoples of Tripura adapted gifted artisans quickly. Today the skillful artisans from all segment of population are producing a wide range of

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products more than 200 exquisite products. Currently the state has more than 10,000 artisans who are engaged in producing handicraft products. But unfortunately the industry lacks in having good management system. The industry are facing major challenges in the field of technology by which peoples modern design and market requirement demand could be met. In regard to the problem of handicrafts the state govt. has taken few measures to grow industries where the govt. welcomes private enterprise.

The handicrafts of Tripura are being best for its beauty, elegance and exquisite design in the country. Huge products produce from the state including furniture, panels and partitions, table mats and other mat products and so on. Besides there are bamboo cane, sofa sets, garden chair, dining chair, baby chair, sofa sets and centre and side tables are there for the elegant drawing dooms. Once traditional items furniture was exclusively restricted in royal palace, these are now spread to other regions. For the credibility and popularity of handicrafts of Tripura, these products are being exported to the near countries.

The bamboo also offer a wide range of products including fruit baskets which come under different sizes, shapes, pattern and designs. The baskets are being used for making gift packages which are touched by traditional artisans. The products mat and mat articles and bamboo chatai are most demanded products by the peoples of Tripura. The mats come under different types including roll mats which are weaved in multicolored designs, these are popular for domestic uses such as for making door and window screen. There are huge products in Tripura which are based on the bamboo and cane; these products are very unique which can contribute the economy of Tripura. The products which are being produced in Tripura with the help of bamboo are not available in the other states as well as countries.

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• Agriculture of Tripura:

Agriculture has been the chief occupation by the all segment of population of Tripura. Agriculture is the main sector for the economy of state and can be considered as backbone of state. More than three fourth of the workers of the Tripura are from agriculture workers, about 27 percent area of the region can be cultivated for agriculture, but it is below the national average level. The soil of Tripura is fertile and receives normal rainfall, which is conducive for agriculture. The products which are being cultivated are paddy, maize, wheat, potato, jute, mesta and other products. The development of agriculture of Tripura is due to the increase of population in the year between 1951-62 and 1961-71. The production rate has increased by providing required inputs improved seeds, fertilizers, plant protection chemicals which increased the substantial area. The state govt. also taken few measures for the rapid development in the field of agriculture, perhaps it is assumed these steps are being taken for people's interest as well as for improvement of the economic condition of Tripura. The Govt. has also taken some major steps to bring more territory under the plant protection scheme. The irrigation has made the wide diversification multiple cropping and increased the yields of crops. However the result of the steps has not been satisfactory. Seed which is known as an important input, in the beginning stage the state govt. faced several problems with this as it is not expensive to bring the seeds from other states. To overcome such a problem the state initiated and established large sized seed multiplication firms, it is to be mentioned here one seed bank is working for this purpose. To transmit the scientific and progressive technology in the field of agriculture dozens of demonstration programmes taken up covering all the branches.

As earlier we mentioned the tribes of Tripura are mostly from jhum cultivators although it has several barriers considering the situation of tribes the state govt. have introduced modern

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techniques including inputs to use in jhum cultivation. The present policy of govt. is to provide the food security and employment to rural peoples. The favorable agro-climatic conditions, fertile soils, sub-tropical climate with pockets of temperate zones, large tilla lands and abundance of rainfall of Tripura have the potential to grow the agriculture based products.

Promotion of social and economic equality is a precondition for attaining substantial long term increase in production. The policies for the boosting production which refuse the problem of land reform may not achieve good results. To reduce the inequality measures should work to eliminate deterrents and comprehensive labor utilization. Such kind of measures is not achievable, these are depending on realistic condition which is political condition prevailing in the region. The opinions of the political economists are not same as the issue. There has been a traditional attraction to reject any major proposals for any major change in the agrarian structure on the appeal which a change in the status quo will only unfavorably influence the insufficient per capita output. This statement which can be considered as argument denotes any redistribution of land not involve the present given land man ratio of the state. The results of large scale cultivation which comes by changing method and scale of production are not longer. Comparatively a small number of larger farms are larger properties cultivated by occupant cultivators; therefore the redistributed lands should be cultivated by the same cultivators. However today these are happening more than before.

• Electricity of Tripura:

Electricity, takes special place in the socio-economic development of a State. Despite geographical, economic and industrial isolation the progress in power sector in the State is impressive. All important sectors of a state ranging from agriculture to commerce and industry as well as social sectors like health are

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura largely depends on the availability of the power of the state. Today, electricity is an indicator of development for the standard of living of the citizens. The electricity of the state mainly generate from hydro and thermal. Tripura is a resourceful state which has natural gas; as a result it increases the thermal power generation. The two major sources of power generation which is thermal power and hydel power where thermal power comprises 93 percent and the rest percent generate from hydel power. At present the peoples of Tripura demands 255 MW but the generation from three generating stations of the state is about 110 MW and 120-135 MW is imported from the North Eastern Grid. But still there is shortage of about 20-25 MW, the shortage meet by load shedding of one hour to one and half hour during urgent load period. It is believed around 340 MW will generate at the end 2016-17 plans, which was assessed by Central Electricity Authority in 16th Electric Power Survey Report. The installed capacity was 152.00 MW and the power generated from Tripura was 763.701 MU and 600.614 MU was purchased from central sector grid in 2013-14. The electricity of Tripura has been sold and maximum power was sold for domestic purpose about 390.396 MU and 97.057 was required for irrigation purposes, in the year 2013-14 for commercial and industrial purpose 64.656 MU and 37.066 MU respectively. The state collect huge amount from electricity about Rs.265.96 crores in 2013-14, which was Rs.242.37 crores in 2012-13 and it is further believed with the development of electricity the revenue for electricity will increase in upcoming years, which will boost the economy of Tripura. The state govt. is of the view to share 100 MW power to Bangladesh from the Palatana power project, as the Bangladesh govt. seek the share for the power from Palatana power project.

- **Sericulture of Tripura:**

Sericulture in Tripura first started during 5th five year plan with the recommendation of North Eastern Council with small

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infrastructure. In the beginning stage sericulture was limited only in the government farm. Later this has been intensified in the villages to those persons who are interested beneficiaries; the financial assistance was given by the govt. In 1995-96 a scheme was started to increase the productivity of cocoons and to increase the income which was generated by beneficiaries the cluster approach was adopted this is for the implementation of scheme. Currently 18 clusters are functioning in the all eight districts of the State. In the year 2013-14 some changes have found in the area coverage and cocoon productivity. For the active participation and development of the state primary co-operative societies are taking responsibilities. In the society farmers are involved and govt. officials act as managing directors. Certain body of the society takes active part for the development of schemes, which are being implemented by the managing directors. The managing director holds the responsibility for the development and keeps the relation between office bearers and farmers.

Thus, the above mentioned resources available in the state are working for the improving of economic condition of Tripura and the people are depending on the mentioned schemes running their families. Tripura has huge resources and opportunities to boost the economy of Tripura, but the industries available in Tripura are lacks in infrastructure as well as in technologies. Therefore, it is essential to give emphasis on the problems which industries are facing and appropriate policy should be taken according to time.

Besides above mentioned resources in Tripura, the region has advantage in the geographical location which can improve the economy and bring the development in the state.

Tripura shares with international border and mostly connected with Bangladesh from the three sides. As mentioned earlier Tripura had excellent transport link with the erstwhile east Bengal and through it west Bengal. The distance between the

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Agartala and Calcutta is not much far, as only about 350 K.M from it. Even a number of town of Bangladesh can be connected with Tripura by 150 K.M. similarly the capital of Bangladesh Dhaka also can be connected by Agartala by 150 K.M. many more places name can be cited such as Kailasahar-Sylhet 90 K.M, Sabroom-chittagong-75 K.M, Sonamura-comilla- 11 K.M.

The transport link which Tripura had with the Bangladesh was on the railway, road and waterways. The economy of Tripura and Bangladesh was depended on the railway, these two countries were integral and deseparable in trade, commerce but due to several difficulties these could not be maintained longer. Tripura and Bangladesh had been close relationship in socio-culturally. Still the peoples of Tripura maintaining relation with neighbor country Bangladesh through marriage, socio-cultural programmes and so on. Similarly, the dialect and language used in Tripura also same with the peoples use in Bangladesh. The relationship of Tripura with the Bangladesh is historical and a section of Tripura people's origin is Bangladesh.

To reestablish the relationship with the Bangladesh or aiming at the business growth the state govt. has taken few initiatives recently. The trade relationship with the Bangladesh is not new it was started in between 1994-95. For this purpose so far eight land custom stations have been established, currently three is operating.

To strength the relationship between two countries, Bangladesh govt. also showed positive attitude by establishing visa office at Agartala. To increase the trade rapidly peoples seek the help from SAARC to look after the issue and required initiatives. At present the volume of trade is about Rs. 170 million per annum. It is believed that the declared goals by the SAARC countries to make south -east Asia a 'free trade area' by 2001 has the possibility to boost the economy of Tripura, as it is expected the geographical isolation of will overcome. Recently major steps

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have been taken recently in order to connect Tripura with the rest of India as well as Bangladesh through a transit route. The trade activities of Tripura with the Bangladesh are currently running smoothly. Many experts of the view that if the old rail link and waterways with the Bangladesh can be connected then it can bring the changes in the economy of Tripura. Even it can turn Tripura to gateway of to the north-east and of course will shape the economy of Tripura. For the connectivity of railway with Bangladesh a joint team of both India and Bangladesh discussed on this issue and submitted a report proposing the rail link in the year 2010. The proposal is to establish a railway line between Agartala and Akhaura and expected soon the work will start for the implementation of this project.

The peoples of Tripura are expecting that soon govt. will take a major initiative to connect Tripura with eastern India as well as other countries, to strength the communication system and change the present economic condition of Tripura. It is expected that if the communication of Tripura strengthened, it could open more opportunities for investors to establish industries.

It has been said transport and communication is the prerequisite for economic development. It is essential for the various services and from marketing to IT business all depends on it. To develop the infrastructure of Tripura as well as north-east India, the union govt. of India has taken some major initiatives. Recently a broad gauge railway line is being set up till Agartala. The airport of Tripura also well developed recently in a decision stated to upgrade the Agartala airport to international airport. The telecommunication of Tripura also quite advanced as other states. Apart from these presently, the National Highway-44 which is the current lifeline of the Tripura provide a link with the rest of the country via Shillong and Guwahati. This lifeline is being used for transportation of various goods including essential

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Besides, the state has huge manpower having good literacy rate and trained educated persons. But it is unfortunate that the unemployment rate of Tripura is quite high including technically qualified persons but this huge unemployment persons can be engaged in industries available of Tripura, this can boost the economy of Tripura as well as can develop the state.

• **Tourism of Tripura:**

Tourism plays an important role in the development of economy of a state as well as to create the employment opportunities. Today tourism has emerged as vehicle of socio-economic development of country. Tourism is not confined as natural look rather it is linked with other sectors including income, employment of the region. With the changes of peoples way of life, living and standard of life tourism has becoming more important in the life of humans.

Tripura has several tourist places that can boost state economy which are unique in its beauty, outlook and easily able to attract the common peoples. Tripura has the potential to develop the tourism for having natural beauty of green valleys, hill ranges with flora and fauna, glorious historical, traditional crafts makes the state more advantage to offer a range of tourist places. Tripura has two tourist circuits west-south Tripura and west-north Tripura, west-south covers the tourist destination of west, sepahijala, gomati and south Tripura districts, west-north zone covers the north Tripura, unakoti and dhalai Tripura. The state can establish variety of tourist places such as religious tourism, heritage-cultural tourism, rural tourism, water tourism and so on. It is expected such kind of tourist spots can easily attract the peoples of country as well as other countries. Hence, it can boost the economy of Tripura by creating employment opportunities.

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The Tripura govt. also committed to develop the tourist spots; in this regard govt. has taken some major initiatives. For effective management of tourism industry in the year 2009-10 govt. established Tripura tourism Development Corporation limited with a corporate office. The TTCDL offer four tourism packages for the interest of peoples, these are discovering Tripura, golden Tripura, green Tripura and Buddhist circuit.

The Popular Tourist Places of Tripura are as Follows:

- **Trisna wild life Sanctuary at Belonia:**

This place is situated in South Tripura District belonia, the distance is about 110 KM from Agartala. It has diversity in its floral and faunal contents. The floral diversity is unique all over its area. It is well-known for having Bison locally Known as 'Gaba' and several species of Primates. The sanctuary has 230-trees species, 400-herbs, 110-shrubs and 150-climbers. The species available in the floral diversity are the used as medicines.

- **Tepania Eco:**

This park is located in Udaipur; the distance is only 45 KM from Agartala. It is a perfect target for people who want to tour that's why during winter many people used to go for picnic there. The place attract the tourists for having the watch tower, green forest, vast lake, and hanging bridge, picnic spot, tree house, tented accommodation. There is also beautiful colorful garden, which enhances the beauty of the tourist spot.

- **Jampui Hills:**

Jampui hill is one of the most popular sites in Tripura as well as north-east India. The place is situated in between the border of Tripura and Mizoram. It is situated at an altitude of 3,000 ft above the sea level. Jampui Hill is famous for having its

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orange, a section of peoples residing in the place run their families by selling the oranges. The climate of Jampui Hill is enjoyable with pleasant site.

