CAPACITY BUILDING OF STUDENTS IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO TRIBAL STUDENTS IN TRIPURA

Tribal Research & Cultural Institute
Govt. of Tripura

'Capacity Building of Students in Higher Education with special reference to Tribal students in Tripura'

Edited by :

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Foreword

It is a prevelege to publish seminar papers presented by scholars during of the Seminar on ***'Capacity Building of Students in Higher Education with special reference to Tribal students in Tripura'*** jointly organized by Tribal Research and Cultural Institute, Govt. of Tripura and M.B.B. College on 16th & 17th November, 2010 at MBB College, Agartala. Many renowned academicians from in and out side the state attended the seminar and presented their valuable papers.

I hope the book will be of immense help to the readers, researchers and scholars.

Agartala
15th July, 2012

Sailohnuna
Director
Tribal Research Institute
Govt. of Tripura

PREFACE

The subject "Capacity building of Students' in Higher Education with special reference to Tribal students in Tripura has been chosen most rightly and timely when the tribal students are experiencing lots of drawbacks in the present competitive scenario of career building. The concept should not be construed as merely confined to prosecution of studies in Schools and Colleges. In fact it encompasses the whole area of development of a person in its totality.

Our National Leaders who drafted the Constitution had rightly incorporated a number of special safe guards for the Tribals & other oppressed people of the country for their upbringing at par with the people of the other advanced society. But it is most unfortunate that even after Sixty three years after independence the need for organizing such a Seminar on "Capacity Building for tribal students" has not lost its relevance.

Tripura is a tiny State with 10,492 Sq. K.M. area and is known as one of the 7(Seven) Sisters of the North-East. 2/3rd area of the State is covered under hills and forests and 840 K.M. border runs along the Indo-Bangladesh Border. We all know that Tripura was a Princely State before its accession with the Indian Union in 1949. The life of the Tribal subjects of the Maharaja was connected with hills and forests and they led a peaceful life of contentment devoid of any competition and struggle for existence. In fine their life was easy and smooth going. Independence and consequent partition of the country brought an abrupt change in the life of the aboriginal Tribals of the State. There was a radical change in the demographic pattern of population due to crossing of lakhs of Bengali settlers in the State. The main problem of our education system is that we can not project a vision of future to the majority of the students. The lack of goal though is equally true for all categories of students is more relevant to the Tribal students as, a bulk of them belong to the first generation exposed to the modern age of Science and technology. The archer must know his target. Unlike our society, the developed countries have succeeded in pointing out the eye of the fish and the youth are heading forward with their bows to hit the target. We should not forget that Capacity, Potential, education etc are such terms which are not alien to human lives. They are inseparable from each other. Now identifying a target is not an easy task for a Tribal student whose fathers and Grandfathers knew nothing beyond Jhum cultivation and was devoid of any knowledge of the outside world. The role of familv background can not be under estimated in building the capacity of a youth.

For Capacity building of a young man the foremost necessity is to show him the ray of hope and identify the goal suitable for him. We know that a man without an ambition is like a boat without sail. It can drift to any direction and at the end of the day, Land in

an unknown destination full of frustration. A Tribal youth thus needs to be properly guided to take him to the desired goal.

Choice of career is also a very challenging factor in a young man's life. It is particularly so for the Tribal youths who have very little exposure to the modern world. Our education system has hardly changed in spite of formation of a number of commissions after the independence. There is very limited scope for vocational education. Most of the Tribal youths who are generally averse to Science and technology may find lots of avenues in the vocational field. For such youths vocational education will prove ideal method of capacity building.

As already mentioned, it relates to different aspects of human life required to reach the levels of the members of the comparatively advanced civilized society.

The following areas need to be marked as grey areas which should be given attention while attempting to build up the capacity of tribal students in the field of education.

1. Financial condition.
2. Free coaching of tribal students.
3. Residential School.
4. Exposure to different field of modern education.
5. Educational excursion.
6. Introduction of various vocational courses.

Above all. the foremost need of the hour is to ensure an atmosphere of respect & support from their counterparts belonging to the advanced societies.

The compilation of papers being published here is the outcome of the Seminar on Capacity building of the Tribal Students' which was held in M.B.B. College on 16th & 17th November, 2010. The genesis of the ideas can be traced back to the exploration into the numerous facet of capacity building. I hope the book will be received well & will initiate new investigation & studies on the subject.

Agartala
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Smt. Manidipa Debbarma
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An Introduction from Editorial desk

Capacity building of students enrolled in higher education is the only way out to overcome poor quality situation in our country. The virus of quality fall in education is main hindrance to the growth and development of India. The post secondary education is quite distinct from secondary and primary level in nature, objective and dimension. There is need to reorient higher education, to make it 'vibrant, competitive, meaningful and relevant'. "It will have to grow both in terms of quantity as well as quality, mainly with a view to converting its vast population as asset, rather than a liability" as recommended by the Parliamentary Standing Committee on HRD in its 172nd Report. With a largest number of youth population of the world, India has promised to convert the youth as human resource- as properly built with capacity potential to them. The great dream of knowledge society in India cannot be fulfilled until it repairs, renovate or change the uneven picture of ups and downs—the large gaps among the different sections, groups and communities in larger society.

Being a constituent part of this federal democratic polity of Indian Union, Tripura, very small unit also cannot deny its due share to the commitment of the nation. Like all India features, Tripura is also to face all the problems and challenges prevalent in society. The current challenge for her is to face the lack of quality education from primary level to higher education in different dimensions. The State government has been able to elevate its image in quantity education implementing the social inclusion policy of the Govt. of India, but access to quality education is a new domain of challenge for her. Though there is phenomenal growth and expansion of higher education in Tripura, the standard is declining day by day with some exceptions in education under private management or NGOs.

To keep pace with the global demand of quality education, the Govt. of India has already started its steps towards capacity building in its various training & skill development programmes for community-based and local government workers involved in areas of different service sectors. Like administrative programmes, the academicians of India are not lagging behind. As the Channai University, North East Hill University and other many colleges have been arranging workshop/ seminar on personality development or skill development of students and teachers during the vacation period. Programmes are conducted often by the State governments or NGOs for rural and urban youth workers/employees of office to raise their working capacity, awareness

of environment, health & nutrition, control of emotional behavior etc.

The main objective of the seminar held in MBB College, 2010 on Capacity Building of students in different branches of Higher Education with special attention to tribal students in Tripura, was to create a platform for thinking over a genuine problem hindering the way of 'greater access to quantity and quality education'.

The publication of the Papers presented to this seminar will give two ways benefit i.e. recognition of hard labour in intellectual devotion and also inspiration for the future scholars. The readers will be able to read the Papers presented by the resource persons of the seminar who are research scholars, academicians, administrators, teachers in different faculties of general, professional and technical education and directly concerned about the capacity building of students in higher education of Tripura, West Bengal and so on.

Present authors have given main attention to the tribal students who have been accorded special constitutional protection/ opportunities but yet not reached to the current stream after sixty three years of Independence and still facing the constraints demanding right solution. During the long years of post Independence, a number of Amendment Acts of our constitution have included provision in favour of Schedule Caste and Schedule Tribe e.g. 62nd, 72nd and 82nd Amendment Acts which extended and fixed the reservation seat for SC & ST in Parliament and Legislative Assemblies including Tripura, and confirmed the provision for relaxation in qualifying marks in any examination, or lowering the standard of evaluation, promotion to any class or posts etc. The post reservation and post Amendment Acts scenario proves today that only reservation is not sufficient for solution. To make the people able, equipped and capacity holder is more important than reservation. Only the process of skill development or expose of capacity potential leads to not only instant better employability of students after completion of studies, but also make them better personality and competent in all walks of life. Hence, the theme of the seminar was to ponder the removal of disabilities of students in disadvantageous position. Access to education has real meaning if only they are able to continue at the same space as others. 'Otherwise undesirable tensions and psychological barriers are created which vitiate their absorption in the main stream of education" (NPE:1986). The Govt. of Tripura has implemented the remedial/special coaching programme both in UG & PG level. But unfortunately, this is also had not much response. Moreover, the recent data on the rate of pass out of SC/ST in UG stage in proportion to the number

of enrolment shows a poor scenario in spite of all relaxation in evaluation. So it needs to find out the problems rooted in their 'childhood environment, social inhibitions and general lack of confidence visa-vis the others'. A 'careful screening and special access' to SC/ST students are to be assured in respect of technical, management, professional as well as in higher education and researches.

