

Educational Schemes for Tribal Students of Tripura

MADHYAMIK DROPOUT COACHING CENTERS

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Tribal Research and Cultural Institute
Government of Tripura, Agartala

Evaluation Series : 2

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MESSAGE

For the development of a society there is a need of equitable and balanced progress of all the sections of human communities and for this perspective, it is very important to bring the weaker, deprived and discriminated sections such as Scheduled Tribes to the front position of mainstream of socio-economic system and national development. To development tribal community, role of education is vital and educational development is more important. According to 1991 census of India, the total literacy rate of Tripura was 60.4 percent whereas the total literacy rate among the ST population in Tripura is 40.4 percent. So, the condition of tribal education was poor and need to implement educational scheme for the development of tribal education in Tripura. Accordingly, a separate Tribal affairs was created in 1999 with various educational schemes for educational development of schedule tribe. One of the major and important schemes is **Madhyamik Dropout Coaching Centers**.

In case of tribal student, the dropout rate is still high in country level. The dropout rate is the proportion of people or student to leave school during the years as well as those who complete the year/ level /whole year but fail to enrol in the next class. Due to this he/she leave the school or education. The dropout rate of ST students in primary and upper primary level is significantly higher than the national average but at the level of overall school education the dropout rate in Tripura is marginally more than national level.

I feel happy that Tribal Research & Culture Institute is publishing an Evaluation Series for the first time ever in Tripura based on the evaluation study on various ongoing Tribal Development schemes conducted by various researchers and funded by Tribal Research & Culture Institute.

Present volume is part of the evaluation series is based on empirical research conducted by Dr. Jayanta Choudhury and Reshmi Ghosh in eight sub-divisions covered all the districts of Tripura. This series has tried to find

out overall status of tribal students those who avail the facilities.

I strongly believe that the findings and recommendations of the study will provide immense knowledge about the educational status of tribal students in Tripura.



(Sunil Debbarma)

Director

Place: Agartala

Date: 05/10/2017

Tribal Research and Cultural Institute

Government of Tripura

ACKNOWLEDGEMENT

Education is the backbone of a country. Not only it plays a vital role in the life of every human being but also occupies an important place in the development process of a country, its growth and welfare. Even it is considered as one of the most important indicators of development in a country according to quality-of-life approach. The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes. As educational development is a stepping-stone to economic and social development, and the most effective instrument for empowering the tribal people, Ministry of Tribal Affairs, Government of India makes all efforts for the development of tribal people.

Government of Tripura also has accorded priority for promoting education among the tribal boys and girls in the state. A large number of incentives schemes have been implemented by the state government in order to achieve the objectives of the universal education in the state especially among the tribal boys and girls. The schemes are implemented by the Tribal Welfare Department and very helpful towards improvement of tribal education in Tripura.

This evaluation series is the outcome of concurrent evaluation study to assess the performance of the educational schemes and find out the impact of schemes among the tribal students. It also prescribes policy direction for possible consideration of the Government of Tripura for better implementation of these schemes.

Our sincere thanks go to the Sri S. Debbarma, Director, Tribal Research and Cultural Institute, Government of Tripura for considering publishing the evaluation series. We also thankful to Sri Bidyut Kanti Dhar, Research Assistant of TR & CI for his sincere effort in various stages to

bring the manuscripts in series form. We are also thankful to Sri P.Reang, Deputy Director, Tribal Research and Cultural Institute, Government of Tripura and all the members of Research Advisory Committee and Manuscript Committee for their valuable suggestions during every step while conducting concurrent evaluation study and develop manuscript.

We acknowledge the sincere help of various field investigators for involving during various stages of the evaluation study. We were enriched enormously by the discussions with various state Government officials and local level functionaries during the study.

However, we are responsible for any fault that may remains.

Date : 05/10/2017

Place : Agartala, Tripura

Jayanta Choudhury

Reshmi Ghosh

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RESEARCH HIGHLIGHTS

- For qualifying the Madhyamik examination students required guidance from coaching centres due to various reasons – lack of guidance from the families (54%), school authority doesn't care once students are dropout (42%).
- Financial problem was the main reason for dropout.
- 60 percent student opined that guidance was necessary for every subject.
- 93.33 percent boys and 75 percent girls were satisfied with the performance of existing teachers.
- 74 percent students agreed that the facility was helpful.
- Students were satisfied with better learning environment in compare to earlier school.
- 58 percent student said that after taking guide from coaching centers their knowledge had been improved from earlier school.
- It was also found that there was no special arrangement for girls in any of the coaching centres.