- **Sipahijala wildlife sanctuary:**

It was first established in the year 1987 with the aim of biodiversity conservation through education, mass awareness and involvement. This place offers to sight a lot of wild animals, birds and so on. It would not be wrong if this place is called heaven for wild animals, it has 456 plants species, seven different kinds of primates including the rhesus pig-tailed macaque, capped languor spectacled slow Loris and so on. Apart from leopard, clouded leopard civets, binturong, barking deer and wild boar, this forest plays as host to as many as 100 species of birds including waders, waterfowl and migratory birds of which lesser whistling teal, white ibis, open billed stork are remarkable. This place is easily accessible from Agartala as only 23 K.M from the Agartala.

- **Neermahal:**

It is one of the famous places of Tripura for tourists. This place is surrounded by water and only water place in north-east India. The palace was built by the then Maharaja Bir Bikram Kishore Manikya Bhadur as his summer resort. In the beginning, light and sound has been installed across the palace; gradually more services have been installed for the interest of tourists.

- **Pilak:**

This place attracts people for having its archaeological Buddhist remains of eight / ninth centuries. This place is located at a distance of 100Kms from Agartala. This is the heritage of Tripura as number of terracotta plaques, sealing with stone images of Avalokiteswara including image of Narasinhha have been found there which date backs to Buddhist period. It has close relation

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with Maynamoti and Paharpur Buddhist culture of neighboring Bangladesh. Archaeological Survey of India recently has taken several steps in order to develop and attract the peoples.

- **Kamalasagar Kasba:**

A Hindu kali temple situated in Kamlasagar where Hindu people used to go for devotion. The temple was built on a hill-top by Maharaja Dhanaya Manikya in the late 15th century. It is situated at about 30Kms away from Agartala just beside the Bangladesh Border. There is lake in front of this temple which enhances its beauty. The temple is located at a distance of 30 K.M from Agartala.

- **Unakoti:**

A major Hindu tourism places of Tripura which is situated in Kailasahar. This place is in west-North Circuit zone under the Unakoti district. It was Shiva Pilgrim dates back to seven- eighth centuries. The place is being famous for its rock-cut images available in the area and it emerges as a good heritage location for the tourists. This is considered as the largest Bass relief in South-East Asia.

- **Dumboor:**

Dumboor Lake has a water area of 41 Sq. KM with unending spell of luxury and green vegetation all around having 48 islands. During winter wandering birds visits the place which makes the place unsurprisingly more beautiful. Perhaps, this is the reason tourists like to visit the place. As a result during winter many people's use to visit the place.

The tourism places available in Tripura are lacks in infrastructure including the technology. But there is possibility to enhance the tour based industrialization. So keeping in view the state's economy and people's interest which can provide huge opportunities to peoples of Tripura, an appropriate perspective plan can be taken up with certain policy.

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• IT in Tripura:

The IT services in Tripura were initiated in a serious manner in 1999. Initially they set up a separate State Directorate of Information Technology (DIT) and Tripura State Computerization Agency (TSCA). Tripura has great potential to develop the IT based industries; there is no doubt that with the help of IT states economy can be increased. In order to improve the economy of Tripura, NEDFI is soon establishing an IT park in Agartala. It is first in Tripura and second in north-east for availing the IT services. Many small entrepreneurs and individually can set up their IT unit in this park. The IT Park will have software technology park hub, it is a society registered under ministry of communications and information technology.

Recently, two more IT parks have signed MOU with state govt. to establish IT based industries in Tripura. These are South-Asian management technologies private limited and leading edge technology & consultant private limited, the industry is to set up call centers in the state.

Tripura govt. emphasized on IT services, as the state is running with low per capita income, huge number of unemployment and economically weak state. As a result govt. has declared IT as thrust area for industry; in addition it is included in Tripura industry incentive scheme, 2002. The scheme or policy is an incentive where state govt. has provided different facilities with concession, which is to encourage the entrepreneurs to invest the state and set up their business to the state.

Incentives taken by state govt. for IT industries-

- The state govt. shall give the same status to the sector of IT enabled services as given for the software development.
- Location based regulations will be let off for setting up IT software industry.
- For easy setting up software industry in Tripura, different acts and provisions such as factories act will not be applied in IT software industry.

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- Separate area shall be constituted by the department of industries & commerce for setting up IT companies, the reserved area shall be named as Software Park. The state govt. shall take responsibility to provide required infrastructure facilities including the power requirement even the state govt. may provide concessional rate for allotted lands.
- As, mentioned earlier state govt. will set up software technology park, the stipulations will be for single window authorization for software developments units to be set up for this industry.

As earlier mentioned Tripura has huge natural resources, in the field of bamboo and handicrafts products, these products are high qualities and eco friendly. With the help of IT valuable information about these products can be spread, which will increase the credibility of this products. It is suppose to develop the economy of Tripura. India has emphasized on the villages and unless the villages developed the nation cannot be developed. As a result Indian govt. has introduced several rural development schemes to empower the rural areas as well as to remove the rural poverty and unemployment by developing social infrastructure.

The state govt. has initiated e-governance or electronic governance for making computerization in administrative system. This effort was to computerize technical operating including typing, reporting in various formats. This is to make familiar the employees as well as officers with IT. Govt. has taken many initiatives to implement the process. As a result at a high extent this has been successful and the departments available of the state have installed computers.

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THE PROBLEM

Need and Significance of the Study

The current study is entitled with the educational achievement of tribal students of Tripura with reference to their socio-economic status. So it becomes essential to the needs of making a study on tribal problems especially in the field of academic achievement in relation to their socio-economic status. Tripura, where tribe consists one-third of the whole inhabitants so, it requires to mention their socio-economic status and educational achievement. Without identifying certain problems in relation to their poor educational achievement and giving importance to their problems, it is impossible to bring them from isolation. Nation cannot develop by neglecting any community or tribe, so for nation's development and tribal's development every community should be regarded equal and not to be deprived at any cost. So to ensure equality it is essential to make an in-depth study on tribal's socio-economic condition.

Tribal peoples are known for encompassing their delicate unique account in the world. They are dissimilar community hence to carry out a research on their socio-economic is quite necessary. What is their source of income and how economy increases their level of socio-economic status and whether it influences their educational achievement or not is needed to be

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura examined, while tribal's are considered as backward, illiterate, and poor. So it has great importance in our current society to study on their problem and it may be helpful for the future development of tribal community. At present, the world is forwarding, developing, moderating while the tribal's are still backward in every aspect in the society. Since independence to till today their condition and status has not improved yet. Till today tribal peoples are living with poverty, water crisis; educational problem etc. and they are fighting to survive. It is known to all that every communities backbone is education, as because only education can preserve, promote, transform one's culture which is required for one's existence. Depending upon education one community grows up and down. Education is related to the socio-economic condition, which is prerequisite for socio-economic development. So in this study besides socio-economic, education has been given importance.

Indian society is characterized by the imbalanced allocation of wealth. Most of the imbalances are in education, socio-economic status etc. One can examine prosperity amidst enveloping poverty in both rural and urban area of India. On account of this disparity, benefits of this development and welfare services also accumulate unfairly to the different sections of society. It is believed that the poor people have been gaining comparatively low than others. Consequently, lots of the poor and backward sections of the society have not improved as anticipated. As there is close connection between socio-economic, poverty and education so definitely we can say the unequal distribution of wealth makes them socio-economically backward and hampering to their education. Govt. of India has taken several measures in order to provide educational opportunities to all sections of society to remove disparities. Our constitution also made special provisions to equalize educational opportunities for these groups. National policy on education, 1968 and that of 1986

The Problem

provides several guidelines to achieve this. Until and unless we succeed to remove the disparity in distribution of wealth and education we cannot develop such under privileged community. National human rights commission report on the socio-economic condition of SC/ST -

- 37 percent of SC/ST living below poverty in India.
- More than half 54% of their children are undernourished in India.
- 83 per 1000 live birth children born in SC/ST community are probably of dying before the first birthday.
- 45 % of SC/ST does not know read and write in India.
- SC/ST women burden double discrimination i.e. gender and caste in India.
- Only 27% of SC/ST women give institutional deliveries in India.
- About one third of SC/ST households do not have basic facilities.
- Public health workers refused to visit SC/ST homes in 33% of villages.
- SC/ST was prevented from entering police station in 27.6% of villages.
- SC/ST had to sit separately while eating in 37.8% of govt. schools.
- SC/ST did not get mail delivered to their homes in 23.5% of villages.
- SC/ST was denied to access water sources in 48.4% of villages because of segregation and untouchability practices.
- Half of India's SC/ST children are undernourished, 21% are severely underweight and 12% die before their 5th birthday.
- Literacy rates for SC/ST women are as low as 37.8% in rural India.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Tripura the state which was a princely state, the 178th ruler Bir Bikram Manikya acceded the state to the domination of India in 1947 thereafter it was declared a full fledged state on 21st January, 1972 ². Tripura is the one of the eight states of north-eastern region of India the north-eastern region which is called eight sisters. The state has been divided into eight districts i.e. West, South, North, Dhalai, Khowai, Gomati, Unokati, and Sipahijala. There are 21 communities living in Tripura. Out of these 21 different scheduled tribe communities, Tripuri, Noatia, Halam, Jamatia, Chaimal, and Uchai are local tribes of Tripura. Mog, Chakma, and Kuki are settled afterwards. All the indigenous tribes are called indo-mongoloids. It had been said by all that Tripura's tribals are original inhabitant of Tripura. There was a time when tribals are the majority of the state but with the changing of time and development of culture has changed the entire scenario of Tripura. After August, 1947 large number of displaced person from east Pakistan came in Tripura. In 1931 tribal population was 52 percent of total population whereas in 1981 it came down to 28.44 percent. In India Tripura is the only state where continuous migration from Bangladesh makes upset original inhabitants and reduced their population to pitiful minority in their own land.

Tripura tribal's socio-economic condition is considered as poor, due to different constraints like geographical isolation and limited opportunity makes them socio-economically poor. Historically, it was known that Tripura tribal's practices jhum cultivation, which was considered major occupation of tribals, it includes collection of forest products, produce textiles, weaving of baskets, making other crafts, fishing and hunting etc. Through these activities they meet basic needs of family ³. However, that society was different from today but now the time has changed, gradually the desire of peoples also reached in high extent. In present era the common demands of peoples are not same as it was and the population also changed in tremendous way. In the

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same way the areas of tribal peoples also not like before today, they are demanding education, as society witnessed education changed the entire socio-economic condition of society. So the current generation of tribal youths realized the needs of education. In spite of having dozens of welfare schemes in tribal areas at present society they remain same as they were. So, ultimately question arises why tribals are not developed yet? Why the socio-economic condition of tribals remains poor? As earlier it was mentioned socio-economic condition is closely associated with education. The poor condition of education in tribal areas makes them lower socio-economically. It has been said the negligence of govt. is major cause behind of this i.e. inappropriate utilization of govt. schemes, political reasons, racism etc. sometime many claim that the existing scheme for tribals is not enough or need more financial assistance for tribal's development.

However, from the past to till today govt. of India has been taking many initiatives for tribal's development. Let us know some govt. policies and programmes for tribal education. If we begin discussion from the First Five Year Plan Period¹ (1951-1956) the govt. was progressively allocated financial resources in regard to tribal development. In continued, at the ends of the plan (1954) many initiatives were taken, for instance, 43 Special Multipurpose Tribal Development Projects (MTDPs) were created. In the Third Five Year Plan Period (1961-1966), the government of India took a major step by converting tribal areas with more than 66 per cent into Tribal Development Blocks (TBDs). During the end of Fourth Five Year Plan (1969-1974), the number of TBDs in the country stood to 504. Thereafter, in 1972 the Tribal Sub Plan Strategy (TSP) was started to implement by the Ministry of Education and Social Welfare. TSP was originally brought with major two objectives of socio economic development and protection against exploitation. These all are applicable only to those areas where the Scheduled Tribe population was more than 50 per cent of the total population.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 this act make bound respective states having scheduled areas to make specific provisions for providing wide range of powers to the tribes in relating to decision-making and development of their community. In 1970 as central-sponsored govt. scheme ashram schools for ST children from elementary to higher secondary levels was initiated. Hence, this has undermined confidence in education as a vehicle for social mobility.

The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA – a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs⁴. So undoubtedly we can say that the study is important and required to examine. Despite of enjoying many govt. policies and programmes by the govt. of India, tribals are still lagging in education. In Tripura most of the tribal peoples are unemployed and their social position is below poverty level and in the same way their educational achievement is also poor. After going through this study it will be clear and will get evidence of detailed descriptive information of socio-economic status and educational achievement of tribal students. Not only this, as one's socio-economic status is depending upon income, occupation, health, education etc. so it will give information of family background of one individual. Thus, there is no doubt the study will focus on overall aspect of society. The disparity of academic achievement among tribal students is high in Tripura, so it is important to find out the certain problems and overcome the problems for making egalitarian society. Tripura, has different challenges in current society, its major task is to remove the unemployment which is one component of socio-economy. As there is absence of industry, company and factories to provide

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job to educated persons. The unawareness of govt. makes the uncertain futures of Tripura pupils. Govt. needs to take different initiatives to do something to solve such kind of issues.

Tripura's schools education is divided into three stages i.e. primary, secondary and higher secondary, the study is about class-X tribal student's educational achievement. Undoubtedly we can say govt. of Tripura have taken many initiatives for tribal's development. On the basis of new educational policy Tripura govt. and education department established number of govt. schools, asharam schools, residential schools, and some govt. aided schools⁵. However these efforts are made by state govt. and non govt. organization but in some areas there is no primary and secondary schools. There has huge learning problem, absentees, and drop-out children were present in these areas. The interest fact is that despite of having unique feature for Tripura tribal's TTAADC Tripura tribal areas autonomous district council under the 6th schedule of constitution, which is known for protection and safeguarding the interest and welfare of the tribal people, they are not able to improve socio-economic status and educational achievement. So the bundles of problem of tribal students with regard to their education make it necessary to study.