Dr. S.K. Makbul Islam, first speaker of this seminar, has drawn the attention of the listeners to the main point that only quality education and quality of the faculty can ensure the capacity building of students in higher education. He has recommended for giving stress on the global language–English to equip the students in receiving higher education. In his Paper on Higher Education and Temporal Migration.., it is found that at least 48 students of Northeast (mainly tribal) migrated to the St. Paul's Cathedral Mission College, Kolkata for higher education to avail one of the important advantages of English medium instruction and there is no wonder that none of them was tribal student from Tripura. It is a fact that they are lagging behind in comparison to their counterpart in other north east states of Meghaloya, Nagaland & Mizoram.

Mr. Malay Kumar Nayak has rightly focused on the balance between two aspects of education like 'Learning to Do' and 'Learning to Be', the absence of which may result distortion in human situation-- in the effort of Capacity building. Mr. Sanjib Banik and Smt. Mallika Das have studied on Institutional Capacity of Dasaratha Deb Memorial College, Khowai and Enrolment status of tribal students which is in increasing trend despite all limitations. Dr.Rita Nayak has presented the scenario of education among the people of north east and pointed out the higher gap between literates and graduates tribal in Tripura and suggested ways to reduce the gap. Dr. Dilip Sarkar has presented the scenario of education in the State from primary to University level and tried to explore the ways to remove hurdles in capacity building of students pointing out the need for emphasis on higher secondary stage of education.

Indian education has always responded to the society needs or challenges of time.Vocational curriculum from secondary level to higher level is a crying need of our time to face the larger unemployment among the graduates. APJ Abdul Kalam called for the schools, colleges and university to equip the students with the power and proper skill in different spheres of social needs e.g. management, entrepreneurship, technology etc.In his words,the great aim of education is now *action and not as such knowledge*. Ms.MunMun Das Biswas has conducted an empirical study on Vocational courses provided in colleges

of the State and the outcome towards capacity building of tribal students. Dr. Rajesh Bhowmik critically observed the education policy among the tribal races and commented that hundred percent enrolments at primary level is not enough to do social justice without introducing any vocational programme. The role of culture and heritage development activities can help the capacity building programme among tribal students. Mr. Dipankar Biswas has presented a study on a very current issue in capacity building of students i.e. Impact and role of ICT on Distance Education. He has focused on some curricula requirements like Access to variety of information forms and types, problem-centered and inquiry-based activities in learning environment and the role of teachers as coaches and mentors rather than content experts etc. Mr. Partha Sarathi Bhattacharjee has highlighted on the Higher Education opportunities in the field of Information Technology for young entrepreneurs or tribal learners of Tripura with his observational note that the State of Tripura suffers from lack of trained man power for developing IT industries and the software development.

Students in Trpura consist of three major categories: General (UR), SC/ST, the religious minorities and OBC. Though differences are narrowing down among the later three, the ST people are, as per the statistical reports, lagging behind in some major areas e.g. in language, inhabitations etc. The phenomenon of language in north east region is awesome in its variety. In this light, the problem of language has been nicely dealt by the presentation of Dr. Shymal Das in his paper. Mr. Swapan Debnath has presented a linguistic gist for the development of tribal students.

In spite of all constitutional facilities, tribal students are facing some genuine challenges which have great impact on higher education e.g. economic background of jum cultivation and sudden shift from rural to urban environment, lack of self confidence, and support in family and environment. Mr. Dhananjoy Datta, Mr. Sukanta Sarkar, Smt.Gouri Kalai have noted these obstacles and suggesed some way out. Dr Ranjit Dhar has viewed tribal education in Indian perspective with reference to Medinipur district in West Bengal. In the eyes of an eminent anthropologist – Tarak Chandra Das, Mr. Dhar recommended for building up a proper type of educational system suitable for the real needs of a particular community and should have close link with their economic and socio-cultural environment. To create social relevance of education and removal of obstacles, the authors have pointed out the need of counseling Centers providing proper guidance in the spirit of social welfare activities. Smt Aparna Dey has rightly foresighted its significance

in helping the youth job seeker to build the notion of realistic career in conformity with their aptitudes and social setting which can prevent drop out and failures.

One of the factors responsible for lowest status of tribal people is their health condition owing to the impact of geographical and cultural isolation, poor sanitary living conditions etc. Mr. Sanjoy Deka and Mr. Santanu Bikas Das jointly presented a paper on Health and Nutritional status of the Schduled tribes of Tripura and its effects on higher studies and noted that malnutrition and health problem of tribal students is correlated with lower percentage of higher education of the community. Mr. Prasanta Dev and Dr. P.C.Dhara presented an Assessment of Nutritional Status of Tripuri and Uchai tribal students based on anthropometric measurements in south Tripura. Another similar but different in choosing the group of study was conducted by Mr. Manoj Nath, Somnath Gangopadhaya and Dr. Gautam Chel. They have presented an assessment of Nutritional Status of Bengali boys of 3-16 years age group in west Tripua.

Not only physical health but also mental health, and other major human property like intelligence play great role on capacity building of students. Dr Arpita Acharyya has conducted an interesting study comparing between tribal and Bengali students to test on their intelligence, achievement, motivation and security-insecurity feelings. Dr. Anjana Bhattacharjee presented an empirical study on 100 tribal students of Agartala from gender viewpoint to determine some of their mental health variables like Locus of control, Anxiety and Depression which are very much related with capacity building of youth students in higher education. Psychological variables particularly hope and locus of control plays very important part in building up capacity for the students or youths. The persons suffering from a bodily deformity usually posses low self-esteem which usually affects their quality of life. Smt. Sudeshna Chakrabarti, has conducted a comparative study between two groups of trainee and non-trainee youths who were orthopedically challenged. All the findings are interesting to read. Different forms of physical and mental punishment are prevalent in our family, school-colleges, social environment, peer groups which have obvious impact on personality development of the youths. Dr.Subhasis Modak has conducted a study on 50 college going tribal students in south district to measure the magnitude of corporal punishment and violence in different forms inflicted on them.

Dr.B.k.Mandal has highlighted in his paper the theoretical approaches of study from sociological viewpoint. Interpreting the dialectical approach, as

author noted that quantitative achievement in higher education may lead to changes in future course of action which will turn in optimistic goal of qualitative society. Mr.Tapash Chakraborty and Mr. Amiyo Pan in their joint paper, have shown interest in quest of an Index of Human capacity building based on the formulation of four indicators like educational, entertainment, economic and physical. They viewed Capacity building as both an end and means of socio-economic development.

Dr. Baburam Swami, the last speaker of the seminar has viewed the Capacity building of students as a process of gaining a positive change in terms of quantitative as well as qualitative values of life and this change in values of life can be attained through the study of literature, art and culture which are the repository of universal values or selfless expression of truth, beauty and love. Hence, capacity building does not mean only physical and intellectual development of students but also, it is the ability to have higher and higher qualities of mental wealth of human beings.

The overall summary of the presentations has highlighted one truth that Capacity Building is regarded more important than finance. Higher Education is to respond to the order of the day i.e. to meet the overgrowing need for skilled man power both in national and international level, to adapt with the changing concept of development, the insisting awareness for equity and bridging the gap between the affluent and poverty stricken people, to remove regional imbalance, gender inequity, geographical and cultural isolation. The National Knowledge Commission has taken major initiatives to meet the challenging task of establishing the human beings as human resource in this era of economic boom today.

This volume of publication is interdisciplinary in perspective and modest attempt in the direction of enriching the existing data on the silent beneficiaries of Higher education and social relevance of their education in the changing dynamics. Authors & readers are egarly waiting for this publication. However, although late, we are thankful to TRI, Agartala for bringing out the publication and also to Mr. Sukanta Paul for his sincere efforts toward this.

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Higher Education and Temporal Migration: An Interpretative Note

Dr. Sk. Makbul Islam

Abstract

Considering the society as the ***nursling*** of dynamic process, it offers the academicians a broad ***thrust area*** having plural-dimensions, amid which, Human Resource Development, is of most significance. As an integral part of the domain, the entire thought process of individual and society incorporates the issue of higher education too in regions that are pursuing gradual development.

The North East India, along with her increasing effort of development, had to confront certain adverse realities, to attain the expected level of achievement, in comparison to some of the other examples. However, in order to get higher education and other necessary exposure to develop intellectual skill, a general trend of temporal migration, to some other parts of India, has become conspicuous as well as an obvious phenomenon today.

This paper is designed to observe and explore probable causes of this trend, in the perspective of entire North East, along with some reference of Tripura, on the basis of data collected from the students of North East, studying in St. Paul's Cathedral Mission College and from the official records of the college.

The theoretical notes of this paper will follow an audio-visual presentation.