INTRODUCTION

Education is the key to all round human development and education among the tribal is given highest priority. For development of the tribal education, another scheme has introduced by the Tribal welfare department. The scheme name is, Madhyamik Dropout Coaching Center (MDCC) for Tribal students. Incase of tribal students, the dropout rate is still high in country level . Dropout rate is the proportion of people or student who leave school during the year as well as those who complete the year level/whole year but fail to enroll the next class/year/level and due to this he/she leave the school or education.

Table 1 : Dropout Rate of ST Students

Tripura/India	Classes I-V			Classes I-VIII			Classes I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tripura	41.6	41.5	41.5	60.4	62.8	61.6	71.0	72.2	71.6
All India	37.2	33.9	35.6	54.7	55.4	55.0	70.6	71.3	70.9

Source : Selected Educational Statistics, MHRD, 2010-11

In Tripura, the dropout rate of ST students in primary and upper primary level is significantly higher than the national average, but at the level of overall school education, the dropout rate in Tripura is marginally more than the all India level. Among them, girls dropout rate is higher than the boys in primary level.

To improve the educational situation of tribal people and reduce the number of dropout students, this schme very impiorant and vital role for the development of people.

MDCC for Tribal students is being implemented by registered and reputed voluntary organizations (NGOs) selected by District Magistrate & Collectors and Sub-Divisional Magistrate (SDM) funded by Tribal Welfare Department,

Madhyamik Dropout Coaching Centre

Government of Tripura. The agency is authorized to engage experienced and responsible teachers and in-charge of the coaching center for organizing the whole coaching programme. Guideline of the scheme is as follows :

1.1. Mode of selection

- i. The sub-divisional level boarding house committee of the respective sub-division shall decide to recommend the NGOs on submission of application and as per performance report of the applicant (NGO) enquired by the TW Field staff/Officer posted to the office of the SDM.
- ii. NGO should have 50 percent and above performance (student pass %) and experience at least 3(three) years duration along with audit reports for running of Madhyamik Dropout coaching center with view to consideration of the committee.
- iii. NGO should be recognition of registrar of co-operation Department, Govt. of Tripura.
- iv. The proposals of the NGOs should be sent to the TW Directorate through the concerned DM and collector duly recommended by the Sub-Divisional Level Boarding House Committee within the month of June for approval of TW Department, Govt of Tripura.
- v. TW Department reserves right to cancel the center, those centers are violate the guideline of Madhyamik dropout scheme .

1.2. Conditions of Admission

- i. The candidate from interior Tribal Areas/ BPL shall get preference in admission at such coaching centre.
- ii. The minimum number of ST candidates shall be enrolled atleast 40 students and maximum is 50 students in each centre for coaching. One NGO

may open one centre in a sub-division. No second center of the same NGO will be allowed to conduct coaching in the same sub-division.

iii. The list of Madhyamik Dropout ST candidate enrolled/admitted to the coaching center should be submitted to the TW Department through the concerned Sub-division Magistrate and DM within 15 days of the admission of the candidate.

1.3. Duration of Coaching

- i. A coaching shall commence from 1st August to 28th February in an academic year for 7 months.
- ii. Duration of each class for a particular subject shall be 45 minutes daily
- iii. Every day minimum 5 classes shall be conducted.
- iv. In a month minimum 20 coaching classes should be conducted for each subject. Failing which no fund will be provided from the state govt. in T.W. Department.

1.4. Engagement of teaching stuffs

i. Teaching staff should be engaged by the secretary /president of the NGO/society for conducting coaching programme with intimation to the Director, Tribal Welfare.

ii. The teaching staff should have requisite qualification and sufficient experience in teaching.

iii. In each coaching centre, 5 graduate /post graduate teaching staff shall be engaged of which 3 shall be for Mathematics and science stream. Minimum one teaching staff having qualification in pure science shall be invariably for coaching in core subjects.

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iv. A coaching centre should have running hostel for girl students and should engage one female in charge or warden for the hostel at their own cost to look after the girl students.