Therefore, it makes essential to conduct a study on tribal's socio-economic status with relation to socio-economic groups. Through this study we will be able to know how socio-economic condition of tribal children impacts on their educational achievement. Here, in this study it will be clear that whether the socio-economic condition of student had any impact on their educational achievement or not. Where many have argued that there is no relationship between the socio-economic condition and educational achievement of tribal students, which will reveal different problems, constraints behind of this. Further, we can find out tribal students problems and may suggest some remedy to strengthen and improved educational achievement, which is most

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

advantage of this study. This study will be conducted in all districts of Tripura and make enable us to understand whole states socio-economic condition of tribal students. The most challenging task of this study is to show them right path towards their good future, which will lead and encourage them in participation of schools to increase the educational achievement among tribal students. Besides, socio-economic condition of tribal students it will provide many valuable information. This study will help us for the clear perception of different problems which are emerging in tribal areas among tribal students and the difficulties which they are facing in education. Most of tribal areas schools are single teachers, lack of good communication, less number of trained teachers, unwillingness to take class among teachers, the infrastructure, quality etc. which are responsible for poor educational achievement. All information will be given through this study. The study will be conducted to attain whether the students from tribal areas are developing or not. Apart from these, this study will focus on students' parent occupation, economy, income etc. which will help us to find out the exact problems of tribal students poor educational achievement. And the study will help to make strategy to overcome the different difficulties of tribal students. Overall the study will cover wider areas which are relevant to educational achievement of tribal student. It is in this background that the present study has been taken up to make an attempt to relate the educational achievement with reference to socio-economic status in tribal areas.

Scope of The Study

The scope of the study is given in following statements:-

- The study will be conducted to all districts of Tripura but it can be conducted to entire north-eastern region as well as India.

The Problem

- The study has greater scope as it is related with disadvantage section of society, which is known as most common problem of state as well as country so; research can be conducted on other disadvantaged sections.
- The study is useful if one wants to conduct research on tribal education for his/her academic purpose and also to make remedy of tribal problem.
- The study may work as a guideline, suggestion, remedy for govt. or any non govt. organization to solve the tribal's particular problem.
- The study will give detailed description about tribal student's educational achievement and socio-economic status i.e. their parent's occupation, income etc.
- The research can be conducted both in rural and urban both areas.
- The study is an opportunity for the tribal students to express their certain problems in safe environment.
- The study will be helpful for govt. or any other government's organization or autonomous organization in framing special provision, special incentives or plans for solving tribal's problems.
- The study has wide scope so it can also be conducted to the entire nation as well as the other countries.
- The study will be helpful to know the nature of rural tribal student's problems.
- The study can be conducted in senior secondary levels as well as higher studies.
- The study can be conducted in private schools as well as govt. aided schools.

Delimitation of The Study

The research was conducted with utmost care and keeping in mind tribal students benefit. The study will be conducted to all districts of Tripura.

- The researcher conducted the study to all districts of Tripura and delimited by Tripura state only but could not continue the research to entire north-east region.
- Tripura has eight districts and the researcher tried to cover all districts by choosing two/three schools from each district of Tripura.
- The study is delimited only in govt. schools of all the districts of Tripura.
- The study is delimited by 905 samples of rural areas schools of Tripura.
- The study is delimited to the age group of 14-16 students of secondary levels of all districts of Tripura.
- The study is delimited to only secondary level (class-X) students of all districts of Tripura.
- The study is delimited to only tribal group of Tripura.
- The study is confined to educational achievement of tribal class X students.
- The study is confined to socio-economic status of class X tribal students.
- Though in this study the researcher have not mentioned about the rural or urban study but the study is delimited in rural areas.
- The study was confined to tribal students of all districts of Tripura.

Objectives of The Study

- To study the educational achievements and socio-economic status of tribal students of Tripura.
- To compare the educational achievements between tribal male and female students.
- To estimate the relationship between socio-economic status and educational achievement of tribal students.
- To know the impact of socio-economic status on educational achievement of tribal students.
- To find out the relationship between the levels of socio-economic status and educational achievements of tribal students belonging to secondary level.

Hypothesis of The Study

H_{0_1} -There is no significant difference in educational achievements between tribal male and female students.

H_{0_2} - There is no significant relationship between socio-economic status and educational achievement of tribal students.

H_{0_3} - Both the variables that are the socio-economic status and educational achievement of tribal students are independent.

H_{0_4} -There is no significant difference between the educational achievement of tribal students under different levels of socio-economic students group.

Definition of Important Terms

The definitions of important key terms are given in following statements:

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Tribal-Tribal people refers to a group of people living in forests, and hills etc. they are also known as indigenous people, adivasi people etc. traditionally they have had very little contact with the main culture and distinct from the so called mainstream population.

Socio-economic status-Socioeconomic status (SES) is an financial and sociological collective of total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

Educational achievement- educational achievement refers to any examination which assesses a pupil's comprehension and aptitude within core subject subjects of education, such as history, science, mathematics, or language. It measures one individuals overall competency in a specific subject.

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DESIGN OF THE STUDY

This chapter will explain about the whole method or procedures used in this research in comprehensive way. It includes the method employed in this research, information on certain places from where the sample were drawn, information on employed sampling method which were followed to collect the data, the different tools utilized to gather the information and also how the researcher administered tools to collect the data. Besides, where the researcher had gone to collect the data i.e. certain schools name from where data had been collected. Therefore, this chapter will provide the whole information regarding the methods and designs.

Method of The Study

The technic taken up for the research study was an analytical survey and statistical in character. The population of the research was predetermined and defined to all the learners studying in class-X of all the schools in the districts of Tripura. The sample comprises of both boys/Male and girls/Female. By following simple random stratified sampling altogether 905 boys and girls were selected from govt. schools. Certain schools were finalized from all districts of Tripura as a sample. In order to study the nature of data, mean, frequency distribution, t-test, SD, chi-square, Pearson's product moment and correlation were used for analysis.

Population of The Study

Tripura is the state which has eight districts; therefore the research was conducted to all districts of Tripura for the purpose of study. The districts are West, Khowai, Sipahijala, Gomati, South, North, Unokoti and Dhalai. The target population was tribal male and female students of class-X studying in Govt. schools of all districts of Tripura especially, 14-16 years age boys and girls were formed as population of study.

Sample and Sampling of The Study

The sample of the study includes 905 tribal boys and girls of Secondary School students of all districts of Tripura. Due importance was given to pick identical account of both boys and girls. Each geographical area was symbolized by selecting several schools from each district of Tripura.

Tools of The Study

- In the present study, the standardized tools were used. Such as-
- Socio-economic status scale. Standardized by Ashok K. Kalia and Sudhir Sahu. The tool here used for the purpose of collecting socio-economic status data of students.
 - Educational achievement. For the purpose of educational achievement the researcher consulted teacher in charge of academic section and took the final or annual examination results of previous year from school record.

Administration of The Tools

This test was administered on 357 boys and 548 girl's students studying in class-X. The researcher proposed to the students to

Design of the Study

provide accurate data regarding their socio-economic status. Thereafter, the researcher for the purpose of collecting academic achievement requested to class teacher. Hence, the researcher took the previous year final result from school recorded data.

Data Collection

905 (357 boys and 548 girls) sample were taken from all districts of Tripura which has eight districts. Samples were collected by using simple random stratified method. Needless to mention but for better understanding of one individual the researcher clarifying that the data collected through specified test which is a socio-economic scale standardized by Ashok K. Kalia and Sudhir Sahu. And academic achievements were taken from the previous year final examination record.

Table 3.1 Composition of the sample:

Sl. NO	NAME OF THE SCHOOL	DISTRICT
1	RAMMANIK SARDAR HIGH SCHOOL	KHOWAI
2	BAIJALBARI HIGHER SECONDARY SCHOOL	KHOWAI
3	RATANPUR HIGHER SECONDARY SCHOOL	KHOWAI
4	BIHARATSARDAR CLASS XII SCHOOL	KHOWAI
5	BEHALABARI HIGHER SECONDARY SCHOOL	KHOWAI
6	GAYANGFUNG HIGH SCHOOL	KHOWAI
7	KUNJABAN HIGH SCHOOL	KHOWAI
8	MADHUPUR CLASS XII SCHOOL	SIPAHJALA
9	BISRAMGANJ HIGH SCHOOL	SIPAHJALA
10	CESRIMAI HIGH SCHOOL	SIPAHJALA
11	SURENDRANAGAR HIGHER SECONDARY SCHOOL	WEST
12	BODHJUNG BOYS HIGHER SECONDARY SCHOOL	WEST
13	BARAKATHAL CLASS XII SCHOOL	WEST
14	DAMCHARRA HIGHER SECONDARY SCHOOL	NORTH

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

15	TIPLA CHARRA HIGH SCHOOL	NORTH
16	RAIJUN CHARRA SENIOR BASIC SCHOOL	NORTH
17	BIJALUK CHARRA HIGH SCHOOL	NORTH
18	JALABASA HIGH SCHOOL	NORTH
19	SANTIRBAZAR HIGH SCHOOL	DHALAI
20	BARALUTNA CLASS XII SCHOOL	DHALAI
21	KUMARGHAT GIRLS HIGHER SECONDARY SCHOOL	UNOKOTI
22	PABIACHARA CLASS XII SCHOOL	UNOKOTI
23	HARIPUR HIGH SCHOOL	GOMATI
24	BAISHYAMANIPARA HIGH SCHOOL	GOMATI
25	SOUTH SONAICHIARI HS SCHOOL	SOUTH
26	BELONIA GIRLS HS SCHOOL	SOUTH
27	BELONIA VIDYAPITTI CLASS XII SCHOOL	SOUTH
28	B K INSTITUTION	SOUTH

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ANALYSIS AND INTERPRETATION

- **Analysis of data pertaining to**

[To study the educational achievements and socio-economic status of tribal students in Tripura]

Overview

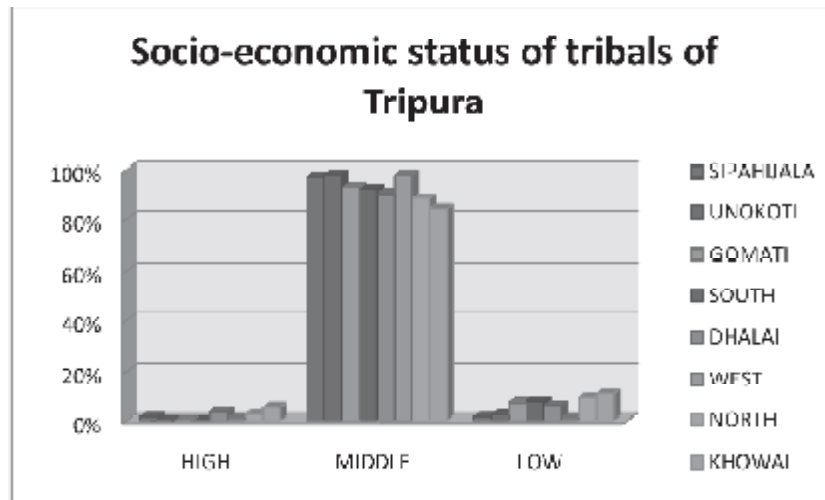
Educational achievement and socio-economic status have always been an important factor for one individual's life. As a result every year a dozen of students take admission in school or colleges similarly one fights for determining socio-economic position by engaging in different activities. Keeping on view the importance of educational achievement and socio-economic status attempt was made to analyze the socio-economic status and educational achievement followed by manual of a specific test, for identifying the different kinds of socio-economic status it was categorized into three different categories namely High, middle and low socio-economic status. Thereafter the number of students from different categories was calculated and percentage was made from the three representing categories. For the clear perception of every district socio-economic condition of Tripura separate graphical representation was made for every district.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Table no. 4.1: Showing the socio-economic status of tribal students of Tripura.

Category	High socio-economic	Middle socio-economic	Low socio-economic
No. of students	23	818	64
Percentage	2.54%	90.39%	7.07%

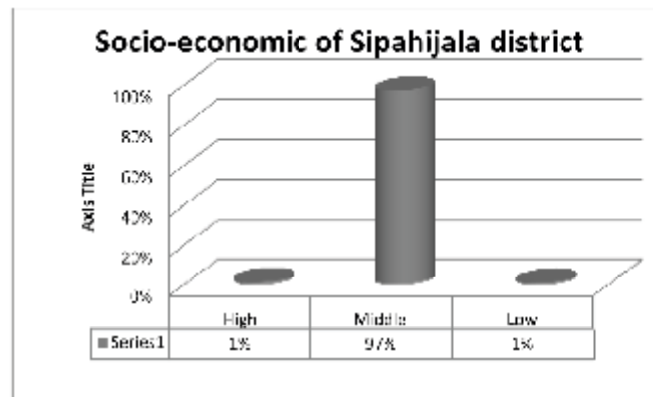
Fig 4.1 The categories of tribal students belong to different socio-economic status in Tripura.



In above figure on SES was categorized into three different categories which are high, middle and low socio-economic category and each districts SES was shown in graphical form. In high category among eight districts, khowai district has maximum tribal students who belongs to high socio-economic category, similarly, in low socio-economic category also khowai district stood to be maximum students than other districts of Tripura. In middle socio-economic category, Unokoti district occupies highest position which is 98%. Thus it can be said by seeing above figure development is gradually reaching to them.

