

Evaluation Series : 3

# Educational Schemes for Tribal Students of Tripura

**FREE TEXT BOOK DISTRIBUTION**

**Dr. Jayanta Choudhury  
Reshmi Ghosh**



**Tribal Research and Cultural Institute  
Government of Tripura, Agartala**

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Government of Tripura, Agartala

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**Free Text Book Distribution**

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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. Education among tribal people is given priority for the betterment of tribal community. Education is the key to all round human development. To improve the education among the tribal people, various schemes have launched and the scheme name is Free Text Book Distribution. The aim of the scheme is to provide financial assistance to the tribal student for purchasing the text books. One of the major causes for higher rate of drop-out among the tribal boys and girls is their inability to purchase books required for various classes. To overcome from this situation, Free Text Book distribution scheme is playing a vital role.*

*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: 05/09/2017*

*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, 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.**

**Tribal Research Institute has taken an initiative to review the schemes through a research team of Centre for Rural Studies, Department of Rural Management & Development, Tripura University. 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 Miss Debasree Saha, student of Department of Rural Management & Development, Tripura University and various field investigators from, IGNOU 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: 05/09/2017**

**Place: Agartala, Tripura**

**Jayanta Choudhury**

**Reshmi Ghosh**

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## **RESEARCH HIGHLIGHTS**

- 88.07 percent student agreed that the scheme was helpful for them though 39.45 were found to be strong in their statement whereas almost half of the percentage was moderate.
- Almost none of the students faced any kind of problem regarding receiving free books from the schools.
- 75.23 percent students were agreed that the free book is distributed every year.
- 93.57 percent students got information related to free text book distribution from school.
- APL families in Tribal areas were also not in good condition and not capable to bear the expenses of their childrens education.
- About 49.54 percent students did not submit any kind of documents or application forms whereas it was mandatory as per guideline.
- Most of the students (73.39%) were not aware about the sponsoring department which provides the book
- Maximum number of student (87.15 %) agreed that their education was improved due to this facility but rest of the students had no clear opinion in this regard.

## **Section - I**

# **INTRODUCTION OF THE SCHEME**

For equitable growth of the society there is a need of balanced progress of all the sections of human communities in all perspective. It is very important to bring the weaker, deprived and discriminated sections to the mainstream of the society through educational development. 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.

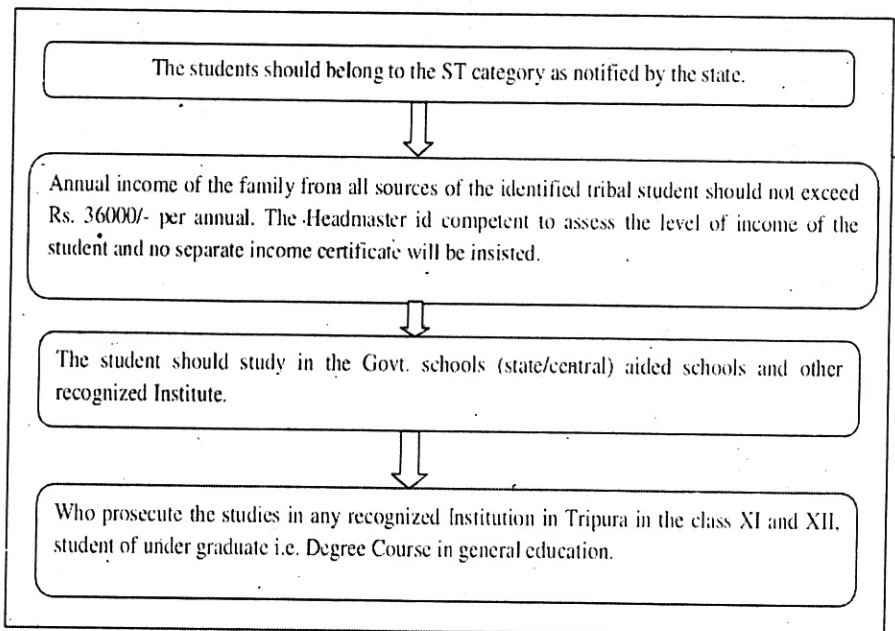
Government of Tripura has accorded priority for promoting education among the tribal girls and boys in the state. A large number of incentives schemes have been implemented by the state Government in order to achieve the objectives of the universal education in the state especially among the Tribal boys and girls. Despite existing incentive schemes, the dropout rate of tribal boys and girls has been quite significant and is a major area of concern for the state government. As per information available, the dropout rate at the primary level for Schedule Tribe boys is 69.61 percent and for girls 72.81 percent while at the middle level of the dropout rate is 82.41 percent for the Schedule Tribe boys and 81.65 percent for the Schedule Tribe girls. In addition to other reason one of the major causes for higher rate of drop out among the tribal boys and girls is their inability to purchase books required for various classes. It is a well known fact that the cost of the text books for various classes have gone up in the recent years and it seems difficult for the poor tribal families to afford to spent money for purchase of text books for all the children studying in various classes. In order to overcome the problem