Introducing the Thrust Area

Education, being one among the fundamental forces of Human Resource Development, needs a rising movement, in every developing country, of which, India in general and North-East India in particular, is no exception. Capacity Building has become necessity in developing countries. Our general observation concludes that students who want to built themselves in terms of capacity, in conformity to higher education (such as UG, PG and onwards), have to confront certain difficulties, which altogether, points out ***to a social problem***. It is implied that a social problem somehow affects the entire population of any region, cutting across any social categorization like - General category, Caste, OBC or Tribe. It is also true that any social problem follows some alternative solutions, may be applicable to a fewer number. In my observation, I have found out, temporal migration of the students of North-East to other parts of India (and beyond), ***to be a strategic measure to come out of the situation.***

Understanding the Temporal Migration for Higher Education

It is observed that good number of students from north eastern states is found to have migrated to different cities of India like Kolkata, Bangalore, Delhi

etc, particularly to get higher education. The students think that, they would get more facility and support in continuing higher education where they migrate. So far as the case of Kolkata is concerned, the St. Paul's Cathedral Mission College, is happy to witness at least 48 students on an average in merit list out of which 22 are admitted, in this year ***(2010-11; See: Appendix-1, Apppendix-2).*** Apart from this college, there are many other academic institutions, like Scottish Church College, St. Xavier's College, Loreto College, which, the students of North East opt as their first choice (in the UG Level).

This is a perceptible trend which, I have mentioned as the trend of temporal migration. Usually, the students migrate for academic purpose and migrate for a short number of years and after completion of their session, they return their home town/locality. That is why it is temporal migration.

Methodology: Reconstructing the Problem

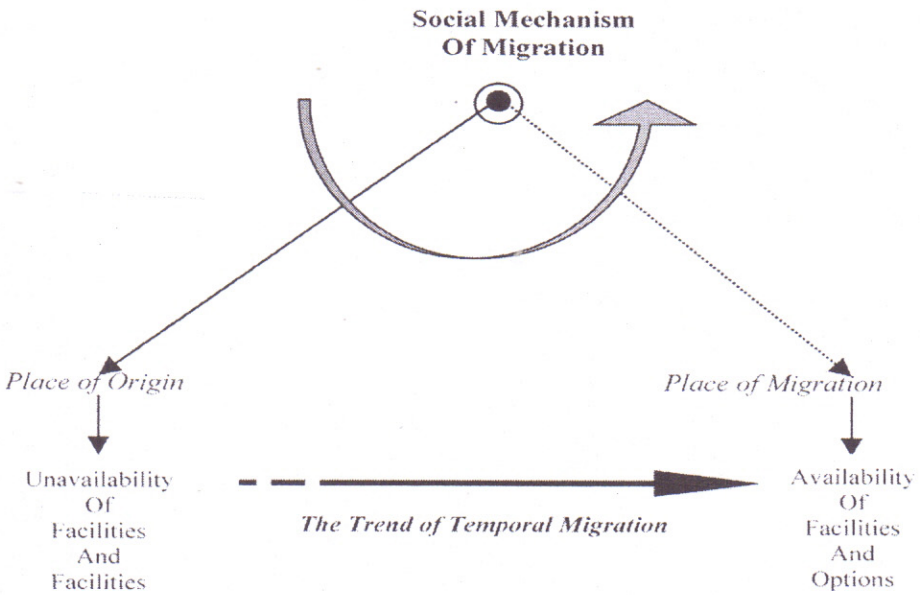
Now, the basic question is that, why they migrate from their home-state or home-town to other parts of the country? In this regard, I have talked to the students of the North-East reading in our college and from them I have picked up some the pertinent points for theoretical reconstruction of the problem (See: ***Appendix-3).*** It is true that a general problem is shared by the entire population, cutting across delineation of Tribe, Caste or General category. The prime issues which the students have reported, are:

1. Lack of colleges in home town. Of course colleges are there, but the number is most of the time a few. It created genuine problem.
2. Most of the colleges available in locality, offers mainly Arts subjects. Colleges offering subjects of science group or commerce are scarcely less in number.
3. Lack of English Medium Colleges is another major reason. Those who have studied in English medium in school level, some times find it difficult to follow the class lecture delivered in other languages. Those students generally expect such a college where English language occupies a major position in teaching-learning process.
4. Students are able to decide about their own academic career and also able to evaluate the existing system they are undergoing. They can dream of alternative as well as do choose a better practicable option available before them.

These reasons, however, partly explain the exact cause of temporal migration for education. The other part of temporal migration lies with some of the facilities which they get in other parts of the country. So far as the case of Kolkata is concerned, the city offers both academic and supporting facilities to the students of certain category, such as -

1. Many colleges of Kolkata, class lectures are delivered in English which attract students from outside.
2. The city colleges altogether offer more than one disciplines and subjects including science and commerce. In our college we find that maximum number of tribal students apply for English (both in Honours and General, See: Appendix-4)
3. As a result, one student can try more than one choice. If they fail to get one, they can go for the other. This openness has also attracted some students from other state.
4. In spite adverse experience, it is comparatively easy for outsider students to get one rented room, or paying guest facility, or mess for staying.
5. It is also possible to get a part time/temporary/contractual job in Kolkata by which they can earn some money to continue their studies.
6. Apart form their main subject, the students can go for short time/non-formal/ certificate courses like - animation, video-editing, Yoga, Music etc.
7. The Christian students including Tribal-Christians, get some advantages in Christian colleges as well as get hostel facility or YMCA/YWCA facility for staying in Kolkata. As a result, Christian Tribes of North East prefer Christian colleges of Kolkata.

We have to take all the major reasons together, ***to reconstruct*** the causal relation of the problem. From Sociological point of view, this migration is nursling of a social mechanism, having relation to higher education. This mechanism may be schematically shown the following ***diagram - What to be done in future?***



The entire process of capacity building needs support form different sectors, including government policy and support of the state. Actually, higher education in order to raise the process of capacity building has become a crying necessity of the world. Higher education, in contemporary world, is of substitute-less necessity for our existence as a global citizen. This is not only the case of North ***East or Tripura*** in particular, but, necessity of higher education addresses all the developing countries of the world, which we are part of. Technically, primary ***education is perceived as a tool to curve down poverty and higher education in contrast, is considered having power to cause people equip with the dynamic thought process he need to survive in global context.*** Higher education, finally giving birth to capacity building, grossly stimulates the socio-political-economic systems, and hence, is essential for balanced development of any nation/community/state/region.

Tribes, who were long been confined amid underdevelopment, backwardness and poverty, have been given primary education to certain degree, which usually vary in different states. But so far the higher education of the Tribes is concerned, we have to walk far ahead to reach any expected point of target. But, the imbalance in higher education found between the General and the Tribes, has pushed the Tribes to a marginal position, adversely affecting the process of development. To come out of this confinement, the state should ensure higher education for all her people, cutting across any category, within its territory, so far applicable and practicable, to bring about equilibrium in the intellectual skill and development.

End Notes

The issue of temporal migration is not the basic point of this observation. But, some ***of the reason for which the students*** temporally migrate, are more important to ***explore the technical difficulties*** of getting higher education in home-land, resulting in acute crisis in capacity building. The process of optimum level of migration for higher education is bound to be real in society. It is true for the students in general. Such as, students of both Kolkata and Agartala, intending to study IT prefer Bangalore. So the ***main point is qualitative higher education. Capacity building*** depends on quality of higher education.

The medium of higher education, should stress on ***global language*** (English). It is expected that government policy, the education system and the state mechanism should work, in order make the students equip in ***global language*** for receiving higher education.

Qualitative education depends on the quality of the faculty. Formation of a good faculty certainly depends on transparency in systems and primarily depends on non-academic decision. Hence, technically and initially it seems that capacity building depends on higher education, which involves more non-academic factors than academic. While talking about, capacity building, this is the exact reality where we stand now. This is perhaps the end note to begin our second thought for capacity building.

Appendix-1
Merit List of 2010

Subject	General	SC	ST	
Bengali Honours	179	71	1	251
English Honours	344	95	18	457
BA Major (Com. Eng)	27	0	0	27
Hindi Honours	40	6	4	50
History Honours	59	26	0	85
Philosophy Honours	48	10	0	58
Physics Honours	168	24	2	194
Chemistry Honours	372	68	3	443
Micro Biology Hon.	346	34	6	386
Economics	63	0	0	63
BSC General	97	6	0	103
BA General	149	62	14	225
	1892	402	48	2342

Appendix-2
Name of the Tribal Students

Name of Student
1 George Asmit Swaraj Sardar
2 Asha Munda
3 Laxmi Munda
4 Rohan Gurung
5 Ankita Minz
6 Milan Lakra
7 Amos Humtos

8	Amrit Bhagat
9	Benoy Chakma
10	Rebeka Minj
11	Disa Chakma
12	Kabita Chakma
13	Amit Runda
14	Rima Doam Lama
15	Rima Chakma
16	Mohit Toppo
17	Chow Tainum Mein
18	Nipendra
19	Dechen Domas Sherpa
20	Jigme Thainlay Lepcha
21	Prema Wangdi Bhatia
22	Tshang Wangchuk Lepcha

Appendix-3
Interview of a Student
Interview of a student from Tripura

Q What is your name?