Analysis and Interpretation

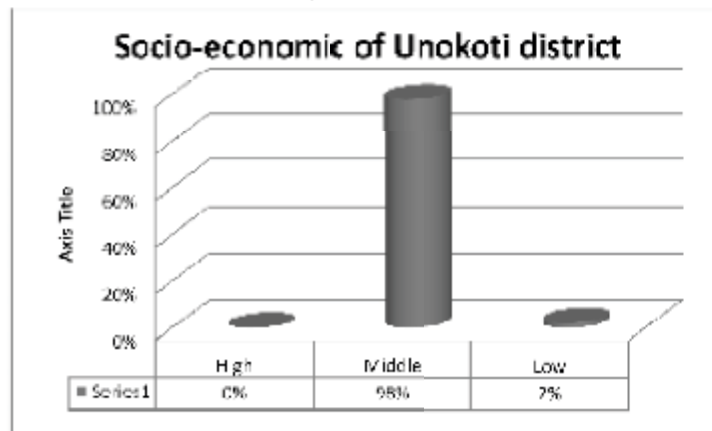
Fig: 4.2- Graphical representation of the tribal students belonging to different socio-economic position of Sipahijala district of Tripura.



Interpretation

It has been observed from Fig-4.2 that the socio-economic condition of Sipahijala district which shows 1% of tribal students lie on high category, 97% lie on middle category and low category which is 1%.

Fig: 4.3- Graphical representation of the tribal students belonging to different socio-economic position of Unokoti district of Tripura

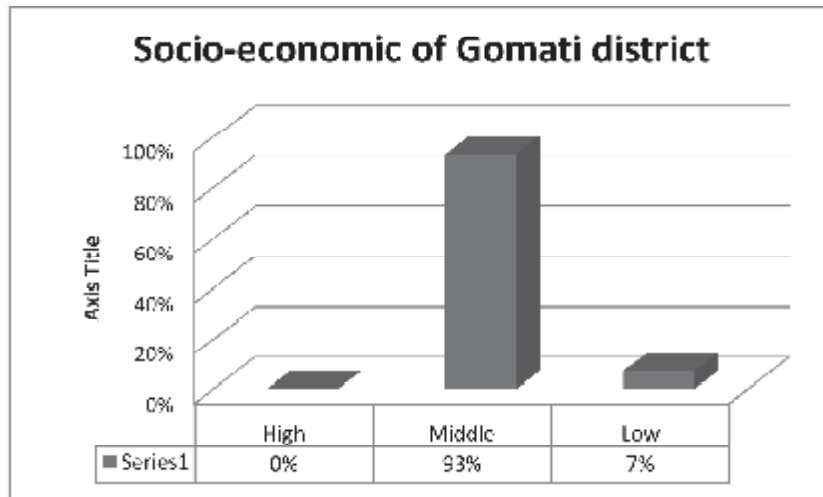


Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Interpretation

It has been observed from figure 4.3 that the socio-economic condition of tribal students of Unokoti district of Tripura which shows 98% lie on middle category, 2% lie on low category and 0% lie on High category.

Fig: 4.4- Graphical representation of the tribal students belonging to different socio-economic position of Gomati district of Tripura

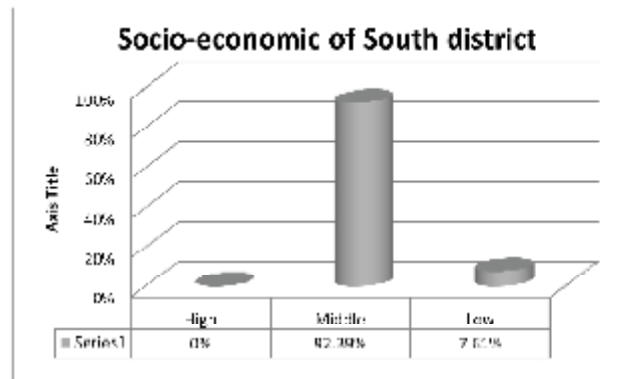


Interpretation

It has been observed from figure 4.4 that the socio-economic condition of Gomati district of Tripura which shows 93% of tribal students lie in the middle category, 7% of tribal students lie on low socio-economic category and the percentage of high category is 0%.

Analysis and Interpretation

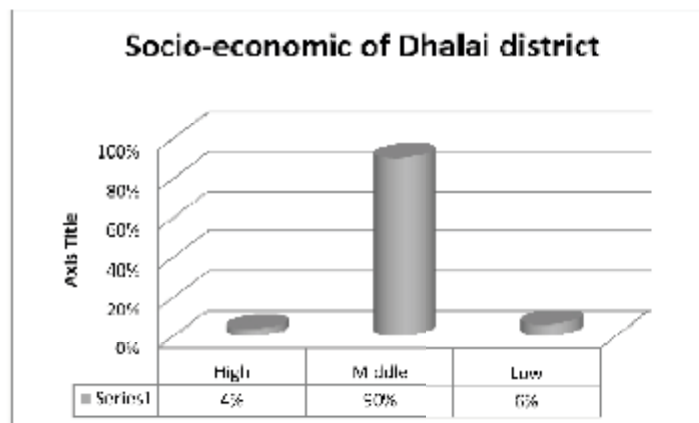
Fig: 4.5- Graphical representation of the tribal students belonging to different socio-economic position of South district of Tripura.



Interpretation

The above figure 4.5 shows the percentage of South district's socio-economic condition with respect to every category. It depicts 0% of tribal students under high category, 92.39% are under middle category and 7.61% are under low category.

Fig: 4.6- Graphical representation of the tribal students belonging to different socio-economic position of Dhalai district of Tripura.

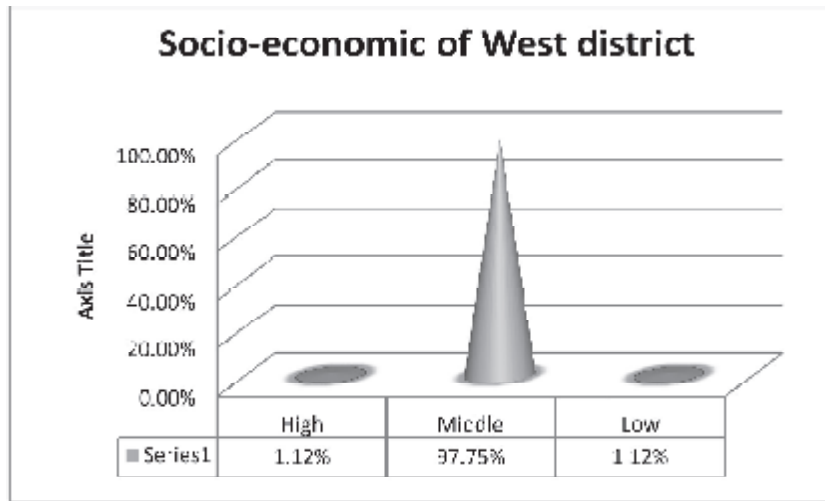


Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Interpretation

The above figure 4.6 socio-economic condition of Dhalai district shows 4% of tribal students belong to high category, 90% lie on middle category and low category is 6%.

Fig: 4.7- Graphical representation of the tribal students belongs to different socio-economic status of West district of Tripura.

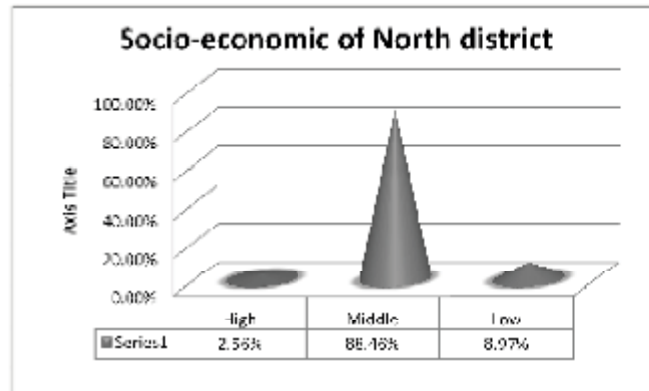


Interpretation

It has been observed from figure 4.7 that the socio-economic status of west Tripura which shows 1.12% tribal students lie on high category, similarly low category also 1.12% and the percentage of middle category is 97.75%. It can be said like the other districts socio-economic condition in the West district also middle categories percentage is higher.

Analysis and Interpretation

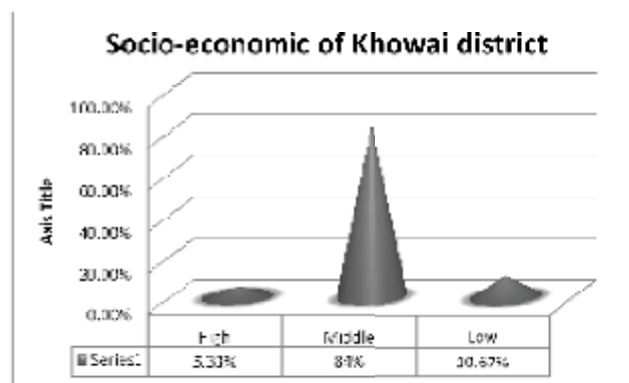
Fig: 4.8- Graphical representation of the tribal students belonging to different socio-economic status of North district Tripura.



Interpretation

The above figure 4.8 represents the socio-economic condition of North district. It shows the percentage of high category is 2.56%, 88.46% is under middle category and the percentage of low category is 8.97%.

Fig: 4.9- Graphical representation of the tribal students belonging to different socio-economic status of Khowai district of Tripura.

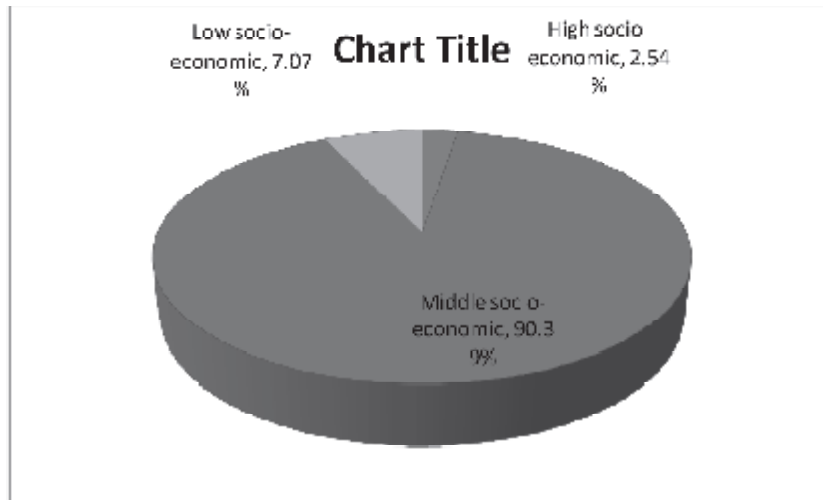


Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Interpretation

The above figure 4.9 represents the socio-economic condition of Khowai district Tripura. It depicts that the high category tribal students percentage is 5.33%, 84% of tribal students belongs to middle category and 10.67% tribal students belongs to low category.

Fig: 4.10- The categories of tribal students belong to different socio-economic status in Tripura.



Interpretation

The above figure 4.10 showed the percentage of socio-economic status of tribal students of Tripura. It depicts that 2.21% of total students lie on high category, 91.27% and 6.52% lie on middle and low category respectively. Thus, we can conclude in this way that most of the tribal students belonging to middle socio-economic status and very least percentage were low socio-

Analysis and Interpretation

economic status, besides this the students belonging to high socio-economic are also quite low even more than low socio-economic status tribal students.

Educational Achievements

To determine the category of educational achievements of tribal students we calculated simple average followed by frequency distribution and the students were being categorized into three different categories, such as, High achiever, Moderate achiever and Low achiever.

The procedure adopted to categorize the students into three different categories is as follows:

- The students who lie above $M+1\sigma$ are considered as High achievers.
- The students who lie between $M+1\sigma$ and $M-1\sigma$ are considered as Moderate achievers.
- The students who lie below $M-1\sigma$ are considered as Low achievers.

Table no. 4.2: Showing the educational achievements of tribal students of Tripura.

Category	High achiever	Moderate	Low achiever
No. of students	124	717	64
Percentage	13.70%	79.23%	7.07%

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Figure 4.11: Graphical representation of educational achievements of tribal students of all districts of Tripura.

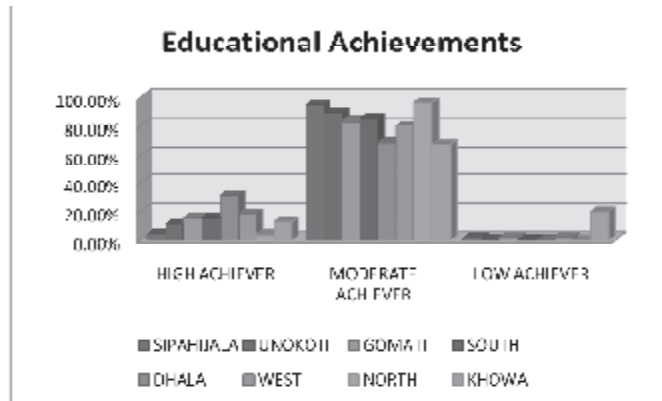
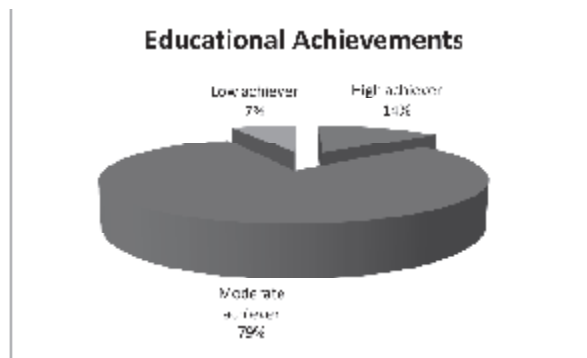


Figure 4.11 shows the prevailing educational achievements of tribal students of all districts of Tripura with respect to three different categories. It depicts that among eight districts Dhalai district has maximum high achiever which is 31%, 96.15% from North district which is the highest among eight districts in moderate achievers category and Khowai district has maximum low achievers students which is 19.67%, the percentage of low achiever in Khowai district is quite higher than other districts.