1.5. Honorarium/Remuneration

- i. Each teaching staff shall be paid Rs.3000/- per month for the period of 7 months for conducting classes in the coaching center.
- ii. In-charge of the center shall be entitled to an honorarium Rs. 2500/- per month for organizing the coaching classes and for looking after the students including arrangement of food, boarding and lodging etc.
- iii. Honorarium shall be paid to class IV staff Rs.1000/- per month
- iv. The cook man of the centre shall be paid Rs.1000/- per month.

1.6. Stipend to candidates

Stipend provided to each dropout candidate staying in the hostel Rs..31/- per day per hosteller of Madhyamik Dropout coaching center during the period of coaching. The stipend will be placed to the respective agency for organizing the coaching through DM and collector /SDM concerned. The day scholar of a coaching centre shall be paid stipend as admissible for students staying in the hostel.

1.7. Accommodation

The boarding house /hostel for the dropout students shall be arranged by the concerning agency or NGO.

1.8. Food /Mess

The in-charge of the centre shall be responsible for proper management

or arrangement of food /mess as the case may be, for boarders and expenses for such food arrangement shall be met up the stipend paid for the hostellers.

1.9. Scope

The scheme extends the whole State. The registered and reputed NGOs having hostel and infrastructure facilities, can eligible for this and they can apply to the DM and collectors who forward the application to the Director, Tribal welfare along with inquiry report & recommendation for approval and placement of the fund. Government agencies may also apply to DM and collector and the application have to be processed in the same manner.

RESEARCH METHODOLOGY

2.1. Objectives of the study

- i. To document the function and performance of the coaching centers.
- ii. To study the socio-economic background of students.
- iii. To measure the impact of coaching centres on tribal students.

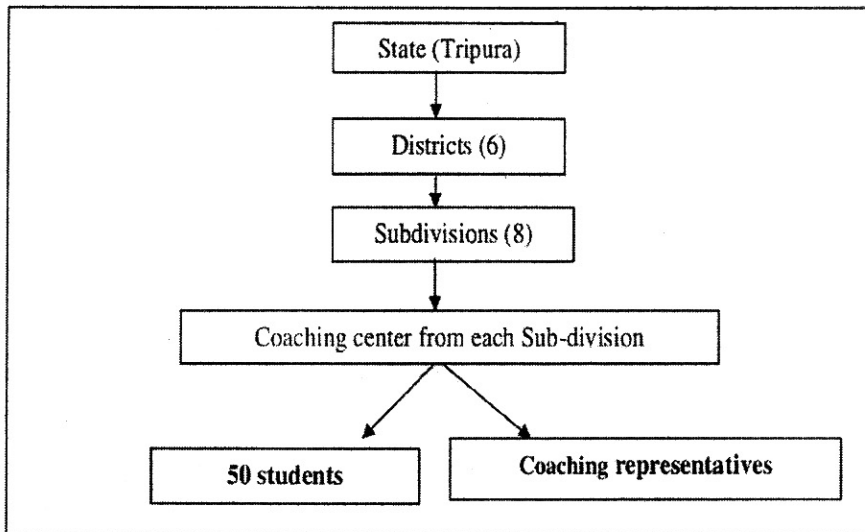
2.2 Methodology

This study is based on empirical in nature and primary data collected through field survey. Besides, the study was analytical in its approach as it envisages reviewing critically the pertinent literature on the Madhyamik dropout coaching centers. In order to analyse the data, various tools and techniques used for this descriptive research. For this study purpose research team has visited in several coaching centers covering different sub-divisions and discussed with the students as well as coaching representative to collect the primary data. Interview and questionnaire schedule was used during interaction with the students and focus group discussion method was also used during discussion with coaching representative, teachers and other members of coaching centers and overall observation method was followed to collect all the information. Activities and performances of three coaching centres also documented as case study.

2.3. Sampling Technique and Sample Design

The study was conducted in the eight sub-divisions namely Sadar, Bishalgarh, Sabroom, Belonia, Khowai, Ambassa, Kamalpur, and Kailasahar. Multistage purposive random sampling method was used for sampling. Total 50 students and representatives from eight sub-divisions

were selected.



2.4. Data Collection

The secondary information was collected from different places like Tribal Welfare Department, Tribal Research and Cultural Institute, Sub-divisional Welfare Offices and from several coaching centers.