- Prasiddha Bhowmik

Q From Which State you have come?

- From Tripura, Agartala.

Q You did study up to HS in Tripura. Why did you come to Kolkata?

- For Better facility. We don't get all the facilities that we were supposed to g e t . Here we get more facilities here, such as while doing graduation we can do a part time job here.

Q You have told that you don't get facilities you expect there. Just, may I know what kind of facilities you expected there?

- Suppose in my case, I am from English medium school. Most of the colleges are there, are Bengali medium. So, I find it difficult to understand what the Professors are teaching.

Q Can you specify some more problem?

- We don't have much college and various subjects of study. We don't get the facility to study Science, Commerce, Arts in higher level. That is the main problem

Q *Is it only because of the language problem or is there any other reason to come to Kolkata?*

- Other reasons are here we can work, we can get part time job. There we don't get such facilities. Students can get a mess and find a job to continue studies.

Q *What type of job do you get in Kolkata?*

- May be ... in call centers -

Q *Have you got any part time job?*

- I did not try. But may be I shall try next...

Q *Who told you about this St. Paul's Cathedral Mission College?*

- We have one St. Paul's School there in Tripura. I thought there must be a college of them. Then I checked in the internet and find the name of this college.

Q *Is it the only college you tried or you tried in any other college?*

- No I tried in Jaypuria College and Scottish Church College.

Appendix-4
Applicant in Science Group (Tribe) 2010

Subject	General	SC	ST	
Bengali Honours	179	71	1	251
English Honours	344	95	18	457
Hindi Honours	40	6	4	50
Physics Honours	168	24	2	194
Chemistry Honours	372	68	3	443
Micro Biology Hon.	346	34	6	386
BA General	149	62	14	225
	1892	402	48	2342

HIGHER EDUCATION FOR REAPING HUMAN EXCELLENCE : VISION OF TRIPURA TRIBALS

Malay Kumar Nayak

This paper is an endevour to touch the true essence of man which is proclaimed from Ancient India as uttered in Svetasvatra Upanishad.

'Srnvantu visve amritasya putra'- The objective of education, specially the higher education is the realization of infinite self of man, luminous as the Sun and beyond all darkness of ignorance and delusion. Realizing this alone man can transcend the death; there is no other way to the goal.

One preliminary questionnaire survey on S.T. graduation students of a college of Agartala it was found that materialistic growth to the extent of luxury in livelihood remain the object of higher education of present youth. Above 90% of students expressed that, they are in college for gaining employability. About 95% are ready to leave the college if they would be offered by any job. 90% of the students seek the luxurious life in urbanized fashion. Less than 5% are in favour of graduation, even they are offered by any job. On the premise of such brief findings this paper endeavours to bring some concepts on Higher Education.

We may quote Swami Vivekananda as "The end of all education, all training is to make the man grow. The training by which the current and expression of will are brought under control and become fruitful is called education."

Swamiji, in one of his profound utterance expressed-"education is the manifestation of the perfection already in man". Thus education is man centred and not school or college centred or book centred.

UNESCO sponsored International Commission on the Development of education in its report entitled 'Learning to Be' is to say-"The physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of education."

Learning to be and Learning to do have become the two inseparable aspects of any education designed to help human child to achieve life fulfillment. Modern education all over the world has so far concerned only on the Learning to Do aspects. Learning to Do if carried too far without a corresponding stress on Learning to Be will result in distortions in the human psyche and in the human social situations. These distortions constitute the dismal shadow on the otherwise bright human horizon of the modern Scientific age.

The first step to educate a human being is to give a sense of individuality and the freedom that accompanies it which is self-confidence or Atma-sraddha. We are today more than hundred crores in India but this is quantity; we treated

our millions as an amorphous mass. Men and women are meant to be treated as submerged in the mass, submerged in the collectivity. Secular education consisting of physical exercises, physical sciences, arts, commerce train and expand the mind and help on to get a grip on his or her environment. This is no doubt required to get rid of helplessness of people living in our villages absolutely submerged in the crowd for centuries.

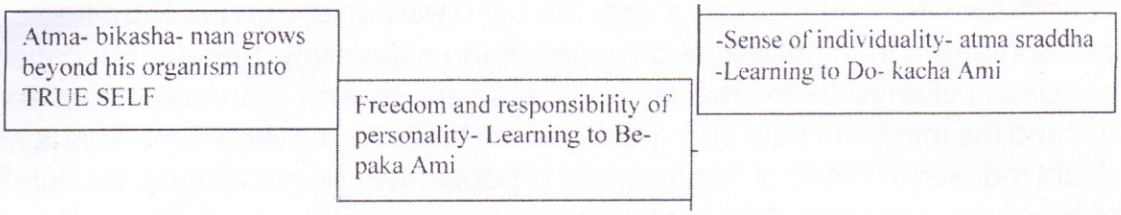
Swamiji called to give back their lost individuality. They are to be educated. In Swamiji's words, "Put the chemicals together, the crystallization will come to its own course". All the children of India, when they go to school acquire secular education slowly, develop the strength and freedom of individuality. We must extend this blessing to every child in our country, but the second step of education which is the subject matter of today is to make the individual into a person.

From the freedom of individuality we must grow into the freedom and responsibility of personality. It is the Learning to Be and not merely Learning to Do. It is the growth that makes man to develop the capacity to integrate oneself with others in the society, to live at pace with them. This is an inward journey towards the infinite centre of man and the universe within each and everyone of us. It expresses itself as the humanistic impulse, it expresses to the human situations around one. Vivekananda's words "So long as the millions live in hunger and ignorance, I hold everyone a traitor who having been educated at their expense pays not the least head to them." It is the stage at which man erects an expensive personality above his or her rigid individuality a Wordsworth said -

" Unless above himself he erects himself
How poor a thing is man!"

Education and knowledge infused with humanistic impulse become powerful focus for social development and human fulfillment, the third stage is Atma-Bikasha where man grows beyond his organically limited ego into his true self. Through renunciation and service- Tyaga and Seva, this unique growth is accomplished. Country is in urgent need of this third dimension of growth in our people so that ethical and moral values may integrate man with man in our democratic society. Education must help moustached babies to grow into moustached man.

Now coming to the tribes of Tripura. Tripura is a dwelling place of 19 tribals having almost the same rich heritage of simplicity enshrined from hill and hill-locks' beauty. But during the passage of time the simple mindset of the tribals of this tiny state transform into complex one. This happened due to juxtaposition of



the tribal communities with other communities. Elevation of one section of urban tribals who bring the westernized culture and dress is the matter of concern today. As this place is marked as footprint of Rabindranath, we may quote," Man goes far beyond his needs and the realization of his self strives across the frontier of its individual interest." Here lies the essence of capacity building in the arena of higher education.

Modern education is costly undertaking. Having got the costly education at the cost of people, today's passed out youth fail to pay the debt to the people. This self-centered attitude affects the tribals passed out also. But here again we are to utter Vivekananda-," This life is short, the vanities of the world are transient but the alone live who live for the others, the rest are more dead than alive."

Modern biology defines evolution at the human stage as psycho-social evolution. The intellectual growth does not constitute psycho-social evolution. The education particularly higher education takes one beyond the pressure and pulls of organic system. Here one feels spiritual oneness with millions which unfold the limitless within limited body. Every individual has immense potentiality - is knocking at the door and this concept is the only true essence of capacity-building.

On concluding we are to lend our ears to the clarion call of Katha Upanishad : Uttistihata Jagrata Prapya Varan Nibodhata - Arise, Awake and Stop not till the goal is reached.

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5. *Swami Vivekananda : 'Letters of Swami Vivekananda,' Advaita Ashram, Mayabati, January 1940.*

Higher education and Tribal Students in Tripura:

Mr. Dhananjoy Datta And Prof. A.K.Ray

Abstract: Government of India has taken numbers of steps to build up the educational base of Scheduled Tribes. This special provision has been incorporated for STs in the existing schemes of Department of Higher Education. From the allotted budgets of the Department 8.00% are allocated notionally under the Tribal Sub-Plan (TSP) for Scheduled Tribes development.There is a significant relationship between the Human Development Index and also the Gender Development Index with Higher education.Tribals forms the second largest social group in India and comprising approximately 8% (equivalent to 85 million people) of the total population. The percentage of the tribal student having the accessibility to higher education is very low as reflected by the Gross Enrolment Ratio (GER) and it is an issue of concern as it falls behind the rest of the population even when compared with other deprived groups. Additionally, the GER of female Tribals falls behind that of their male counterparts as it is reflects in our state also. These factors reflect the inequality persisting among Tribals within Indian society. This paper will give exclusive focus on the National Tribal Policy in the Enhancement of Human Development Index related to Vocational training, Education & sports of Scheduled Tribes and the factors affecting Tribal Education like Attitude of Other Students, Social Factors, Economic Factors, Lack of Interest and awareness in Formal Education, Suitable Teachers, Lack of Facilities, Nature of habitat, Number of teachers, Environment of family, Communication, Cooperation from Stake Holders, lack of awareness about higher education and its impacts on socio economics condition of tribal society. There have been as countless ways of instructive approaches adopted in the case of the tribal population as there are changeable developmental approaches advocated or experimented with the tribal people. It requires an obvious thoughtful and an integrated and deeper visualization to understand the necessity for a suitable form of educational move toward to bring into open and exploit the potentiality of the tribal population.