### *Free Text Book Distribution*

of economic hardship of the tribal families for purchasing text books for the children a scheme has been prepared wherein financial assistance is provided to the poor Schedule Tribal students for purchase of text books. The objectives of the scheme are:

- To provide financial assistance to the tribal students for purchase of text books.
- To assist the poor tribal parents who have to spent a substantial amount in purchasing the books for their children
- To provide incentive to tribal boys and girls for curtailing high dropout among these categories.

#### **1.1. PROCESS OF ELIGIBILITY**



**Figure : 1**

## **1.2. INADMISSIBILITY**

- Those who are not promoted to next class will not be assisted under the scheme
  - Part time courses in privately managed Institutions and for correspondence courses.
  - Pre-examination coaching and training for taking admission in any full time courses
  - Students who are in full time employment on regular or ad-hoc basis either in Government or semi-Government organization, public undertaking, Autonomous Bodies and privately run organizations.
  - Students who have changes the course of study without completing the course for which the benefit was granted under this scheme.
  - Students who get similar benefit from other schemes/ programmes of state/Central Govt. will not be eligible.
-



## RESEARCH METHODOLOGY

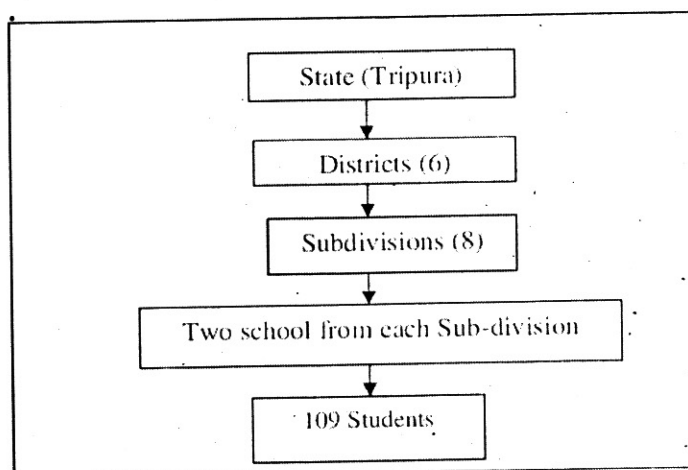
### 2.1. Objective of the study:

- To study the socio-economic background of the students who are receiving the benefit.
- To find out the problems facing by students during collection of books.
- To measure the impact of the students after collecting books.

### 2.2. Sampling techniques:

The propose study was empirical in nature and based on primary and secondary data collected from different sources. The study was conducted in the eight sub-divisions namely Sadar, Bishalgarh, Sabroom, Belonia, Khowai, Ambassa, Kamalpur, and Kailasahar. Stratified random sampling method was used for sampling. Total 109 students from eight sub-divisions were selected and among them 59 are boys and 50 students are girls.

### 2.3 Sample Design:



#### **2.4. Data Collection**

The secondary information was collected from different sources like Tribal Welfare department, Tribal Research and Cultural Institute, Sub-divisional Welfare Offices and other selected schools of Government of Tripura. The primary data was collected through communicated with students and teachers of particular school using well structured schedule and interview method.

#### **2.5 Data Analysis**

Collected data was digitalized and analysed using tabular and graphical representation in a descriptive way.