The primary data was collected from students of the coaching centers using well structured questionnaire and interview method along with Focus Group Discussion (FGD) also held with the representative, teachers and other members of coaching center.

2.5. Data Analysis

The collected data were coded, tabulated and converted into tables and analysed in a descriptive way. Simple tables using absolute numbers,

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percentages, and average techniques were formulated. Graphs were also used extensively in order to make comparisons between different parameter.

RESULT AND DISSCUSSION

Part I : Case study of Coaching Center

A. SADAR SUBDIVISION: Under Sadar subdivision there were two government coaching centers namely Ideal Educational & Social Welfare Society and Maharaja Bir Bikram Welfare Society for Madhyamik dropout coaching centers in Agartala.

1. Ideal Educational and Social Welfare Society:

The society was established in 2009 as a non-governmental organizations under Society Registration Act 1860. The organisation having working experience of various fields of development sector mainly in education. The main objective of the organisation was providing free coaching to the tribal students through **Madhyamik Dropout Scheme**. Every year the organization takes the initiative for providing the coaching facilities to the Madhyamik dropout candidates. The organization used to spread information regarding coaching facilities using various IEC methods like distribution of Leaflets, wide publication and through pass out students etc.

Students come with their parents for contact with the NGO members. After discussion with the concerned members students take admission in the coaching center. During admission students need to submit some documents like admit card, mark sheet, registration card, ST certificate and PRTC. The students are selected by NGO members as first-cum-first serve basis and the process used to start once the Madhyamik result gets published. The classes generally start by 1st August of every year. The student had to stay in hostel attached with coaching center.

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For seven subjects, 7 teachers were available in the coaching center. The teachers were not NGO staffs were appointed. Classes were held in two batches. Weekly six days and daily three classes used to hold and for each class one and half hour was spent. The remuneration of teachers was Rs. 3500 per month. Apart from teachers, six staffed were there in the hostel. Two hostel supers, one cook man, one is Group-D staff and two representatives. Other facilities were:

- School dresses and two times food were provided to the students by the NGO.
- In terms of medical facility, First Aid box was available in the coaching center and first treatment was taken care of by NGO but if problems were more serious then the responsibility was taken care by family.
- Playing material was available but no play ground.
- Sanitation and drinking water facility was good in hostel.
- Students were enjoying a small vacation yearly two times from hostel at the time of festival otherwise when they were ill only that time they get the leave otherwise not.
- Students were celebrating several festivals inside the hostel and every Sunday parents could meet their children.

For the monitoring purpose, officials from SDM office, DM office, Sub divisional committee and Tribal welfare department used to come for surprise visit.

Table 2 : Physical performance of the coaching center

Year	Admission	Passed	Percentage of passed	Average marks	Good Result	Admission in XI	Readmission
2010-11	25	13	52	35	-	4	
2011-12	40	25	70	35	2 second Division		
2012-13	50	39	78	36	-		
2013-14	50	41	82	38	-		5

Source: Field survey, 2014

2. Maharaja Bir Bikram Welfare Society:

The society was established in 2004 as a non-governmental organization under Society Registration Act 1860. This coaching center was provided service for girls students. Last year Rs. 5,67000 (Five lakh sixty seven thousand) was received from Tribal welfare department for the development of tribal student. For spreading the information of coaching center, initially this coaching center had used various IEC activities like:

- Leaflet provide to the village people in different area,
- Through pass out students,
- Wide publication through news paper advertisement.

Admission procedure was similar to Ideal Educational and Social Welfare Society except additional Admission fee of Rs.2000/- for every student.

For seven subjects, 5 teachers were available in the coaching center. They had been selected by NGO staff members and the classes were held in two batches. Daily seven classes used to held and for each class 45 minute were needed and the remuneration of teacher was Rs. 3000. Weekly 7 days classes were held. Apart from teachers, 6(six) staffes were also there. One hostel superented, one hostel in-charge, one cook man, one

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helper and two representatives. Other facilities were as follows:

- Daily two times food was provided to the students.
- School dresses were not provided for the students by the NGO.
- First Aid box was available in the coaching center and first treatment was taken care of by NGO. If problems were serious then the responsibility would be taken by family
- Playing material and play ground both were available.
- Sanitation and drinking water facility was good in hostel.
- Every Sunday parents can meet their children with ID card (same ID card for student and parents) in the hostel.