Keywords: Higher Education, Problems, Measures, Tribal Students, Government.

Introduction: Higher education or post-secondary education refers to a level of education that is provided at academies, universities, colleges,

seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications. This article is an endeavor to carry out the importance of developing a suitable move towards tribal education that would make possible for a significant progress of the tribal communities by identifying the changeable issues, Challenges, concerns and Opportunities in the present day circumstance considering our state scenario.

Objectives: This Critique will deal with the following Objectives:-

To examine the pattern of the tribal students completed Higher Education including enrollment for job in engineering and medical disciplines.

To examine the gender discrimination in higher education of tribal Student.

To examine the problems faced by the tribal students in higher education and

To examine the different Challenges faced by the Tribal Student and the Opportunities tribal Students basically look for.

Methodology: Data Collected: Primary and Secondary Data.

Primary Data collection Area: Agartala, Tripura.

Data collection method: Focus Group Discussion.

Sample unit: 5 members

Sample Frame: 10 groups

Sampling Method: Random Sampling method

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

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

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

TABLE: 1 Strength of Student in various colleges / institutions

	During 2004-05							During 2009-10						
Item	SC	%	ST	%	Gen	%	Total	SC	%	ST	%	Gen	%	Total
General Degree Colleges	3634	17	2717	12.9	14859	70.00	21045	4530	18.0	5388	21.4	15254	60.6	25172
Polytechnic Institute	0	0	0	0	0	0	0	128	17.1	233	31.1	389	51.9	750
Women's Polytechnic	133	17	242	31.0	405	51.92	780	112	17.0	205	31	343	52.0	660
Tripura Govt. Law College	17	17	31	31.0	52	52.00	100	51	17.0	93	31.0	156	52.0	300
Govt. Music College	51	22	33	14.3	146	63.48	230	21	9.1	52	22.6	157	68.3	230
Govt.College of Art & Crafts	15	10	3	2.0	132	88.00	150	15	16.7	2	2.2	73	81.1	90
IASE	9	18	16	32.0	25	50.00	50	15	16.7	2	2.2	73	81.1	90
Tripura Engineering College (Now NIT)	163	17	298	31.0	499	51.98	960	-	-	-	-	-	-	1515

Source:-http://www.tripuradhe.in/Education/Index.aspx,

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

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

Qualification	Male	%	Female	%	Total
B.A.	1826	69	831	31	2657
B.Sc	141	64	78	35.62	219
B.Com.	191	96	7	3.54	198
M.A.	238	57	179	42.93	417
M.Sc.	15	45	18	54.55	33
M.Com	31	97	1	3	32
B.E.Civil	35	76	11	23.91	46
B.E.Elec.	21	64	12	36	33
B.E.Mech.	46	94	3	6	49
Engg.P/G.Civil	1	100	0	0	1
Engg.PG(.Elec)	0	0	0	0	0

Qualification	Male	%	Female	%	Total
Diploma Mech.	28	100	0	0	28
I.T.I.	347	92.5	28	7	375
M.B.B.S	5	62.5	3	37.0	8
B.D.S	6	66.7	3	33	9
Vetenary Sc.	3	75	1	25	4
B.A.M.S	3	100	0	0	3
B.H.MS	7	87.5	1	12	8
Agri.B.Sc.	10	100	0	0	10
Agri.M.Sc.	10	66.7	5	33	15
Lawyear	6	85.7	1	14	7
Skilled/semi Skilled	2465	65.5	1300	34.53	3765

Source:-http://www.tripuradhe.in/Education/Index.aspx

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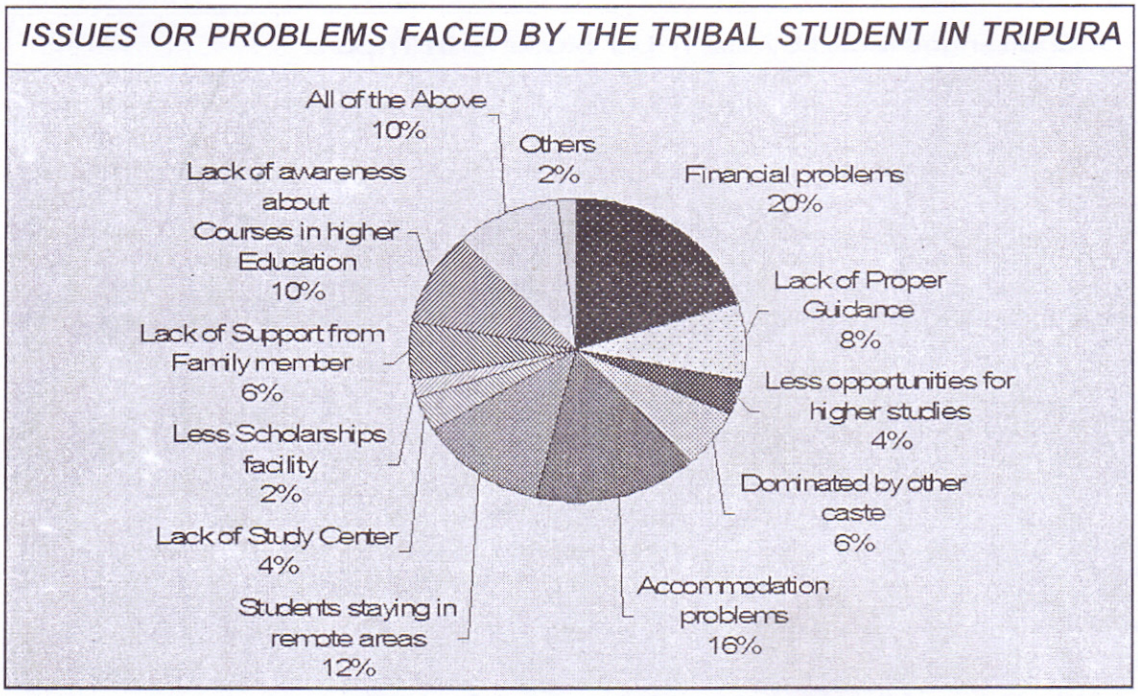
✷ **What Problems do you have related to your Higher Education?**