---

## RESULT AND DISCUSSION

### PART I – BACKGROUND OF THE STUDENT

**Table 1: Gender composition of the students**

Sl no.	Gender	No	Percentage
1.	Boys	59	54.13
2.	Girls	50	45.87
Total		109	100

Source: Field survey, 2014

Percentage of student in a gender wise was shown in Table 2. It was cleared that the percentage of girls were (49.87%) less compare to boys (54.12 %).

**Table 2: Religion of the student**

Sl no.	Religion	Boys	Girls	Total
1.	Hindu	45 (76.27)	33 (66)	78 (71.56)
2.	Christian	11 (18.64)	11 (22)	22 (20.18)
3.	Buddhist	3 (5.08)	6 (12)	9 (8.26)
Total		59	50	109 (100)

Source: Field survey, 2014

From the above table 2 it can be concluded that the students were mainly from Hind families whereas, 18.64 percent and 5.08 percent belong to Christianity and Buddhism respectively.

**Table 3: Economic category of the family**

Sl no.	Categories	Boys	Girls	Total
1.	BPL	37 (62.71)	22 (44)	59 (54.12)
2.	APL	21 (35.59)	24 (48)	45 (41.28)
3.	Antodaya	1 (1.69)	1 (2)	2 (1.83)
4.	Annapurna	0	0	0
	Don't know	0	3 (6)	3 (2.75)
Total		59	50	109 (99.98)

Source: Field survey, 2014

From the survey it was found that 54.12 percent students were from BPL family and 41.28 percent were from APL family which means even APL families in Tribal areas were also in a part of poor family and they are unable to bear the expenses for purchasing the books.

**Table 4: Occupation of the Parents (Father)**

Sl. no.	Particulars	No.	Percentage
1.	Farmer	57	52.29
2.	Petty Business	11	10.09
3.	Employee	1	0.92
4.	Labour	30	27.53
5.	Others	10	9.17
	Total	109	100

Source: Field survey, 2014

Table 5 reveals about the occupation of the parents which indicate that majority of the parents (52.29%) were engaged as farmer followed by 27.52 percent were laborer and 10.09 percent were running petty businesses and



less than 1 percent parents are belongs to service related and it seems that maximum are from poor family.

## **PART II - RESPONDENT PROFILE**

**Table 5: Age wise gender distribution**

Range	Boys	Girls	Total
10-11	1 (1.69)	2 (4)	3 (2.75)
12-13	32 (54.23)	31 (62)	63 (57.80)
14-15	21 (35.59)	13 (26)	34 (31.19)
16-17	3 (5.08)	4 (8)	7 (6.43)
18-19	2 (3.38)	0	2 (1.83)
20-21	0	0	0
Total	59	50	109 (100)

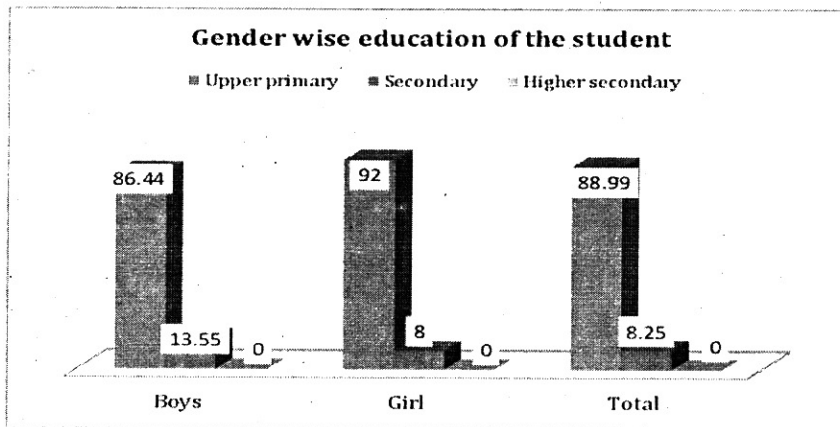
Source: Field survey, 2014

- From the table-5, it is clear that maximum number of students belonged to 12-13 years and 14-15 years of age category.
- Interestingly few students were also found in the age group of 18-19 which clearly indicates that some students were from droupout category.

**Table 6: Gender wise education of the student**

Classes	Boys	Girl	Total
Upper primary	51 (86.44)	46 (92)	97 (88.99)
Secondary	8 (13.55)	4 (8)	9 (8.25)
Higher secondary	0	0	0
Total	59	50	109 (100)

Source: Field survey, 2014



**Figure : 2**

The facility was provided only for VI-VIII classes and all the students belonged to upper primary category and the percentage of girls were more (92%) compare to boys (86.44%).