For the monitoring purpose officials (SDM office, DM office, Sub divisional committee and Tribal welfare department) used to come for surprise visit.

B. KAMALPUR SUBDIVISION:

The name of the coaching center was **Manuk.Ni.Pohar Welfare Society** established in 2009. Thirty five (35) students & three schools were covered from this center and all the students were schedule tribe. For seven subjects, 5 (five) teachers were available in the coaching center and apart from teachers, 5 other staffs also there Two (2) hostel in charge, one for cook and two (2) other supporting staffs. Monthly 12 days classes were held and for each class one and half hour was needed. Monthly remuneration of the teacher was Rs.3000/-. The student had to stay in hostel in entire year which was attached with the coaching center. Other facilities were:

- Electricity, sanitation and proper drinking water facility was available in coaching center
- Proper ventilation facility, playground and medical facility were not available in coaching center.

C. SABROOM SUBDIVISION:

The name of the coaching center was **Salka Madhyamik dropout ST coaching center** in kalacherra Sabroom under south Tripura district. The center was established in 2000 as Non-Government Organization for the Madhyamik dropout student. Above 20 schools were covered by this coaching center with 50 numbers of students 25 girls and 25 boys.

For seven subjects, 5 teachers were available and daily total 12 days classes used to hold and for each class one and half hour was allotted. Rs.3000 used to paid for per teacher. Other facilities in the coaching centre were:

- Electricity, sanitation and proper drinking water facility was available in coaching center
- Proper ventilation facility, playground and medical facility were not available in coaching center.
- The coaching center was following several steps like mental support of the student, exams were taken in different period for internal assessment, providing good hostel facility, well behaviour by teachers for the student etc.

PART II - BACKGROUND OF THE STUDENT

Table 3: Gender composition (Sample students)

Sl no.	Gender	No	Percentage
1.	Boys	30	60
2.	Girls	20	40
Total		50	100

Source: Field survey, 2014

Table 3 is about gender wise percentage of student and it is clear that the percentage of boys was more (60%) as compare to girls (40%).

Table 4: Religion of the student

Sl no.	Religion	Hindu	Christian	Total
1.	Boys	24 (66.67)	6 (42.86)	30 (60)
2.	Girls	12 (33.33)	8 (57.14)	20 (40)
3.	Total	36	14	50

Source: Field survey, 2014

Majority of students belong to Hindu community and the percentage of boys was more (66.67%).

Table 5: Economic category of the family

Sl no.	Categories	Boys	Girls	Total
1.	BPL	18 (60)	12 (60)	30 (60)
2.	APL	12 (40)	8 (40)	20 (40)
Total		30	20	50

Source: Field survey, 2014

From the survey it was found that 60 percent students were from BPL families and rest 40 percent were from APL families. It means that tribal students belongs to APL family, also need support for continuing and completion the education.

PART-III: Information about the students of coaching center

Table 6 : Place of Stay

Sl no.	Categories	Boys	Girls	Total
1.	Boarding	30 (100)	20 (100)	50 (100)
2.	Home	0	0	0
3.	Any other	0	0	0
Total		30	20	50

Source: Field survey, 2014

All the students were bound to stay in the hostel which was attached with the coaching centers. The coaching centers were providing coaching along with accommodation and food. For that purpose some of the coaching center used to take a fee of Rs 2000/- during admission.

Table 7: Reason of dropout

Sl no.	Categories	Boys	Girls	Total
1.	Financial problem	24 (80)	8 (40)	32 (64)
2.	Lack of student friendly attitude in school	4 (13.33)	5 (25)	9 (18)
3	Family related problem	2 (6.67)	7 (35)	9 (18)
Total		30 (100)	20 (100)	50 (100)

Source: Field survey, 2014

The scheme was for dropout students and it was found that financial problem (64 %) was the main reason for drop out.