Figure 4.12: Pie-graph representing the educational achievements of tribal students of Tripura.



Interpretation

Figure 4.12 showing the percentage of educational achievement of tribal students of different achievers. It shown in above figures 7% lie on low achiever, 79% lie on moderate and 14% lie on high achiever. From above context we found that lower achiever and higher achiever percentage are most similar and the majority of the students are moderate achiever. Thus, we can conclude it in this way that maximum tribal students are moderate achievers and the high and low achievers percentage is almost equal.

- Analysis of data pertaining to

[To compare the educational achievements between tribal male and female students]

Overview

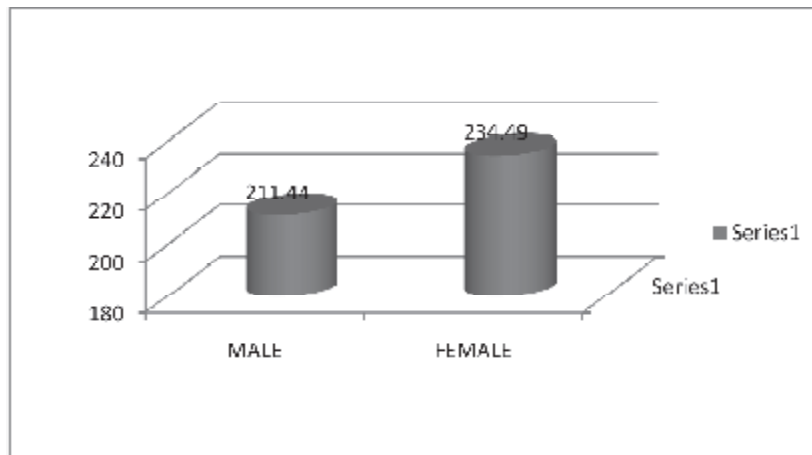
To test the hypothesis there is no significant difference in educational achievements between tribal male and female students. Initially, as the hypothesis was in regard to two groups and we know t-test statistical technique is used to test significance of means between two groups so t-test was adopted to test the significance. For the purpose of calculating t-test different other statistical techniques were followed such as, mean, sd and as an advanced statistical technique SED was calculated for testing significance. Thereafter a graphical representation was drawn of mean difference for better understanding of viewers. The result of the t-test was found significant. Therefore it can be said the educational achievements of tribal male and female students differ significantly.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Table no 4.3: Showing the mean difference of educational achievements between tribal male and female students.

Group	N	Mean	SD	SED	Df	t-value	Level of significance
Male	357	211.44	93.15	5.16	903	3.57	0.01
Female	548	234.49	97.18				

Figure: 4.13- Graphical representation showing the mean difference of educational achievements between tribal male and female students.



Interpretation

Figure 4.13 shows the mean scores of tribal male and female students with respect to their educational achievement. The tabulated values of 't' with degree of freedom 903 are 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. The calculated value of 't' is 3.57 which is higher than the table value at 0.05 level and 0.01 level of significance, which shows significant difference in educational achievement of male and female tribal students.

- Analysis of data pertaining to

[To estimate the relationship between socio-economic status and educational achievements of tribal students]

Overview

To test the hypothesis there is no significant relationship between socio-economic status and educational achievement of tribal students; initially coefficient of correlation was utilized in between the every component of socio-economic status and educational achievements of tribal students. As an advanced statistical technique in this study 'tr' a statistical formula was utilized to accept or reject level of significance followed by degree of freedom. Separate tables were made for concentration over socio-economic component. The result obtained except goods and services every component of socio-economic status i.e. socio-cultural, economic, health, educational and total socio-economic has positive and significant relationship with educational achievement. Thus, the null hypothesis that there is no significant relationship between socio-economic status and educational status was rejected and can be inferred to there is a positive and significant relationship between socio-economic status and educational achievements of tribal students.

Table 4.4: co-efficient of correlation between socio-cultural and educational achievements of tribal students.

Variable	N	r-value	Df	tr	Level of significance
Socio-cultural	905	0,159	903	4,83	0,01
Educational achievement					

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

For the purpose of estimating relationship between socio-economic and educational achievement, initially co-efficient of co-relation is calculated between socio-cultural one component of socio-economic status and educational achievement.

Interpretation

The co-efficient of correlation between socio-cultural and educational achievement was 0.159 which was significant at 0.01 level. The result was to infer that there is a positive and significant relationship between these two variables.

Table no.4.5: co-efficient of correlation between economic and educational achievements of tribal students.

Variable	N	r-value	df	Tr	level of significance
Economic	905	0.068	903	2.05	0.05
Educational achievement					

Interpretation

The co-efficient of correlation between economic and educational achievement was 0.068 which was significant at 0.05 level. The result to infer that there is a positive and significant relationship between these two variables. Economic component one of the prime component of socio-economic status and which determines family's income, its relationship with educational achievement was positive. It implies economic has any significant bearing on the educational achievement.

Analysis and Interpretation

Table no.4.6: co-efficient of correlation between Goods and services and educational achievements of tribal students.

Variable	N	r-value	Df	Tr	level of significance
Goods and services Educational achievement	905	0.026	903	0.78	Not significant

Table 4.6: Showed the relationship between goods and services and educational achievement. Goods and services one of the important component of socio-economic status, which relating to the students living conditions, facilities and services one individual have in home, which also influence one students academic life.

Interpretation

The co-efficient of correlation between goods and services and educational achievement was 0.026 which is not significant at both 0.05 & 0.01 level of significance. Although, there is positive relationship between these two variables but it is not significant. The level of co-relation was also negligible.

Table no.4.7: co-efficient of correlation between health and educational achievements of tribal students.

Variable	N	r-value	df	Tr	level of significance
Health Educational achievement	905	0.105	9.03	3.19	0.01

Interpretation

The co-efficient of correlation between health and educational achievement was 0.105 which was not significant at both the level. The result was to infer that there is a positive and

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura
 significant relationship between these two variables. We know student's growth and development are responsible on their health. Health, the important component of socio-economic status is known as important factor in overall development of a student.

Table no.4.8: co-efficient of correlation between educational and educational achievements of tribal students.

Variable	N	r-value	df	Tr	level of significance
Educational	905	0.167	903	5.77	0.01
Educational achievement					

Interpretation

The co-efficient of correlation between educational component of socio-economic status and educational achievement was 0.167 which is significant at 0.01 level. The result indicates that there is a positive and significant relationship between these two variables.

Table no.4.9: co-efficient of correlation between total socio-economic and educational achievements of tribal students.

Variable	N	r-value	df	Tr	level of significance
Socio-economic	905	0.168	903	5.06	0.01
Educational achievement					

Interpretation

The co-efficient of correlation between socio-economic status and educational achievement was 0.168 which is significant at 0.01 level. The result was to infer that there is a positive and significant relationship between these two variables.

Analysis and Interpretation

Table 4.10: The coefficient of correlations on two different sets of scores

Educational achievement &	Correlation
Socio-cultural	0.159
Economic	0.068
Goods and services	0.026
Health	0.105
Educational	0.167
Total socio-economic	0.168

The above table shows the values of correlation of educational achievements with socio-economic status in respect to socio-cultural, economic, health, goods and services, educational and total socio-economic. The result finds significant relationship of educational achievement with the socio-cultural, economic, health, educational and total socio-economic but only the goods and services component is not significant with educational achievement. The hypothesis which states that “there is no significant relationship between socio-economic status and educational achievements of tribal students” is therefore rejected. Thus, the result concludes that there is positive and significant relationship between educational achievement and socio-economic status of tribal students.

- Analysis of data pertaining to

[To know the impact of socio-economic status on educational achievements of tribal students]

Overview

It is believed socio-economic condition is responsible on educational achievements of tribal students, many of us believe socio-economic status effects on educational achievements. So

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura
to test the hypothesis both the variables that are socio-economic status and educational achievement of tribal students are independent, chi-square statistical technique was utilized. Initially basing on chi-square a contingency table was made and the impact was checked in any level either in socio-economically or educationally. The result of the test was found significant. Therefore the null hypothesis rejected and can be in this manner that both the variables that are socio-economic status and educational achievements are dependent on each other.

Table no 4.11: χ^2 design for testing the impact of socio-economic status on students educational achievement.

		Socio-Economic Status			
		Category	High	Middle	Low
Educational achievement	High	10	112	2	123
	Moderate	13	658	46	717
	Low	0	48	16	64
	Total	23	818	64	905

Cell	1	2	3
F _o	10	112	2
F _e	3.15	112.08	8.77
F _o -f _e	6.85	-0.08	-6.77
(f _o -f _e) ²	46.92	0.06	45.83
(f _o -f _e) ² /f _e	14.90	0	5.23

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e} = 20.13$$

$$Df = (c-1)(r-1)$$

$$= (3-1)(3-1)$$

$$= 4$$

Interpretation

This test indicates that there is a significant relationship between socio-economic status and educational achievement of tribal students 0.01 level of significance. The result indicates that the socio-economic status and educational achievement two variables are not independent and it became evident both are dependent on each other.

- Analysis of data pertaining to

[To find out the relationship between the levels of socio-economic status and educational achievement of tribal students belonging to secondary level]

Overview

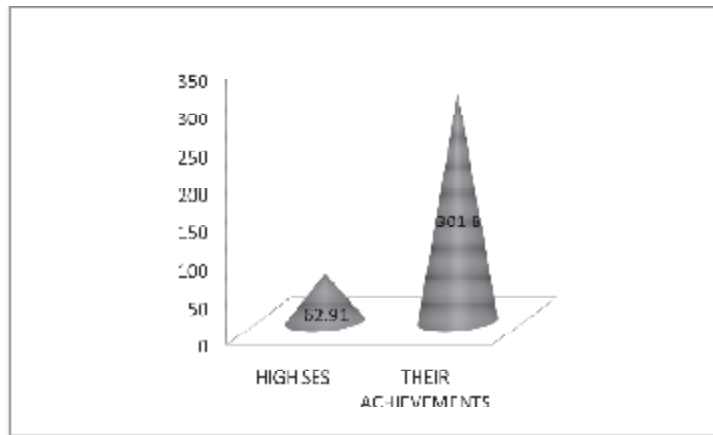
To test the hypothesis that there is no significant difference between the educational achievements of tribal students under different levels of socio-economic status group, as a statistical technique t-test was utilized and a t-test was used on high socio-economic status students group and their educational achievements, accordingly two more t-test was calculated on middle and low socio-economic groups. The results of three different t-test was found significant. For the better concentration of viewers three different graph was drawn on three different groups and similarly, three different table framed on said groups. However, we can conclude it in this way that there is significant relationship between the levels of socio-economic status and their educational achievement. Thus, the null hypothesis rejected.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Table 4.12: Showing the mean difference of tribal students belonging to high socio-economic status category students and their educational achievements.

Category	Mean	SD	N	t-value	SED	df	Level of Significance
HSES	62.91	3.27	23	8.70	26.08	44	0.01
Their Educational Ache.	301.8	131.67	23				

Figure 4.14: Bar graph representing the mean difference of tribal high socio-economic category students and their achievements.



Interpretation

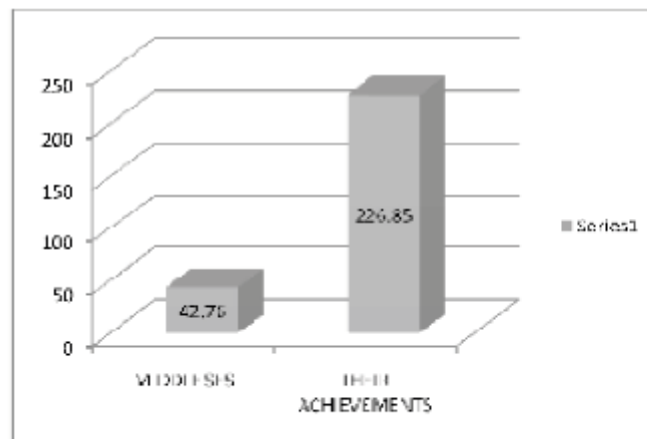
The tabulated values of 't' with degree of freedom 44 are 2.02 at 0.05 level of significance and 2.69 at 0.01 level of significance. The calculated value of 't' is 8.70 which is higher than the table value 0.01 level of significance, which shows significant relationship in between the high socio-economic category tribal students and their educational achievements. Hence the null hypothesis rejected.

Analysis and Interpretation

Table 4.13: Showing the mean difference of tribal students belonging to middle socio-economic status category students and their educational achievements.