### PART – III: PROCESS OF ELIGIBILITY

**Table 7 : Sources of collecting information**

Sl no.	Sources	Boys	Girls	Total
1.	School	55 (93.22)	47 (94)	102 (93.58)
2.	Friend	0	0	0
3.	Local leader	0	3 (6)	3 (2.75)
4.	Media	0	0	0
5.	NGO	0	0	0
6.	Others	4 (6.77)		4 (3.67)
Total		59	50	109 (100)

Source: Field survey, 2014

### Free Text Book Distribution

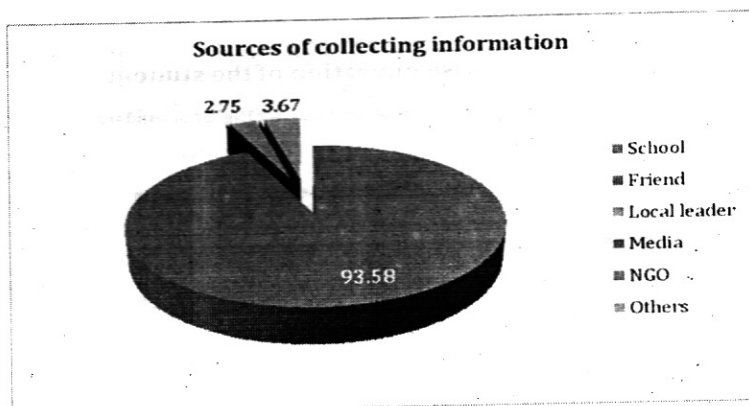


Figure : 3

- 93.57 percent students got information related to free text book distribution from school.
- Media, NGOs were not playing any kind of role in this regard. However it was found that very few students got information from neighbors local leaders, friends etc.

**Table 8 : Place of submitting the documents**

Sl no.	Place	Boys	Girls	Total
1.	School	32 (54.23)	23 (46)	55 (50.46)
2.	Hostel	0	0	0
3.	Warden	0	0	0
4.	Not required	27 (45.76)	27 (54)	54 (49.54)
Total		59	50	109 (100)

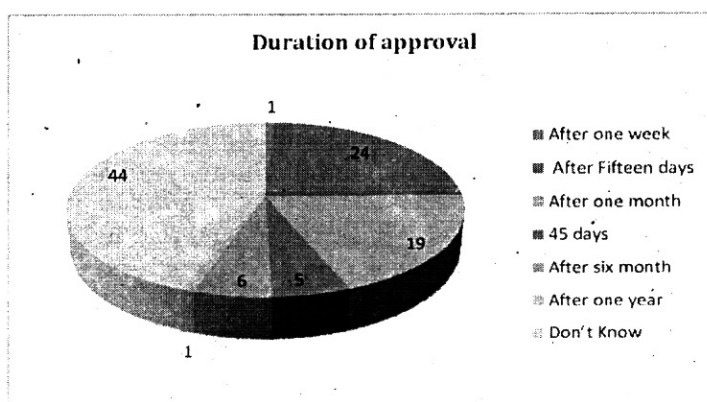
Source: Field survey, 2014

- About 49.54 percent students did not submit any kind of documents or application forms whereas it was mandatory as per guideline.
- Rests of the students (50.45%) submitted the documents along with application form.

**Table 9 : Duration of approval**

Monitoring	Boys	Girls	Total
After one week	1 (1.69)	0 (0.92)	1 (0.92)
After Fifteen days	11 (18.64)	15 (30)	26 (23.85)
After one month	12 (20.33)	9 (18)	21 (19.27)
45 days	3 (5.08)	3 (6)	6 (5.51)
After six month	1 (1.69)	5 (10)	6 (5.51)
After one year	0	1 (2)	1 (0.91)
Don't Know	31 (52.54)	17 (34)	48 (44.03)
Total	59	50	109 (100)

Source: Field survey, 2014



**Figure : 4**



It is clear in figure 4 that majority of the students (44.03%) did not aware about the duration of approval of facility. If it is sometimes late then also they were not at all aware about this.