Table 8 : Motivator for re-enrollment of the student

Sl no.	Categories	Boys	Girls	Total
1.	Family	18 (60)	10 (50)	28 (56)
2.	Teacher	0	0	0
3	Social workers	6 (20)	7 (35)	13 (26)
4.	Peer Friends	6 (20)	3 (15)	9 (18)
Total		30	20	50

Source: Field survey, 2014

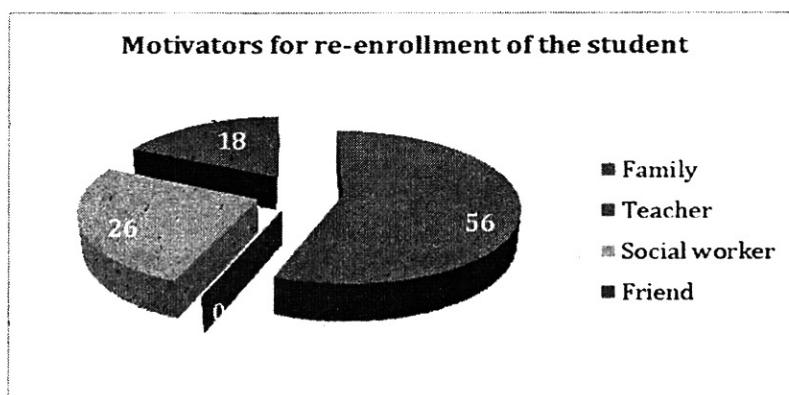


Figure : 1

Majority of the students were motivated by their family (56%) followed by social workers (26%) and friends (18%)

Surprisingly none of the students were motivated by teachers though according to Right to Education, teachers should play a big role for motivating students for re-enrollment in the school.

Table 9 : Sources of information regarding coaching center

Sl no.	Sources	Boys	Girls	Total
1.	School	0	0	0
2.	Hostel	0	0	0
3.	Friend	14 (46.66)	10 (50)	24 (48)
4.	Local leader	8 (26.66)	4 (20)	12 (24)
5.	Media	0		0
6.	Pass out student	8 (26.66)	6 (30)	14 (28)
Total		30	20	50

Source: Field survey, 2014

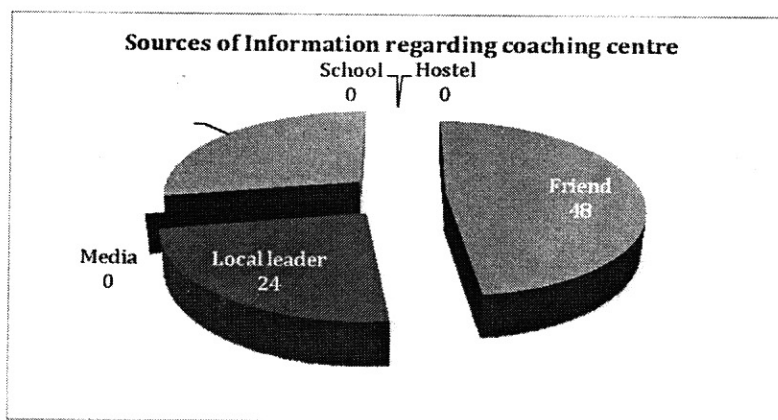


Figure : 2

Students received information from different sources regarding coaching centers. Maximum number of students (48%) was informed from their friends and some from pass out students of coaching centers (28%).

Even local leaders (24%) were one of the sources of information but not media.

In case of submission of document there were no particular guidelines about the submission of document but generally coaching centers used to take various documents from different subdivisions like Caste Certificate, Mark sheet of previous examination, PRC/PRTC, Registration card etc.

After one or two months of Madhyamik result the admission used to start on first come first serve basis. As the numbers of seats are limited therefore some of the applications are not considered for admission and classes start from 1st August.

Table 10: Need of Coaching for every subject

Sl no.	Categories	Boys	Girls	Total
1.	Yes	17 (56.66)	13 (65)	30 (60)
2.	No	13 (43.33)	7 (35)	20 (40)
Total		30	20	50

Source: Field survey, 2014

60 percent student opined that guidance was necessary for every subject. In compare to boys more girls needed guidance for every subject.

Generally duration of each class varied from 45 minutes to 90 minutes depending on numbers of teachers in particular coaching centre.

As per the guideline minimum 5 teachers should be engaged with the coaching centers but in reality some of the coaching centers manage even with two teachers. Though it was also found that there were more than 5 teachers in few coaching centers.