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

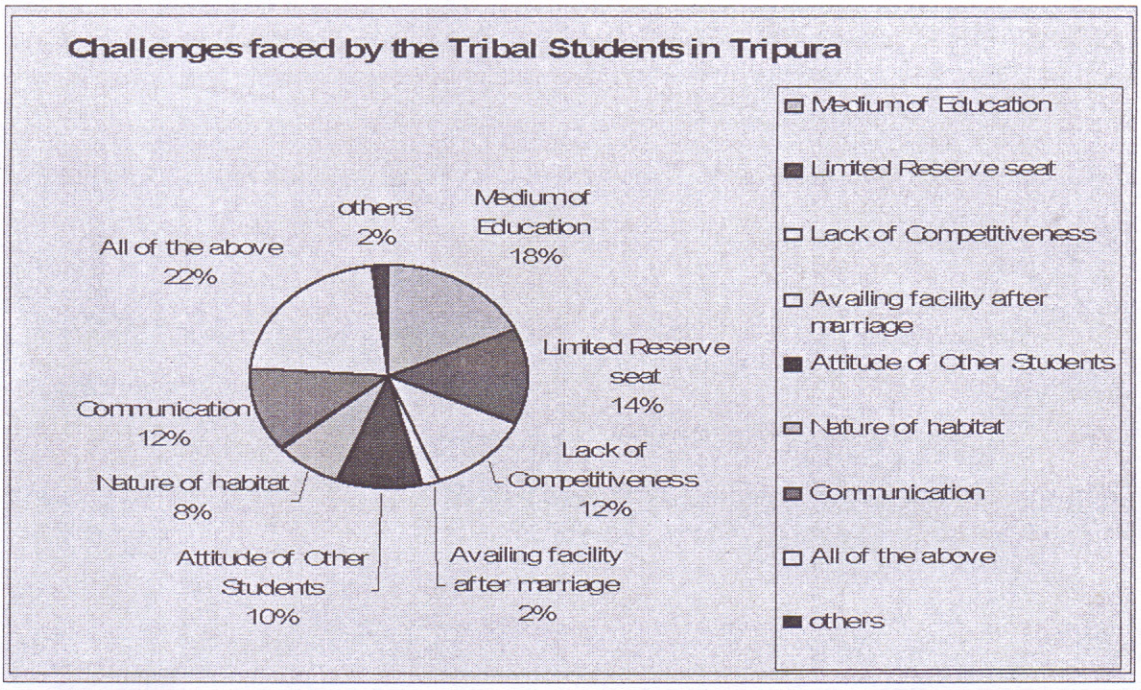


✷ ***What is the Nature of the Challenges you face?***

Table: 3 Challenges faced by the Tribal student

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

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

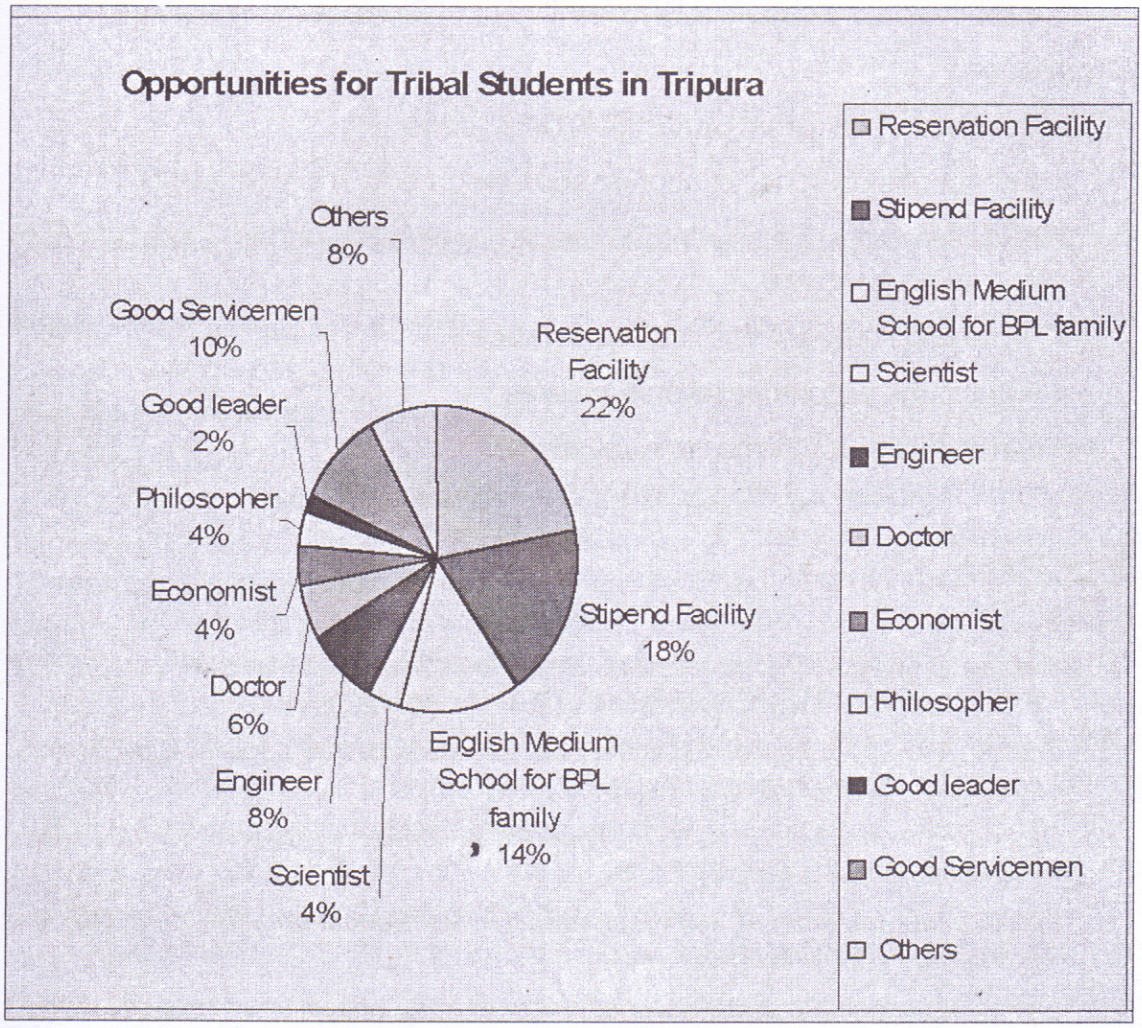


✱ ***What type of Opportunities do you have?***

Table: 4 Opportunities for Tribal student

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

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



Conclusion:

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

* Study shows that 22% encourage reservation facility as their opportunities followed by 18% of the respondent said stipend facility and 14% said English medium school for BPL family Tribal Students (If Possible).

Suggestion:

* Counseling for Tribal Students in rural areas.
* Awareness of higher education courses among Tribal Students.
* Awareness and Effectiveness of facility or benefits among Tribal Students in rural & urban areas
* Providing sufficient financial assistance.
* Solving the accommodation problems.
* Setting up study center in rural areas.

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RESERVATION OF TRIBAL STUDENTS IN HIGHER

Sukanta Sarkar

"Man cannot live by bread alone; He has a mind which needs food for thought."
- Dr. B.R. Ambedkar

Abstract:

The study makes an attempt to assess the significance of reservation for tribal students in higher education. The results indicate that reservations of tribal students are essential for sustaining them in higher education. It is evident from the study that tribal students are facing more problems in house and school than the non-tribal students. The paper suggests that the reservation provides the scope to tribal students for achieving their higher education.

Introduction:

The Indian Constitution assigns special status to the Scheduled Tribes (STs). Higher education has been found to have a significant relationship with the Human Development Index and also the Gender Development Index. The various articles of the Indian Constitution provide for education as a fundamental right. India has the second largest tribal population in the world. Traditionally referred to as adivasis, vanbasis, STs constitute about 8% of the Indian population. According to the 2001 census, the tribal population in India is 74.6 million. The largest number of tribals is in undivided Madhya Pradesh (16.40 million), followed by Orissa (7 million) and Jharkhand (6.6 million).

Most of the tribal communities have their own languages different from the language spoken in the state where they are located. There are more than 270 such languages. The tribal languages in India belong to all major language families among which the Austric, the Dravidian, Tibeto-Chinese, and Indo European families are the dominant ones.

One of the distinguishing features of STs is that the majority of them live in scattered habitations located in interior, remote, and inaccessible hilly and forest areas of the country. Nearly 22 per cent of tribal habitations have less than 100 population and more than 40 per cent have 100 to less than 300 people, while others have less than 500 people.

Kishor Joshi, 2010, Higher Education and the Largest Impoverished and Marginalized Group of the Indian Population: Reviewing Enrolment and Access to Higher Education among Tribals in India Education in India, 2010, Available at http://en.wikipedia.org/wiki/Education_in_India Adivisi, 20 October 2010, Available at http://en.wikipedia.org/wiki/Adivasi

The enrolment of scheduled tribes at the primary and upper primary in the last 20 years from1980-81 to 2000-01 increased by 2.4 and 4.2 times respectively. There has been a clear positive trend with respect to participation of ST girls in education. Their enrolment increased by 3 times at primary and 6 times at upper primary stage during the same period. The share of tribal girls in the total school going tribal children at the elementary stage increased from 32.1% in 1981 to41.2% in 2000-01.

Almost all the studies on learner achievement levels in India have shown that tribal students in primary classes have lower achievement compared to non-tribals. The low achievement levels among tribals were attributed to school-related variables as in the case of non-tribal students. However, tribal students had additional disadvantages arising out of social and locational factors.

Challenges of Tribal Students:

Tribal students are facing various problems. Basically they live in hilly and forest areas. For getting education tribal students are facing more troubles. Some of them are as below.

Circumstances Problem:

1. Isolation:

The people who live in mountainous and jungle areas are completely isolated from the mainstream civilization. The tribals dwell in the forests in a sprinkled manner. Tribal habitations remain segregated from each other by some physical barriers like rivers, nalas and forests. So these physical barriers generate an obstruction for the children of a tribal village to attend the school in a neighbouring village. The majority of the Scheduled Tribes live in sparsely populated habitations in the interior and in inaccessible hilly and forest areas of the country.

2. Living in small hamlets:

Tribals generally live in small hamlets in hills and they get food grains through the shifting cultivation. Most tribal villages have inhabitants below 100. So, it becomes impracticable to open up separate schools in each village where the required student's power is not available.