**Table 10 : Place of Selection of facility (Sources)**

Sl no.	Place	Boys	Girls	Total
1.	School	41 (69.49)	41 (82)	82 (75.23)
2.	Don't know	18 (30.50)	9 (18)	27 (24.77)
Total		59	50	109 (100)

Source: Field survey, 2014

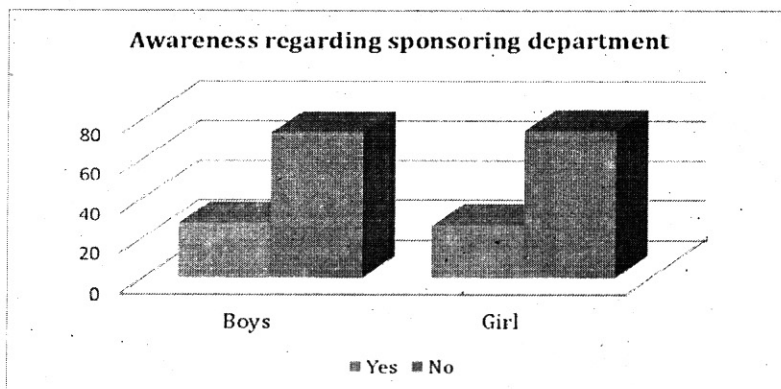
Most of the boys (69.49%) and girls (82%) agreed that they were selected by the school authority.

#### **PART IV - IMPACT ASSESSMENT**

**Table 11: Awareness regarding sponsoring Department**

Sl no.	Gender	Boys	Girl	Total
1.	Yes	16 (27.11)	13 (26)	29 (26.61)
2.	No	43 (72.88)	37 (74)	80 (73.39)
Total		59	50	109 (100)

Source: Field survey, 2014



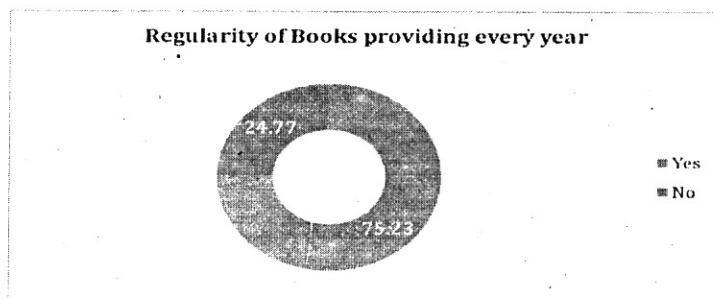
**Figure : 5**

Most of the students (73.39%) were not aware about the sponsoring department which provides the book to them and the ratio was almost same for both boys and girls.

**Table 12: Regularity of books providing every year**

Sl no.	Gender	Girl	Boys	Total
1.	Yes	37 (74)	45 (76.27)	82 (75.23)
2.	No	13 (26)	14 (23.72)	27 (24.77)
Total		50	59	109 (100)

Source: Field survey, 2014



**Figure : 6**

Regarding the books distribution, 75.23 percent students were agreed that the free book distributed in every year.

**Table 13: Loss of books**

Sl no.	Gender	Girl	Boys	Total
1.	Yes	3 (6)	4 (6.77)	7 (6.42)
2.	No	47 (94)	55 (93.22)	102 (93.58)
Total		50	59	109 (100)

Source: Field survey, 2014

From the survey it was found that 6.42 percent students who lost their books and bound to purchase the book from nearby markets. It may be situated in the village or in the nearest city because if the books is lost then second time nobody has given the scope to collect the book from the school.

**Table14: Problem faced during collection of books**

Sl no.	Gender	Girl	Boys	Total
1.	Yes	2 (4)	0	2 (1.83)
2.	No	48 (96)	59 (100)	107 (98.17)
Total		50	59	109 (100)

Source: Field survey, 2014

From the above table it has been found that, less percentage (1.83 %) of students facing a problem during collection of books from school.