Table 11 : Causes of coaching guide

Sl no.	Categories	Boys	Girls	Total
1.	School authority doesn't cooperate after dropout	14 (46.66)	7 (35)	21 (42)
2.	Lack of family guidance	16 (53.33)	11 (55)	27 (54)
4..	Distance	0	2 (10)	2 (4)
Total		30	20	50

Source: Field survey, 2014

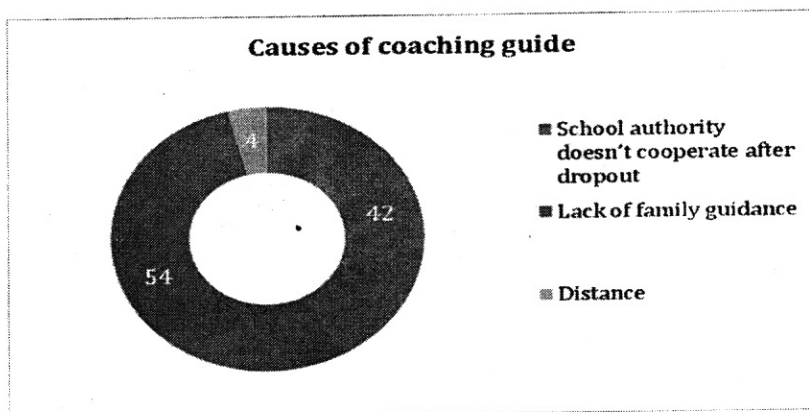


Figure : 3

For qualifying the Madhyamik examination, students required guidance from coaching centers due to various reasons – lack of guidance in the families (54%), school authority doesn't care once dropout (42%).

Few girls considered that, distance between residence and school creates problem to continue their schooling and as a result they prefer to stay in the coaching center for study purpose or for continuing their education

Table 12: Satisfied with performance of existing teachers

Sl no.	Categories	Boys	Girls	Total
1.	Yes	28 (93.33)	15 (75)	43 (86)
2.	No	0	5 (25)	5 (10)
3.	Don't know	2 (6.66)	0	2 (4)
Total		30	20	50

Source: Field survey, 2014

One may inference from the above table that 93.33 percent boys and 75 percent girls were satisfied with the performance of existing teachers.

It is worthy to mention that though maximum students were passed Madhyamik exam through the coaching centers but still some of the students were failed one time or even twice.

Almost all the students were agreed that better English and science related subject teachers were necessary in the coaching centers.

Table 13: Facility was helpful

Sl no.	Categories	Boys	Girls	Total
1.	Yes	26 (86.67)	11 (55)	37 (74)
2.	No	4 (13.33)	9 (45)	13 (26)
Total		30 (100)	20 (100)	50 (100)

Source: Field survey, 2014

Table depicts that the percentage of girls were less (55%) compared to boys (86.66%) those who were agreed that the facility was helpful as no special arrangement for girls were found in any of the coaching centres.

Table 14: Extent of the help

Sl no.	Categories	Boys	Girls	Total
1	Highly significant	3 (10)	1 (5)	4 (8)
2	Significant somewhat	14 (46.66)	6 (30)	20 (40)
4	Significant	9 (30)	4 (20)	13 (26)
5	Less significant	1 (3.33)	4 (20)	5 (10)
6	Not significant	3 (10)	5 (25)	8 (16)
Total		30	20	50

Source: Field survey, 2014

Students were satisfied with better learning environment in compare to earlier school.

Table 15: Improvement of facilities

Sl no.	Categories	Boys	Girls	Total
1.	Yes	18 (60)	9 (45)	27 (54)
2.	No	10 (33.33)	5 (25)	15 (30)
3.	Don't know	2 (6.67)	6 (30)	8 (16)
Total		30 (100)	20 (100)	50 (100)

Source: Field survey, 2014

54 percent students were agreed that changing of facility was necessary.

Table 16: Improvement of knowledge

Sl no.	Categories	Boys	Girls	Total
1.	Yes	16 (53.33)	13 (65)	29 (58)
2.	NO	14 (46.66)	7 (35)	21 (42)
Total		30	20	50

Source: Field survey, 2014

About 58 percent student said that after taking guidance from coaching centers their knowledge had been improved from previous school.