Category	Mean	SD	N	t-value	SFD	df	Level of significance
MSES	42.76	6.66	818	55.62	2.95	1634	0.01
Their educational acv.	226.85	94.46	818				

Figure 4.15: Bar graph representing the mean difference of tribal middle socio-economic category students and their achievements.



Interpretation

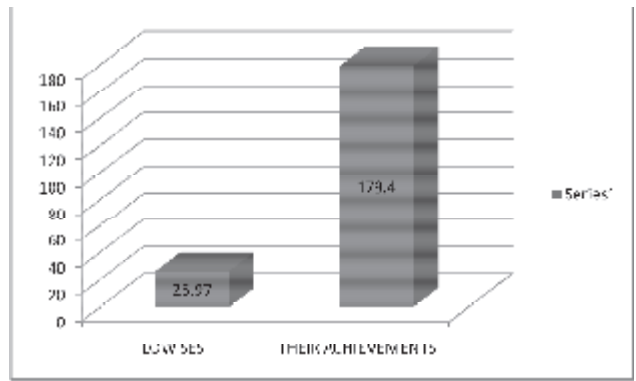
The tabulated values of 't' with degree of freedom 1634 are 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. The calculated value of 't' is 55.62 which is higher than the table value 0.01 level, which shows significant relationship students having middle socio-economic status in relation to their educational achievements.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Table 4.14: Showing the mean difference of tribal students belonging to low socio-economic status category students and their educational achievements.

Category	Mean	SD	N	t-value	SE.D	Df	Level of significance
L.S.E.S	25.97	1.86	64	14.88	11.68	125	0.01
Their educational achv.	179.40	82.43	64				

Figure 4.16: Bar graph representing the mean difference of tribal low socio-economic category students and their achievements.



Interpretation

The tabulated values of 't' with degree of freedom 125 are 1.98 and 2.62 at 0.05 level and 0.01 level of significance. The calculated value of 't' is 14.88 which is higher than the table value 0.01 level, which shows significant relationship in educational achievements of tribal students belonging to low socio-economic category students. Hence, the null hypothesis can not be accepted.

Results of the tables clearly indicate that there is significant relationship between socio-economic status and educational achievements of tribal students. We found all category high socio-economic, middle socio-economic, low socio-economic tribal students have significant relationships with their educational achievements.

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SUMMARY AND CONCLUSION

Summary

The study is divided into five different chapters. It includes introduction, the problem, design of study, analysis and interpretation, summary and conclusion.

The first chapter provides introduction on this study and stated the nature of problem. This chapter also provides information on how the problem has emerged with justifications.

Chapter two includes the need of the study that means why the study was conducted. Detail description of prevailing condition also given on the problem. The availability option and opportunities to conduct research on this study that is scope of study is stated or written briefly in sub-point of the problem chapter. The delimited area of the study and where the researcher confined to study is written or stated comprehensively in this chapter.

Objectives were framed by the researcher according to the need of the study and nature of the problem. Besides keeping on view time constraint the researcher framed the essential objectives, as the researcher needs to complete the study within a certain period. The hypotheses of the study also were drawn on the basis of certain objectives, by which the researcher easily could continue his/her investigation. Some definitions of important terms were focused on this chapter.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Chapter three is regarding the design of the study. The required designs were framed to complete the study. Every effort was made and followed different way to collect the exact data. In method of the study the followed method for the study was stated. Thereafter in population of the study and sample and sampling of the study the extent of area or covered area were considered as population and how the sample were collected by which method data were collected, who were considered to be the sample etc. were described. In tools of study by which specific test the data were gathered are stated. The rest are the regarding the administration of the test, the strategy followed and process of data collection, and the specific region and schools name were stated.

Chapter four is regarding the calculation and analysis of data, the different statistical forms used for analysis and so on. The employed statistical forms are mean, significance of co-efficient of co-relation, chi-square, t-test. In this chapter the collected data were tabulated and scores of the two variables calculated in the form of percentage.

Chapter five is concerned with the findings of the study. Especially this chapter was designed for better understanding of the whole study. The glimpse of the study one can find from here, besides this the chapter will help an individual for insight into the study. Overall this chapter discusses on whole study and states the limitation and also some educational significance were stated.

Main Findings of the Research

By analyzing and interpreting the data we found the following findings of this research-

- The majority of tribal students belong to middle socio-economic status and a small section of tribal students belongs to high and low socio-economic category.

Summary and Conclusion

- As socio-economic status, in educational achievement too the most of the tribal students are moderate achievers and very few are belonging to high and low achievers.
- The study finds significant difference in educational achievements between tribal male and female students.
- The relationship between socio-cultural and educational achievement of tribal students was positive and significant both 0.05 & 0.01 level of significance.
- The relationship between economic and educational achievement of tribal students was positive and found significant at both 0.05 & 0.01 level of significance.
- The relationship between goods and services and educational achievement of tribal students was positive but most interestingly it was not significant.
- The relationship between health and educational achievement of tribal students was positive and significant at both the level of significance.
- The relationship between educational and educational achievement of tribal students was positive and significant at both level of significance 0.05 & 0.01.
- The relationship between total socio-economic status and educational achievement of tribal students was positive and significant at both 0.05 & 0.01 level of significance. The relation of all the component of socio-economic status with educational achievement was found positive and significant except goods and services component. Therefore, in this study it became evident that there has been relationship between socio-economic status and educational achievement.
- We found that there is an impact of socio-economic status on educational achievements and observed these two variables are dependent on each other.
- Significant difference was found in educational achievement of tribal students having high socioeconomic status.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

- Significant difference was found in educational achievement of tribal students having middle socioeconomic status.
- Significant difference was found in educational achievement of tribal students having low socioeconomic status.

Discussion

The present study is on educational achievement of tribal students in Tripura in relation to their socio-economic status. The research was conducted in all districts of Tripura by selecting 357 boys and 548 girls' students of total sample of 905 students from different schools of Tripura. The students are from different age and different socio-economic categories. The study was investigated to find out the relationship between two variables socio-economic status and educational achievements of tribal students and to know whether the SES has any impacts on educational achievements of tribal students. In order to know the socio-economic status and educational achievements of tribal students initially, percentages and frequency distributions were employed and we found the majority of tribal students are belonging to middle category and the rest are from high and low socio-economic status category. The society witness tribal's socio-economic condition is poor but the study reveals different result that most of the tribal students are from middle socio-economic status. Similarly, in different studies where the researchers conducted on tribal's educational achievement we have been seeing that they are academically poor achievers and it is due to different factors but most comparatively in this study we found that most of the tribal students are moderate achievers which is 50.39% and 24.86%, 24.75% of tribal students are higher and lower achievers respectively. The result is consistent with the findings of C.B.Vikram and N.N.Prahallada (2014), as according to their

Summary and Conclusion

study 63% of tribal students are middle achievers, 20% and 17% are higher and lower achievers respectively. Many research results on academic achievement reveals that most of tribal students are moderate achievers. So considering the findings it can be said gradually tribal students are developing academically as others, although a section of tribal students expressed their problem in regard to their education, such as, remoteness, medium of instruction, infrastructure, insufficient number of teachers. However, it is believed the difficulties which are prevailing in the societies of tribals will be overcome rapidly.

The first hypothesis which states that "There is no significant difference in educational achievements between tribal male and female students" was found significant. Thus, the null hypothesis was rejected but C.B.Vikram and N.N.Prahallada (2014) found no significant, which is inconsistent from their studies. According to their study the academic achievements between tribal male and female students does not differ significantly. Thus, the claimed by people that the facilities available at home for tribal male students for their study purpose are same as female tribal students, is quite confusing. According to this study either tribal male students are getting better facilities than female tribal students for study purpose and achieves better academically or female tribal students are better than male tribal students. The disparity in academic achievement between tribal male and female students found from this study, this is to be abolished to bring equality in society.

The second hypothesis which states that "there is no significant relationship between socio-economic status and educational achievement of tribal students" we found positive and significant relationship between socio-economic status and educational achievements of tribal students. The socio-economic variable in this study comprises five components i.e. socio-cultural, economic, goods and services, health & educational. The

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura relationship also made between the every component and educational achievements of tribal students and all results found positive and significant relationship except for the goods and services component. The study also shows negligible correlation between the components of socio-economic and educational achievement of tribal students. The result of this study is consistent with the findings of Harikrishan (1992), as according to their study Socio-economic status was significantly and positively related to academic achievement. Another scholar Banerjee, S. (2015) also found positive and significant relationship between socio-economic status and academic achievement. Considering the findings of this hypothesis and it also becomes evident that socio-economic status is responsible for tribals educational achievement.

The third hypothesis which states that “both the variables that socio-economic status and educational achievement of tribal students are independent”, it reveals that the socio-economic status has its impact on educational achievement of tribal students. It implies both the variables socio-economic status and educational achievements are dependent on each other. These two variables cannot be desperate both are interlinked, if there is any impede in educational achievement of a student then it can be assumed the student might have problem in socio-economic condition, either his/her family cannot afford required financial assistance to attain the education. The researcher did not find same hypothesis as this study. However, the researcher find similar hypothesis which was the impact of socio-economic on tribal student’s emotional intelligence and creativity, only the variable differs. Chandrakant, J., & Sindhu, A.(2015) found the impact of socio-economic status on emotional intelligence and creativity among tribal students.

The fourth hypothesis there is no significant difference between the educational achievement of tribal students under different level of socio-economic group, we found that high, middle

Summary and Conclusion

and low socio-economic category students has its significant relationships with their achievements whereas, Singh, P. & Choudhary, G. (2015) was found no significant difference in academic achievement scores of male and female adolescent students having high, middle, low socioeconomic status.

Hence, keeping in view to these problems of tribal students the researchers, scholars, educationists need to forward their research on tribal students. Then we could overcome certain difficulties of tribal students and can make egalitarian society.

Conclusion

In India the educational participation of tribal's is low and development process also slow. The maximum tribal population of Tripura is still illiterate and living with poverty. The maximum of Tripura tribal used to reside in most corner and remote places in small houses. The most important fact is that the tribals yet could not overcome the economic problem, which is major barrier in the improvement of education of tribals, still their source for income very narrow and depending upon agriculture and forests. Tripura has an ample natural and human resource but the resources could not be utilized in an appropriate way. As a result, Tripura remain lagging behind compared to other north-eastern tribal states. People of Tripura remain deprived in many socio-economic indicators. So to develop the tribal's of India there is a need to improve literacy, health facilities, institutions and assets development. Govt. of India also needs to take drastic initiatives for the development of tribal education and improving socio-economic status. Therefore it may be concluded that education is the only key for tribal's development.

The tribal children's are conscious towards their own works, where, the education system at the school level is barrier for their academic achievements. There is a contradiction among the tribal

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura students regarding the medium of instruction, whether, in their own dialect or in the regional language. But it is very difficult to impart the education at the secondary level. Tribal students when come out from that contradiction their academic achievement can perform like urban or other non-tribal students. Therefore, the government or any other organizations can take the initiative to impart the education to tribal students in their own dialect.

Unless Govt. gives priority on tribal's they will remain only in history. Therefore it is the right moment to judge critically about tribal education and their economic development. Keeping in view different problems, there is an urgent need for various govt. interventions. The social reformers, planners and policy makers need to think on this problem to give out additional funds in the central and state budgets for tribal education. The educational opportunities given for them should be more flexible in order to bring them to the mainstream of economic development.

Educational Significance

The findings of the study will be helpful in preparing strategies for the upliftment of tribal students in such a manner:

- It was found that, there is a positive relationship between socio-economic status and educational achievement of tribal students. So, it is important to give utmost importance on improving the socio-economic condition of tribal students and which will improve the educational achievement of tribal students.
- To make parallel development between socio-economic and academic achievement of tribal students, there is need to impart job oriented or vocational courses in tribal hamlets.
- Teachers should sympathetically treat tribal students to encourage them educationally in such a way that it will eliminate shy of contact and various other specific natures of the tribal students.

Summary and Conclusion

- Educational institutions or schools should teach skillful works to tribal students by which the tribal students can earn a living to continue the study.
- The govt. should provide financial assistance to socio-economically poor students.
- Schools should organize different socio-cultural programmes to make students close with cultural activities this can improve socio-economic condition of students.
- Govt. should give priority on the education of tribal students for this they can introduce different remedial classes and coaching classes for educationally weak students to improve their academic achievement.
- Despite the majority of the students belonging to middle socioeconomic status but as low achiever percentage were low in the same way higher achiever also low, so it is felt the needs to increase the higher achiever this responsibility should be taken by teachers.
- Tribal students were seen to a report of health problems, so proper health care system should be introduced in educational institutions.
- Individual counseling should be organized in schools, in order to diagnose different problems of lower achievers.
- Educational institution system from the apex to the grass root level has to be properly assess in order to find out the proper implication of various development plan that are implemented by the central govt. under various schemes.
- Tribal are known universally for poor economical status. For this there has to be more consideration for the tribal students in various means so that tribal students will not be left behind.

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- Tribal community has its unique nature and characteristic. There has to be platform where there are no boundaries and where the fortune is made possible only for the wealthy individuals.
- Medium of instruction and medium of scripts to impart education has to be universally reorganized to call for every community to be made accessible for every tribal community.
- Govt. schools that are the common school for rural areas have to be equipped with proper infrastructure and internal content so that its quality can be made similar with good schools that are only available in urban areas.
- With low economic status that is for the tribal community has to be changed to Equal opportunity either due to low economic status of the tribal community.