**Table 15 : Facility was Helpful**

Sl no.	Gender	Girl	Boys	Total
1.	Yes	39 (78)	57 (96.61)	96 (88.07)
2.	No	11 (22)	2 (3.38)	13 (11.93)
<b>Total</b>		50	59	109 (100)

Source: Field survey, 2014

**Table 16 : Extent of the Help**

Sl no.	Gender	Girl	Boys	Total
1.	Agree	24 (48)	29 (49.15)	53 (48.62)
2.	Strongly Agree	20 (40)	23 (38.98)	43 (39.45)
3.	Disagree	2 (4)	3 (5.08)	5 (4.59)
4.	Strongly Disagree	4 (8)	4 (6.77)	8 (7.34)
<b>Total</b>		50	59	109 (100)

Source: Field survey, 2014

The above two tables help to understand the overall satisfaction of the students. Though 88.07 percent agreed that the scheme was helpful for them and 39.45 percent was found to be strongly agree in their statement whereas almost half of the percentage was moderate. About 11.92 percentage of students disclosed that the facility was not helpful in the sense that only text books were provided to them which they felt as not good enough for good result in the long run. So they were compelled to purchase other reference books from the nearby market.

**Table 17 : Free Text Book was improved the education**

Sl no.	Gender	Girl	Boys	Total
1.	Yes	41 (82)	54 (91.52)	95 (87.16)
2.	No	0	1 (1.69)	1 (0.91)
3.	Don't know	9 (18)	4 (6.77)	13 (11.93)
Total		50	59	109 (100)

Source: Field survey, 2014

Maximum number of student (87.15 %) agreed that their education was improved due to this facility but rest of the students had no clear opinion in this regard.

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## PROBLEMS, RECOMMENDATION & CONCLUSION

**Issue-1: Providing only Text books:** The students received only text books from school under free text book distribution scheme. Only text book was not sufficient for completing and improving the education under present education system. Grammar books and other books are also necessary. For that the students were facing a problem and they were bound to purchase the necessary books from open market.

**Recommendation:** Other necessary books need to be provided along with text books.

**Issue-2: Loss or damage the book:** If any student loss any books then further he or she did not receive another copy for the same.

**Recommendation:** Modification of rule is required so that students get a chance for second time for applying free text book distribution.

**Issue-3: Library is not available in every school:** Only some schools had own library rests did not. As a result of this if any student did not have the book or lost the book, and then they are helpless in those schools where there were no libraries.

**Recommendation:** Alternatively a small library may be created with these supplementary books. Alternatively a common library may be opened

in the collaboration of some local clubs or NGOs for the students of all schools.

**Issue - 4: Lack of participation of NGO's, trust and any other organization:** The non-government organization, local clubs are not involved with this scheme for providing the supporting books.

**Recommendation:** Schools can collaborate with NGOs and other organizations even philanthropies for those students who require other books rather than text books.

**Issue 6: Only bookish knowledge is not sufficient:** Maximum school provides only bookish knowledge. And also it had been found that the moral and physical education was less among students which will bring down their confidence in future.

**Recommendation:** If possible provide computer education and trying to implement the modern teaching learning process in the classroom through modern technology.

**Issue 7:** Some girls did not get the support from the scheme and their family also unable to purchase the books.

**Recommendation:** If possible then first circulate the books as a priority basis.

## CONCLUSION

Education is the major factor for development of the nation and it is also more important for tribal communities. 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's and for that Ministry of Tribal Affairs makes all efforts for the development of tribal people.

The study gives a clear picture of free text book distribution in various aspects such as information regarding the facilities in the school and students. It also provides detailed statistical analysis in different areas. If the recommendations are implemented in future then undoubtedly it will be good for the rural tribal students and the percentage of quality education will be improved among them. At last but not the least some reference books can be provided to the needy students for their better future.

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### **About the Tribal Research and Cultural Institute**

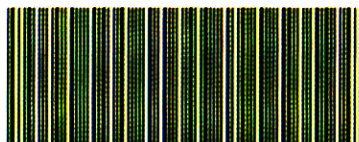
Tribal Research and Cultural Institute was established under Tribal Welfare Department in the year 1970 as per decision of Government of Tripura for launching studies on the socio-economic aspect of the Different Tribes of Tripura besides evaluation of all development schemes taken up for the benefits 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

### **About the Authors**

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**Ms. Reshmi Ghosh**, b. 1990, is Research Scholar at Department of Rural management and Development, Tripura University. Presently she is working with Directorate of Skill Development as Programme Officer. She has completed Master degree from Tripura University. Ms. Ghosh has presented paper in different National /International conference and also authored different research article.

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