K. Sujatha, Education Among Scheduled Tribes, CED code- B.N21. G1

Problems faced by the tribal people leading to Naxal Problem, 2010, Available at http://www.saching.com/Articles/Problems-Faced-by-the-Tribal-People-Leading-to-Naxal-Problem-1136.html

In political economy, economics, and sociology, exploitation involves a persistent social relationship in which certain persons are being mistreated or unfairly used for the benefit of others.

N.K. Ambasht, "Tribal Education: Problems and Issues", First edition, 2001, Venkatesh Prakashan, Delhi, p.2.

Study the Dimensional Problem of Tribal Students in India with special references to Kerala State, 2010, Available at http://www.completeassetprotection.com/714/study-the-dimensional-problem-of-tribal-students-in-india-with-special-reference-to-kerala-state/

3. Social Problem:

They are traditional and custom bound. They become the victims of superstitions beliefs, outmoded and meaningless practices and harmful habits.

4. Exploitation by the plains people:

Exploitation of tribal population has been the major vocation of the non-tribals who have come in contact with them because of the former's extreme simplicity and intrinsic faith in the human beings.

5. Transport:

Transport is one of the key factor which affect the development of tribal education. In many cases school are not well connected with villages.

6. Environment of family:

Most of the tribal parents are agricultures and labours; they have little knowledge relating to modern world and modern environment. Their environment narrows that created narrow mentality.

7. Economic Factors:

Some economic factors too are responsible for lack of interest shown by the tribal people in getting education. Since most of the tribal people are living in poverty, it is not easy for most of them to send their children to schools. The tribals depend on forests for 8 months and on farming for 4 months. The children of 4 to 6 age group are found to be helping their parents in gathering of forest goods. In this condition, parents do not want to spare their children or their labour power and allow them to attend schools.

8. Attitude of the parents:

Tribal parents are basically uneducated. Their illiteracy does not allow them to appreciate the long term value of education. As education does not yield them any instant financial benefits, they favour to connect their children in remunerative service which supplements the family earnings and strengthens the family financial system. Further a few parents who have become aware of the values of education fail to accord education to their children as they cannot have enough money finances for it.

9. Nutritional Problems:

Illiteracy refrain them from having the modern medical treatments and aids.

Dr. Mahendra Kumar Mishra, Strategies of Tribal Education for Intervention, Strategies of Tribal Education for Intervention Digumarty Bhaskara Rao DISTRICT PRIMARY EDUCATION PROGRAMME01 SEPTEMBER 1996

Ibid.

Indian Tribal Language: Part One, 2008, Available at http://tribes-of-india.blogspot.com/2008/10/indian-tribal-languages-part-one.html

They do not avail of immunization programmes for children.

Problems in School:

1. Language:

In Tripura, tribal students give their examination in Bengali language and teachers also give their lecturer in Bengali language. There are many tribal students' presents that are not good in Bengali language. This creates problem to tribal students.

2. Number of teachers:

Most of the primary schools run in the tribal areas are "Single teacher-managed whose presence in the school is more an exception than a rule".

3. Attitude of Other Students:

The negative attitudes between students can views in schools where both tribal and Bengali students are study.

4. Biasness of the faculty:

The upper caste teachers pays attention only to upper caste students & scold tribal students every now & then. Teachers have a prejudice that tribal kids are average students; also they don't take special care in promoting tribal education.

5. Curriculum:

The curriculum in the school is not more connected with local environment and local needs of the community. This has led to development of a negative attitude among the tribals towards education. To bridge the gap of the socio-cultural environment with that of the school curriculum exploration of rich tribal folklore can be helpful in the promotion of tribal education.

6. Medium of Instruction:

In Tripura it has been found that in school teachers is use Bengali language and in many cases it creates problem for tribal students for under the real matters.

7. High Dropout Rate:

Many tribal schools are plagued by high dropout rates. Children attend for the first three to four years of primary school and gain a smattering of knowledge, only to lapse into illiteracy later.

8. Study Materials:

Since many of the tribal dialects do not have their own scripts, regional script could be used to write the tribal language. There is urgent need to prepare instructional materials in those languages.

N.K. Ambasht, "Tribal Education: Problems and Issues", First edition, 2001, Venkatesh Prakashan, Delhi, p.2.

9. Attitude of the teacher about tribal culture:

The non-tribal teachers take on an outlook of indifference to tribal languages, customs, cultures and life-styles. They do not succeed to recognize the human values ingrained in these folk cultures. When they try to impart an education which neglects these human values and culture, they fail to make it interesting for the tribal children. The pre-conceived notions of the teachers that the tribal children cannot grasp anything beyond nature, forest and agriculture create barriers in expanding primary education among the tribal areas.

Government Initiatives:

The conditions of primary education in tribal areas are not good. This is not the only picture of Tripura but all over India. The school buildings are in broken condition and any time it may be collapse. In many schools children of 2 /3 classes are accommodated in a single class room. In many schools students are teach under the tree. In the primary schools, no effort is made to provide incentives and scope to music, dance, games, paintings, etc. which remain as latent potentialities with a child.

The planning teams at the State and district levels under **SSA** have been sensitized about the approach adopted and provisions made in the SSA framework for the education of ST children. **SSA** provides for Rs. 1.5 million per district per year for specific interventions for education of SC/ST children. It also provides free textbooks upto Rs. 150/- for girls and SC/ST children. The other components under the broad framework of SSA which have an impact on the education of tribal education are (i) school/EGS like alternative facility to be set up within one kilometer of all habitations; (ii) upgradation of EGS to regular schools after two years; (iii) mainstreaming camps, bridge courses/residential camps for out of school girls SC/ST children under the alternative and innovative education component; (iv) provision of process based community participation with a focus on the participation of women and SC/ST; (v) free midday- meal to all children at primary stage; and (vi) interventions for early childhood care and education.

Even though elementary education is deemed free and additional incentives are given to children, in practice, it is not free due to several reasons. First, the

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Dr. Mahendra Kumar Mishra, Strategies of Tribal Education for Intervention, Strategies of Tribal Education for Intervention Digumarty Bhaskara Rao DISTRICT PRIMARY EDUCATION PROGRAMME01 SEPTEMBER 1996

Education of Tribal children in India

incentive schemes do not have full coverage, and thus, have limited value at community level. Second, many of the benefits do not reach the beneficiaries. Third, even though incentives like slates and uniforms are given, they are of poor quality and do not reach in time, thus nullifying the entire purpose.

There is a need to evolve sensitive model of tribal education rooted in the psychological strengths of tribal children. Studies indicate that, in comparison to other groups, hunters and gatherers possess a high level of visual and tactual differentiation, they demonstrate capacity for fine judgment of shape and size of stimuli as well as spatial relations, and produce the categorization of an array of objects These abilities are greatly required for success in science, art, music, dance, athletic activities, and vocations like carpentry, tailoring, wood and stone crafts. These skills need to be utilized not only for education of tribal children in schools, but also in the broader economic spheres of tribal life. Such attempts will be helpful in generating and promoting the sense of competence, self-efficacy, self-respect, and positive self-image among tribal children in general.

In recent years the efforts of the government have been directed towards improving economic conditions of tribes by introducing various developmental programmes and schemes, mostly related to agriculture, horticulture, and cattle rearing, backed by subsidies and monetary and non-monetary inputs.

Assam was the first state to prepare teacher training modules and separate teaching learning materials for the Bodo tribal language in 1995. Bodo is also a medium of instructions in some districts of Assam. The work on tribal language materials was undertaken through DIET staff and BRC/CRC coordinators who belonged to the tribal community. Resource material in Bodo language has been prepared and all workbooks at primary stage have been translated/ adopted in Bodo language. In Golpara district, Garo medium workbook has been translated/ adopted and distributed in the schools. In Madhya Pradesh teachers' handbooks called Bridge Language Inventory (BLIs) have been in 3 prepared tribal languages viz. Gondi (Shahdol and Betul district), Kuduk, (Raigarh) and Bhili (Dhar).

In Karnataka a textbook for class I & II has been developed and introduced for Soliga language. A handbook has been developed for sensitisation of teachers towards social and cultural specificities of tribal societies. In

Vinoba Gautam (2003), Education of tribal children in India and the issue of Medium of Instruction: A Janshala experience.

Maharashtra tribal language dictionaries have been developed. Language resource groups have been set up for Bhili, Pawara, Madia, Gondi, etc. Kerala has developed bilingual language materials at district level in Kasarkode, Waynad, Malappuram and Palakkad.

Conclusion and Suggestions:

Tribal students are facing twice challenges, i.e. challenges from Environment and challenges in school. For that reasons they are more behind than the non-tribal students. It is very hard for the tribal students to face open competition with non-tribal students for enrolling in higher studies. Therefore, it is essential for providing reservation to them otherwise they will be depriving from higher education and at the same time government should take the initiatives for the socio-economic development of tribals.