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APPENDIX

APPENDIX-I

Different Schemes/Programmes Related to Tribal Welfare by Government of Tripura

Economic Development Programme for the Development of Tribal in Tripura

Rubber Plantation :-

The objective of the scheme is to assist the tribal people for a sustainable economic development through rubber plantation. The project is implemented over a period of 7 (seven) years. The unit cost is Rs.2,30,158/- per hectare. The grant amount of Tribal Welfare Department is Rs.1,95,158/- per family for plantation of 1.00 hectare of Rubber. Cash subsidy from the Rubber Board subsidy is Rs.35,000/-. The beneficiaries are selected by the "Block Advisory Committee" from the poor ST families. The families are supported under the scheme through rubber developing Agencies viz. Rubber Board, Tripura Rehabilitation Plantation Corporation Ltd. (TRPC), Tripura Forest Development and Plantation Corporation Ltd. (TFDPC), District Administration through Block Development Officers and Sub-Divisional Magistrates.

Tea Plantation :-

Under the scheme, landless Scheduled Tribe families residing in interior areas are provided financial support. The project is implemented over a period of 5 (five) years. The unit cost is Rs.1,73,355/- per hectare. The grant amount of Tribal Welfare Department is Rs.1,06,180/- per family for plantation of 1.00 hectare of tea. Rs.66,975/- is provided by the Tea Board as subsidy. The beneficiaries are selected by the “Block Advisory Committee” from the poor ST families.

Coffee Plantation :-

The objective of the scheme is to assist the tribal people for a sustainable economic development through coffee plantation. The project is implemented over a period of 5 (five) years. The unit cost is Rs.70,000/- per hectare. The grant amount of Tribal Welfare Department is Rs.50,000/- per family for plantation of 1.00 hectare of coffee. Cash subsidy from the Coffee Board is Rs.20,000/-. The beneficiaries are selected by the “Block Advisory Committee” from the poor ST families.

Horticulture :-

Landless Scheduled Tribe families residing in interior areas are eligible to get the benefit of the scheme. Rs.68,675/- as grant is provided to each selected family in installments. The grant money is utilized over the period of 5 (five) years. The beneficiaries are selected by the “Block Advisory Committee” from the poor ST families.

Source: Tribal welfare Department, Govt. of Tripura.

APPENDIX-II**Livelihood Propagation for Tribals in Tripura****Promotion and Strengthening of Self-Help Group (SHG):-**

Woman and Tribal Development Plan of the Tripura component of World Bank Aided India Rubber Project envisaged support initiatives to the formation of Women Self Help Groups in order to use Women Self-help Groups (WSHGs) strength for a sustainable development. Success of the approach encouraged the Department to replicate the process initiatives in their rehabilitation projects. SHGs are now believed to be the driving force in changing the economic face of the households. Major activities of SHGs are - horticulture, animal husbandry, handloom & handicrafts, pisciculture, small business and different other service sector activities.

Rehabilitation of the returnees:-**Ø Post-1998 returnees:-**

During the period 1998-99 to 2009-10, list of 1342 nos. returnees received from the Home Department, Govt. of Tripura. Of which, 1208 nos. returnees enrolled at various VTC & Institution for training & 1110 had completed their training successfully. Out of which 59 nos returnees had secured job, Loan from ST Corporation for transport business, house under IAY / PMGY scheme, financial assistance for rubber / tea plantation etc. have been providing to the returnees for their sustainable livelihood.

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Ø Pre-1998 returnees :-

During the period 1998-99 to 2009-10, list of 4097 nos. returnees received from the Home Department, Govt. of Tripura. Out of which, counseling of 3357 nos. returnees had completed and Rs.10,53,37,900/- had provided to the line Departments for their rehabilitation under Broad Package for Rehabilitation of returnees (Pre-1998).

Source: Tribal Welfare Department, Govt. of Tripura.

APPENDIX-III

Promotion of Art & Culture and Fairs & Festivals for Tribals in Tripura

Kok-Borok Day Celebration:

Kok-Borok is the mother tongue of 8 (eight) indigenous tribes of Tripura having its separate identity is a rich language from time immemorial and over and above it is the language of major tribal communities residing in Tripura and its neighboring states, including people residing in present Bangladesh. On 19th January, 1979 Tripura Government recognized this language as State language after a prolonged struggle of Kok-Borok speaking communities and different democratic organizations. Thus on 19th January of each year, Kok-Borok Day is being celebrated since 2005. Seminar, recitation, cultural programme and exhibition etc has been organized on this occasion. The activists in Kok-Borok and scholars in other field are conferred with different awards on this day.

Fairs & Festivals:

To maintain, promote and revive the traditional culture of the tribals, supports to the observation of major tribal festival is extended under the scheme. Mela, Exhibitions, Pujas, Conferences of tribal leaders etc. are also held under the scheme.

Source: Tribal Welfare Department, Govt. of Tripura.

APPENDIX-IV**Educational Programmes for the Tribals of Tripura**

Education is necessity for development of any Community or Society. In case of tribes it is more essential, who are socio-culturally and linguistically backward. Tribal Welfare Department spent about 80-90% of funds towards Educational Schemes. The major schemes are:

Pre-Matric Scholarship:

Under this scheme, scholarship is provided @ Rs 40/- per month to the ST students from Class VI to VIII and @ Rs 150/- per month for Day Scholars and Rs.350/- for Hostellers to the students of Class IX and X under Centrally Sponsored Scheme for a period of 10 months in an academic year.

Post-Matric Scholarship (PMS):

Post-Matric Scholarship is provided to the students of Class XI and above for continuing higher studies for 10 months. The ST students whose annual family income is not more than Rs.2,50,000/- are eligible for maintenance allowance and fee for all courses (higher studies). The rates of the stipend provided in the following table:

Post Matric Scholarship:

Group	Hostellers (In Rs)	Day Scholars (In Rs)
I	1200.00	550.00
II	820.00	530.00
III	570.00	300.00
IV	380.00	230.00

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Merit Award:

The meritorious ST students are encouraged for their excellence in studies. Students, who secured 60% and above marks in their Annual Examination from Class VI to IX & XI and Madhyamik / School Final / HSLC Examination and H.S (10+2) Examination from any recognized Board are awarded in cash together with a certificate.

Rate of Merit award in various level are given in the following table:

Class	Rate of Stipend (in Rs)	
	ST (Boys)	ST (Girls)
Class VI to next higher class	400	500
Class VII to next higher class	500	600
Class VIII to next higher class	600	700
Class IX to next higher class	700	800
Madhyamik or equivalent	1400	1500
Class XI to next higher class	1400	1500
H.S (12) Stage	3500	4000
Special Merit Award for Madhyamik Examination or equivalent examination securing 90% marks in average	8000	8000
Special Merit Award who passed H.S. (12) or equivalent examination securing 80% marks in average	10000	10000
Special Merit Award, who secured 1st to 10th rank in merit position in the Madhyamik/ H.S (12) Excellence	50000	50000

Boarding House Stipend:

At present Boarding House stipend @ Rs. 54/- per day per student & @Rs.1/- per day per student for sweeping & cleaning of boarding house is being provided for maximum number of 322 days in an academic year for the students from Class – I to Class – X.

Supply of Free Text Books

Under this scheme financial assistance grant in lieu of textbooks is given to the students of Class IX and above classes

Appendix

by Tribal Welfare Department. Books for the students of Class I to VIII are being supplied under Sarva Shiksha Abhijan (SSA) by Education (School) Department, Govt. of Tripura. Rate of cash award in various level are given in the following table:

Class wise rate of Cash Award	Boys	Girls
Class IX & X	300	300
Class XI	350	350
Class XII	400	400
Degree Courses	500	500

Special Coaching in Core Subjects:

Under the scheme, tutorial guidance is given to the ST boarders attached to the Government run High/ Higher Secondary Schools reading in Classes VI to XII under Education Department, Government of Tripura. Coaching is given in English, Mathematics & Science subjects for the period of 6 (six) months. The teachers are provided honorarium @ Rs.4,000/- and Group-D@ Rs. 500/- per month.

Coaching Center for Madhyamik Drop out ST students:

Special efforts have been made to provide coaching for the unsuccessful Madhyamik students who could not succeed due to various reasons of inconveniences. Stipend @ Rs. 55/- per student per day is provided to the hostellers for a period of 210 days (maximum). The honorarium for Teaching staff is Rs. 3000/- p.m. In-charge of the centre shall be entitled Rs 2,500/- p.m and honorarium shall be paid to Class: D staff @ Rs.1,000/- p.m. The scheme is implemented through NGOs.

Coaching for Joint Entrance Examination:

The Tribal Welfare Department has taken special initiatives for Scheduled Tribes students of the State so that they can do outstanding performance in all India basis Joint Entrance Examination for Technical, Medical and various courses. Special coaching is being given to the Scheduled Tribes students by the Govt. Colleges and Private Institutions for excellent performance in these examinations.

Coaching for Civil Service, Banking & Miscellaneous Examinations:

To achieve success in various Civil Service, Banking and Miscellaneous Examinations under all India and State level basis, the Scheduled Tribes students are being given coaching by the reputed educational institutions.

Establishment of Ashram School (Class III to V):

With the aim to provide quality and value based education among the children, hailing from poor tribal families, 3 (three) nos. Ashram Schools at were constructed namely Dakshin Karbook Ashram School (Established on 30-07-2007), Karbook under Gomati District; Ratanmoni Memorial Ashram School (Established on 05-06-2004), Kanchanpur under North Tripura District and Radhamohan Memorial Ashram School (Established on 12-09-2003), Ambassa under Dhalai District. Medium of education in these schools is English. In these schools ST students were admitted for Class III and read up to Class V. These schools are run under the control of Tripura Tribal Welfare Residential Educational Institutions Society (TTWREIS).

Establishment of Ekalavya Model Residential School (Class VI to XII):

With the aim to provide quality and value based education, 4 nos. Ekalavya Model Residential (EMR) Schools were constructed at Khumulwng, West Tripura; B. C. Nagar, South Tripura; Kumarghat, Unokoti and Rajnagar, Khowai. The Medium of education in the EMR Schools is English and the curriculum is CBSE. The schools are funded under 100% grant from Government of India under Article 275 (1) of the Constitution of the India. Ekalavya Model Residential Schools run under the control of Tripura Tribal Welfare Residential Educational Institutions Society (TTWREIS).


Inter hostel sports competition:

Besides normal programmes of Youth Affairs & Sports Department and Tripura Sports Council, the tribal students are provided additional care for making optimal use of their excellence in sports and games. Inter hostel competitions are conducted every year in order to provide them wider exposure and scope for improving skill.

Source: Tribal Welfare Department, Govt. of Tripura.

APPENDIX-V

The tool used for the collection of Data:



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Prof. Ashok K. Kalia (Rohtak)
Mr. Sushir Sahu (Rohtak)

Consumable Booklet
of
SESS-UR-KASS
(English Version)

Please fill up the following informations : Date

Name _____

Age _____ Sex : Male Female

PART-A

Caste : General OBC SC/ST

Stream : Science Commerce Arts

INSTRUCTIONS

The purpose of this scale is to measure socio-economic-status of your family. The scale is comprised of 40 statements on different dimensions of socio-economic position. Each question is followed by several possible answers. Please read them carefully. You have to select most appropriate option/answer mentioned against each question which suits to your family and put a **tick** mark on the appropriate option.

SCORING TABLE

PART-A	PART-B					Total	Whole SES (Part A+ Part-B)	Attainine	Percentage	Category
	Component	I	II	III	IV					
Score										

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4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

2. | Consumable Booklet of SESS-UR-KAS

Sr. No.	STATEMENTS		
PART-B : I			
1.	To which kind of family you belong?		
	(a) Joint Family <input type="checkbox"/>	(b) Single Independent Family <input type="checkbox"/>	
2.	Have/had your family member(s) ever elected for any electoral body like- Parliament (MP), State Legislation (MLA), Municipal Corporation, Municipality District Council, Panchayat Samiti, Gram Panchayat (Sarpanch, Ward Member) or any such local body.		
	(a) Yes <input type="checkbox"/>	(b) No <input type="checkbox"/>	
3.	Have/had you or your family member(s) possess any portfolios or membership in any International/National/Local socio-cultural organization?		
	(a) Yes <input type="checkbox"/>	(b) No <input type="checkbox"/>	
4.	Do you or your family members take part in various socio-cultural activities of your community/caste/street?		
	(a) Always <input type="checkbox"/>	(b) Sometimes <input type="checkbox"/>	(c) Never <input type="checkbox"/>
5.	If any happening/event/problem take place in your street/community/society, do your family's opinion sought for it?		
	(a) Always <input type="checkbox"/>	(b) Sometimes <input type="checkbox"/>	(c) Never <input type="checkbox"/>
6.	How much you or your family give importance to modern life style (like- modern dressing, eating etc.)?		
	(a) Maximum <input type="checkbox"/>	(b) Normal <input type="checkbox"/>	(c) Minimum <input type="checkbox"/>
7.	Do your family gives equal importance to boys and girls?		
	(a) Always <input type="checkbox"/>	(b) Sometimes <input type="checkbox"/>	(c) Never <input type="checkbox"/>
8.	Do you or your family give importance to casteism?		
	(a) Always <input type="checkbox"/>	(b) Sometimes <input type="checkbox"/>	(c) Never <input type="checkbox"/>
9.	In your opinion what should be the base of social status?		
	(a) Educational Level <input type="checkbox"/>	(b) Professional Level <input type="checkbox"/>	
	(c) Economic Level <input type="checkbox"/>	(d) Caste Level <input type="checkbox"/>	
10.	What amount of wealth/money you or your family members donate in a year for social causes?		
	(a) More than 1 lac ₹ <input type="checkbox"/>	(b) 1 lac ₹ to 50,001 ₹ <input type="checkbox"/>	
	(c) 50,000 ₹ to 25,001 ₹ <input type="checkbox"/>	(d) 25,000 ₹ to 10,001 ₹ <input type="checkbox"/>	
	(e) 10,000 ₹ to 5001 ₹ <input type="checkbox"/>	(f) Below 5000 ₹ <input type="checkbox"/>	
	(g) Nothing <input type="checkbox"/>		