Section: IV

PROBLEMS, RECOMMENDATION & CONCLUSION

Issue 1: Coaching Fee: Some of the coaching centers used to take coaching fees from students as a result few students cannot effort to take admission in those coaching centers

Recommendation: Coaching centers may consider exempting fees to some needy students. Tribal Welfare department should take initiative to provide extra support system to those families with various schemes.

Issue 2: Coaching guide : According to students, guidance in all subjects was not sufficient as few coaching centers were running with less than minimum required numbers of teachers.

Recommendation: As per the guideline 5 teachers should be engaged. Authority should check the quanlity of teachers and emphasis to increase the number of subject teachers. During recruitment of teacher sub-divisional committee or any other officials should present. Tribal teacher should get preference during selection.

Issue 3: Coaching method: The method was old as usual for that students were feeling bored in class.

Recommendation: Coaching centers should take the initiative for changing the method of coaching. In this regard department may arrange special training for all teachers of all the coaching centers regaining improved

coaching methods.

Issue 4: Class room: Classroom was small as compare to students. Though some of the coaching classes were held in two batch but still students were more in class. For that they faced a problem during class.

Recommendation: For each class limited students must be enrolled or else class room should be commensurate with the number of students.

Issue 5: Leave for students: Students were not getting leave from the hostel and for that they feel bored and trying to discontinue from the education.

Recommendation: Yearly 3 or 4 times hostel leave may be sanctioned.

Issue 6: Quality food: Daily two times meals were provided but the quality of the food was neither good nor sufficient for students.

Recommendation: Tribal Welfare Department should consider for more funds as the price for each components have substantially increased.

Issue 6: Maintenance of Building: The condition of building as well as other infrastructure was not at all good.

Recommendation: At least 5-10% amount of total fund should allocate for maintenance purpose.

Issue 7: Financial Problem: All most all the NGOs were facing financial

problem which prevent them to provide quality services.

Recommendation :

NGOs are solely depending on Tribal Welfare Department for running the coaching centers. They should also explore some other sources or activities for fund raising. They may approach to other funding agencies like other government departments like School Education department (for training of teachers), Rural Development department (for maintenance or repairing of buildings) etc.; Corporate Social Responsibilities (CSR) funds from corporate sectors; even local level – donation from any business persons, contractors, philanthropic persons, funds from MLA/MP or even panchayat/ADC, try to collaborate with other club/NGOs etc. They can also take some own fund raising activities like vegetable gardening, production of mushroom etc.

Above all education should not be treated as an isolated scheme; it may converge with other scheme too as a holistic approach. Tribal Welfare department may take initiative in this regards.

Issue 8 Teacher's remuneration: Coaching center teachers remuneration was not good. For that nobody wants to come for teach the students of coaching center

Recommendation : Government should take policy decisions for increase of Teacher's remuneration.

CONCLUSION

The Dropout rate of ST students in Tripura in primary and upper primary level is significantly higher than the national average, but at the overall school education level, the dropout rate in Tripura is marginally more than the all India level.

Schedule Tribes are one of the most backward sections of our country. They are educationally backward. So education for the tribal people has today become a matter of great importance. It has been generally recognized that India being a welfare State cannot afford to leave a particular section of its population behind in the field of education. Therefore emphasize on importance of education among tribal people is very important. After primary and secondary data analysis it has been cleared that Madhyamik dropout coaching center scheme was very helpful for the students. Students living in remote villages hardly receive any guidance from their parents as they were also not that much educated. Once any students were failed in any class then their parents were not ready to continuing their education due to several reasons. Even schools also not much supportive for those failed candidates. NGOs run coaching centers are playing a vital role for providing educational supports to those students. They faced several problems particularly financial problem for continuing these services still they were providing a good service to the vulnerable students in the remote villages.

About the Tribal Research and Cultural Institute

Tribal Research and Cultural Institute was established under Tribal Welfare Department in the year 1970 as per decision of Government of Tripura for launching studies on the socio-economic aspect of the Different Tribes of Tripura besides evaluation of all development schemes taken up for the benefits of the tribes. This institute deals in fundamental and applied research works on the socio-economic field, evaluation, documentation of Tribal Art and Culture, preservation of tribal heritage, publication of research studies. Tribal Research and Cultural Institute collects manuscripts on tribal history and tradition, development of languages of different tribes etc. In addition, this Institute is also engaged for organizing seminar, workshop on different aspects of tribal development of issues along with training programme for the field level officers

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