Socio-Economic Status and Educational Achievement of Tribal Students in Tripura

Consumable Booklet of SESS-UR-K155 | 3

Sr. No.	STATEMENTS
11.	<p>Was/were your family member(s) ever convicted in any criminal case?</p> <p>(a) Yes <input type="checkbox"/> (b) No <input type="checkbox"/></p>
12.	<p>What is/was the profession of your father ?</p> <p>(a) Govt. employee <input type="checkbox"/> (b) Private employee <input type="checkbox"/></p> <p>(c) Self-employed <input type="checkbox"/> (d) Unemployed <input type="checkbox"/></p>
13.	<p>What is/was the profession of your mother?</p> <p>(a) Govt. employee <input type="checkbox"/> (b) Private employee <input type="checkbox"/></p> <p>(c) Self-employed <input type="checkbox"/> (d) House wife <input type="checkbox"/></p>
14.	<p>What is/was the professional level of your Father?</p> <p>(a) Class-I Profession like- Judge, Advocate of Supreme Court and High Court, IFS, IAS, IPS, Commissioner, CEO, Managing Director, Professor and Associate Professor, Principal of College, Doctor, Engineer, MP, MLA, Big Screen Celebrity, Industrialist, owner of Big Business and Star Hotels etc. <input type="checkbox"/></p> <p>(b) Class-II Profession like- School Principal, Assistant Professor, Teacher, Advocate of Lower Court, Property Dealer, Wholesaler, Small Screen Celebrity, Politician, Social Worker (National) etc. <input type="checkbox"/></p> <p>(c) Class III Profession like- Clerk, Stenographer, Shopkeeper, Farmer, Local Artist, Social Worker (Local) etc. <input type="checkbox"/></p> <p>(d) Class IV Profession like- Driver, Peon, Watchman, Sweeper, Vendor, Labourer etc. <input type="checkbox"/></p> <p>(e) Unemployed <input type="checkbox"/></p>
15.	<p>What is/was the professional level of your Mother?</p> <p>(a) Class-I Profession like- Judge, Advocate of Supreme Court and High Court, IFS, IAS, IPS, Commissioner, CEO, Managing Director, Professor and Associate Professor, Principal of College, Doctor, Engineer, MP, MLA, Big Screen Celebrity, Industrialist, owner of Big Business and Star Hotels etc. <input type="checkbox"/></p> <p>(b) Class-II Profession like- School Principal, Assistant Professor, Teacher, Advocate of Lower Court, Property Dealer, Wholesaler, Small Screen Celebrity, Politician, Social Worker (National) etc. <input type="checkbox"/></p> <p>(c) Class III Profession like- Clerk, Stenographer, Shopkeeper, Farmer, Local Artist, Social Worker (Local) etc. <input type="checkbox"/></p> <p>(d) Class IV Profession like- Driver, Peon, Watchman, Sweeper, Vendor, Labourer etc. <input type="checkbox"/></p> <p>(e) House-wife <input type="checkbox"/></p>
<p>Total Score Part B-I <input type="text"/></p>	

4 | Consumable Booklet of SESS-UR-KAS

Sr. No.	STATEMENTS
---------	------------

PART-B : II

16. What is monthly income of your family from all sources?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) More than 50,000 ₹ | <input type="checkbox"/> | (b) 50,000 ₹ to 30,001 ₹ | <input type="checkbox"/> |
| (c) 30,000 ₹ to 20,001 ₹ | <input type="checkbox"/> | (d) 20,000 ₹ to 10001 ₹ | <input type="checkbox"/> |
| (e) 10000 ₹ to 5001 ₹ | <input type="checkbox"/> | (f) below 5000 ₹ | <input type="checkbox"/> |

17. What is average monthly savings of your family ?

- | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|
| (a) More than 30,000 ₹ | <input type="checkbox"/> | (b) 30,000 ₹ to 20,001 ₹ | <input type="checkbox"/> |
| (c) 20000 ₹ to 10001 ₹ | <input type="checkbox"/> | (d) 10000 ₹ to 5001 ₹ | <input type="checkbox"/> |
| (e) below 5000 ₹ | <input type="checkbox"/> | (f) Nothing | <input type="checkbox"/> |

18. What is your pocket money in a month?

- | | | | |
|----------------------|--------------------------|----------------------|--------------------------|
| (a) More than 2000 ₹ | <input type="checkbox"/> | (b) 2000 ₹ to 1001 ₹ | <input type="checkbox"/> |
| (c) 1000 ₹ to 501 ₹ | <input type="checkbox"/> | (d) Below 500 ₹ | <input type="checkbox"/> |
| (e) Nothing | <input type="checkbox"/> | | |

19. Do your family members pay income tax?

- | | | | |
|---------|--------------------------|--------|--------------------------|
| (a) Yes | <input type="checkbox"/> | (b) No | <input type="checkbox"/> |
|---------|--------------------------|--------|--------------------------|

20. If yes (to above question) then, how many persons pay income tax?

- | | | | |
|------------------------|--------------------------|---------------------|--------------------------|
| (a) More than 1 person | <input type="checkbox"/> | (b) Only one person | <input type="checkbox"/> |
|------------------------|--------------------------|---------------------|--------------------------|

Total Score Part B-II

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Sr. No.	STATEMENTS
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PART-B: III

21. What is the total wealth of your family?
- | | |
|---|---|
| (a) More than 1 crore ₹ <input type="checkbox"/> | (b) 1 crore ₹ to 50 lacs ₹ <input type="checkbox"/> |
| (c) 50 lacs ₹ to 20 lacs ₹ <input type="checkbox"/> | (d) 20 lacs ₹ to 10 lacs ₹ <input type="checkbox"/> |
| (e) 10 lacs ₹ to 5 lacs ₹ <input type="checkbox"/> | (f) 5 lacs ₹ to 1 lac ₹ <input type="checkbox"/> |
| (g) Below 1 lac ₹ <input type="checkbox"/> | |
22. What type of house you have?
- | | |
|--|--------------------------|
| (a) Big Bungalow with Big lawn along with all modern facilities. | <input type="checkbox"/> |
| (b) Small Bungalow with all normal facilities | <input type="checkbox"/> |
| (c) Concrete House | <input type="checkbox"/> |
| (d) Kucha House or slum | <input type="checkbox"/> |
| (e) None | <input type="checkbox"/> |
23. What type of vehicles your family possesses?
- | | |
|---------------------------------------|--------------------------|
| (a) Car (of more than 10 lacs ₹) | <input type="checkbox"/> |
| (b) Bus, Truck, Tractor, Car (Normal) | <input type="checkbox"/> |
| (c) Scooter/Motorcycle/Three wheeler | <input type="checkbox"/> |
| (d) Cycle | <input type="checkbox"/> |
| (e) None | <input type="checkbox"/> |
24. What are the amenities available in your house?
- | | |
|---|---|
| (a) A.C. <input type="checkbox"/> | (b) Freezer <input type="checkbox"/> |
| (c) Normal TV (Colour) <input type="checkbox"/> | (d) LCD/LED/3D TV/Home Theater <input type="checkbox"/> |
| (e) Washing Machine <input type="checkbox"/> | (f) Credit Card <input type="checkbox"/> |
| (g) Mobile (more than 20000 ₹) <input type="checkbox"/> | (h) Telephone/Mobile (less than 20000) <input type="checkbox"/> |
| (i) Internet <input type="checkbox"/> | (j) Generator/Inverter <input type="checkbox"/> |
| (k) Computer <input type="checkbox"/> | (l) Grass-Cutter or Oven <input type="checkbox"/> |
| (m) Harvester or Tablet PC <input type="checkbox"/> | (n) Deep well and Pumping Facility or Aquarium <input type="checkbox"/> |
25. How much amount your family spend in a month on News Papers/Magazines/Journals etc ?
- | | |
|--|---|
| (a) More than 350 ₹ <input type="checkbox"/> | (b) 350 ₹ to 200 ₹ <input type="checkbox"/> |
| (c) Below 200 ₹ <input type="checkbox"/> | (d) Nothing <input type="checkbox"/> |

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Sr. No.	STATEMENTS	
26.	For which type of following habits your family members have their passion?	
(a) Night Club	<input type="checkbox"/>	(b) Pub/Bars <input type="checkbox"/>
(c) Casino	<input type="checkbox"/>	(d) Theater/Cinema <input type="checkbox"/>
(e) Outing	<input type="checkbox"/>	(f) None of the above <input type="checkbox"/>
27.	In which of the following sports hobbies your family members participate?	
(a) Polo	<input type="checkbox"/>	(b) Horse Riding <input type="checkbox"/>
(c) Billiards	<input type="checkbox"/>	(d) Rock-Climbing <input type="checkbox"/>
(e) Paragliding	<input type="checkbox"/>	(f) Skating <input type="checkbox"/>
28.	Where your family member(s) prefers to spend holidays?	
(a) Abroad (different Countries)	<input type="checkbox"/>	
(b) National Spots (in different States)	<input type="checkbox"/>	
(c) Local Spots (With in State/Local are)	<input type="checkbox"/>	
(d) No-where	<input type="checkbox"/>	
29.	Which type of servant(s) your family have ?	
(a) Full time Servant (i.e. Guard/Driver/Work Assistant etc.)	<input type="checkbox"/>	
(b) Part Time Servant (i.e. Cook/Sweeper/Gardener/Labourer etc.)	<input type="checkbox"/>	
(c) None	<input type="checkbox"/>	
30.	Do you or your family posses any domestic animal(s) like- Cow, Buffalo, Bull, Horse, Goat etc in your family?	
(a) Yes	<input type="checkbox"/>	(b) No <input type="checkbox"/>
Total Score Part B-III		<input type="text"/>

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Sr. No.	STATEMENTS
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PART-B : IV

31. What is your health status?
- (a) Good/Healthy (b) Normal
- (c) Unhealthy (Poor Health)
32. Have any member(s) of your family is/are suffering from long term mental or physical diseases?
- (a) Yes (b) No
33. Have any member(s) of your family is/are with any mental or physical deficiency/ handicap?
- (a) Yes (b) No
34. Is there any hereditary diseases /deformity in your family?
- (a) Yes (b) No
35. Which type of Medical services your family avails?
- (a) VIP Hospital (like-APPOLO, BATRA et)
- (b) Private Hospital
- (c) Govt. General Hospital
- (d) RMP/Ayurvedic / Homoeopathic

Total Score Part B-IV

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Sr. No.	STATEMENTS
PART-B : V	
36.	In which kind of school you are studying/ have studied ? (a) Residential School <input type="checkbox"/> (b) Public School <input type="checkbox"/> (c) Govt.-aided School <input type="checkbox"/> (d) Govt. School <input type="checkbox"/>
37.	In addition to school / college / university education, what type of private coaching facilities you have availed/ are availing ? (a) Reputed private tutorial institute (Internationally/Nationally recognize) <input type="checkbox"/> (b) Local tutorial institute <input type="checkbox"/> (c) Home tutor <input type="checkbox"/> (d) None <input type="checkbox"/>
38.	In which kind of occupation do you plan to settle ? (a) IFS, IAS, IPS, Judge, CEO, M.D., Doctor, Engineer, Professor of Univ./ College, Manager, C.A., Administrative Officer, Advocate of Supreme Court or High Court, Big Celebrity of Big Screen, Big Industrialist, Owner of Star Hotels and Big Properties like mines, big production house etc. MP,MLA etc.(all Class-I Profession) <input type="checkbox"/> (b) Police Officer, Teacher in Sr. Secondary School, Lawyer, Industrialist, Businessman, Company Dealers, Wholesaler, Hotel and Restaurant owner, National and state level political/social leader, Celebrity of Small Screen, National/International level writer/poet/artist etc. <input type="checkbox"/> (c) Teacher in Jr. School, Asst. Administrative officer, Cops, Artist, Shopkeeper (Retailer), Regional leader, Big Farmer (more than 10 acre land), NGO etc. <input type="checkbox"/> (d) Clerk, Accountant, Technician, Typist, Small Shopkeeper, farmer (less than 10 acre land), Salesman, etc. (all Class- III Profession) <input type="checkbox"/> (e) Peon, Guard, Driver, Cook, Sweeper, Gardener, Marginal Farmer (no own land), labourer etc. (all Class IV Profession) <input type="checkbox"/>
39.	What is/was the educational level of your Father ? (a) Ph.D. <input type="checkbox"/> (b) Post- Graduation <input type="checkbox"/> (c) Graduation <input type="checkbox"/> (d) Matriculation <input type="checkbox"/> (e) Below Matriculation <input type="checkbox"/> (f) Illiterate <input type="checkbox"/>
40.	What is/was the educational level of your Mother ? (a) Ph.D. <input type="checkbox"/> (b) Post- Graduation <input type="checkbox"/> (c) Graduation <input type="checkbox"/> (d) Matriculation <input type="checkbox"/> (e) Below Matriculation <input type="checkbox"/> (f) Illiterate <input type="checkbox"/>

Total Score Part B-V

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