Through educational development of tribals, it is possible for increasing their productivity and at the same time helpful for rural development in tribal areas.

Education of tribals cannot be left to short-term Plan strategies. It is important that planners take a long-term view which is embedded in a meaningful policy framework. Government should take the following initiatives for improving education of tribals in rural areas:

1. The training programmes for teachers should highlight more of tribal problems.
2. Special training program should be for teacher for learning tribal language.
3. The study materials needed for class room teaching should be provided in time.
4. More number of residential ashram schools are to be opened in tribal areas.
5. The text books should be based on the traditional knowledge and folklore of the tribals..
6. Provide residential accommodation for the teachers.
7. Enhance the relationship between teachers and students.
8. School inspectors (at the block and district level) should take active steps for solving problems associated with the primary schools in the tribal areas.
9. Improve infrastructure in primary schools.
10. Organization of meetings in tribal `haats' / bazaars and use of tribal fairs and festive occasions to discuss primary education issues.

CAPACITY BUILDING YIELDED TO GEOGRAPHICAL FACETS

- *Dr. RITA DAS NAYAK*

Among the different qualities of population, 'Education' perhaps is the most important. The educational system reflects the essential nature of the society to which it belongs. At the same time education can influence the future shape and direction of society in a number of ways. Thus the linkage between education and development is a two way process.

This paper deals with the spatial analysis of the data taken from Census Report, 2001, to grasp the status of tribal capacity in Higher Education, in Tripura along with the comparison to other North- Eastern states.

North- East India is a landlocked region. Physiographically, it is not a homogenous unit. The region has tertiary mountains, plateaus and river valleys, intermontane plain and piedmont plain. Tripura comprises 60% of the total land as tilla land and 40% as plain land. The whole area is dissected by North-South trending hills. It comprises four districts of which Dhalai and North Tripura is hilly.

Three important groups of people inhabit in N.E. India. They are hill tribes and non tribal population of the plain. The scenario of education among the people of N-E is furnished below : In Arunachal Pradesh, the percentage of literates is lowest i.e., 40% only whereas in Mizoram it records the highest percentage i.e., 75%. On the other hand, percentage of graduates among literates is highest in Manipur i.e., 6.24%, but of Tripura whereas out of total S.T population only 47.22% is literate. It is lowest in Tripura i.e.1.07%. Hence the translation of literates into the arena of Higher Education is not so bright in case of Tripura. But Manipur and Mizoram reveal comparatively better picture i.e., 57% and 6% and 75% and 4% respectively.

STATES	TOTAL ST	LITERATE ST		GRADUATE ST AMONG LITERATE ST	
		NUMBER	%	NUMBER	%
Sikkim	111405	64159	57.59	2842	4.43
Arunachal Pradesh	705158	281479	39.92	9909	3.52
Nagaland	1774026	998850	56.30	47599	4.77
Manipur	741141	419630	56.62	26177	6.24
Mizoram	839310	626038	74.59	24146	3.86
Meghalaya	1992862	966502	48.50	32355	3.35
Assam	3308570	1723428	52.09	39124	2.27
Tripura	993426	469132	47.22	5023	1.07

Now we come to the arena of Gender analysis. In the Higher Education sector the

percentage of female graduates among female literates is uninspiring in case of Tripura and Assam. In Tripura, it is 23.11% and in Assam 22.57% i.e., the lowest percentage of all the North-Eastern States. Though Manipur bears the highest sharing among literates but the female graduates among the literates is only 31.25%. All the states except Meghalaya reveal that the female graduates are less than 40%. The Meghalaya records 46.21% of graduate female among literates. Regarding the discrepancies among male and female graduates, Tripura records the highest, i.e., 77% male and only 23% females are graduates. A table has been made for this gender analysis. It is found that in all the northeastern states the literacy among male and female is mostly 50:50; but in case of Tripura the picture is different. She has 61.84% female literates.

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
TRIPURA	POPULATION	993426	504320	50.7	489106	49.23
	LITERATE	469132	286953	61.1	182179	38.83
	GRADUATE	5023	3862	76.89	1161	23.11

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
SIKKIM	POPULATION	111405	56940	51.11	54465	48.89
	LITERATE	64159	36071	56.22	28088	43.78
	GRADUATE	2842	1814	63.83	1028	36.17

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
ARUNACHAL PRADESH	POPULATION	705158	352017	49.92	353141	50.08
	LITERATE	281479	165874	58.93	115605	41.07
	GRADUATE	9909	8013	80.87	1896	19.13

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
NAGALAND	POPULATION	1774026	913203	51.48	860823	48.52
	LITERATE	998850	549061	54.97	449789	45.03
	GRADUATE	47599	31680	66.56	15919	33.44

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
MANIPUR	POPULATION	741141	374319	50.51	366822	49.49
	LITERATE	419630	235066	56.02	184564	43.98
	GRADUATE	26177	17997	68.75	8180	31.25

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
MIZORAM	POPULATION	839310	422963	50.39	416347	49.61
	LITERATE	626038	323528	51.68	302780	48.32
	GRADUATE	24146	15888	65.80	8258	34.20

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
MEGHALAYA	POPULATION	1992862	996567	50.01	996295	49.99
	LITERATE	966502	498521	51.58	467981	48.42
	GRADUATE	32355	17403	53.79	14952	46.21

		TOTAL	MALE		FEMALE	
			NUMBER	%	NUMBER	%
ASSAM	POPULATION	3308570	1678117	50.72	1630453	49.28
	LITERATE	1723428	1010313	58.62	713115	41.38
	GRADUATE	39124	30292	77.43	8832	22.57

In the Higher Education sector, Tripura records only 9% of the urban literates who took higher education. The condition of Arunachal Pradesh is very poor - it is only 7.06%. The highest percentage is noticed in Manipur which is 15.66%. On the other hand, in the rural sector, Tripura records only 0.68% graduates among rural literates. Hence more fruitful work is needed in case of Tripura to upkeep the scenario of higher education sector. In rural sector also, Manipur records the highest i.e., about 6%. In case of literacy, Arunachal Pradesh records the lowest percentage i.e., 36.18 for rural and 62.83 for urban whereas Mizoram records the highest i.e., 67.06% for rural and 82.54% for urban. Tripura records only 46.27% for rural and 83.66% for urban. Hence it is found that the Literacy rate is not so poor in case of Tripura in comparison to other N.E. states.

Table : 3

State		Total	Rural	Urban
TRIPURA	Literate%	47.22	46.27	83.66
	Graduate among Literate%	1.07%	0.68	9.27
ARUNACHAL PADESH	Literate%	39.92	36.18	62.83
	Graduate among Literate%	3.52	2.52	7.06
NAGALAND	Literate%	56.30	53.39	75.87
	Graduate among Literate%	4.77	3.63	10.14
MIZORAM	Literate%	74.59	67.06	82.54
	Graduate among Literate%	3.86	1.64	5.76
MEGHALAYA	Literate%	48.50	44.10	72.38
	Graduate among Literate%	3.53	1.35	9.96
ASSAM	Literate%	52.09	50.95	75.33
	Graduate among Literate%	2.27	1.74	9.64
MANIPUR	Literate%	56.62	55.92	70.61
	Graduate among Literate%	6.24	5.64	15.66
SIKKIM	Literate%	57.59	55.74	77.44
	Graduate among Literate%	4.43	3.14	14.40

Now, we come to the districtwise breakup of Tripura

Among the districts of Tripura, the population in West district has the lowest rural sharing and in South district the case is just the reverse. It is found that the literacy rate in West district is inspiring both in Rural as well as in Urban sector i.e., 56% and 86% respectively. The Dhalai district exhibits the lowest percentage in both the fields i.e., 36.74% and 72.31%. In higher education sector the picture is slightly dispersed. West district records highest urban graduates among literates i.e., 10.32%,

but in case of rural sector, it is only 0.70%. In Dhalai, the urban sharing of graduates is only 3.84%, which is the lowest. Among the rural sector, North district shows the highest percentage of graduates among literates i.e., 0.83% and South district shows the lowest i.e., only 0.57%.

In case of District wise break up of literacy, West district records lowest sharing of rural male i.e., 59.70% and highest sharing of rural female i.e., 40%; on the contrary this district shows lowest urban male i.e., 51.78% and highest urban female i.e., 48.22%. Dhalai records the highest rural male literates and South district records highest urban female literates.

In higher education sector Dhalai has an interesting picture. It records

				TRIPURA	WEST	NORTH	SOUTH	DHALAI
GENDER LITERACY	RURAL	MALE	NUMBER	275545	122896	38824	75040	38785
			%	61.53	59.7	62.64	62.68	64.31
		FEMALE	NUMBER	172313	82959	23152	44679	21523
			%	38.47	40.3	37.36	37.32	35.69
	URBAN	MALE	NUMBER	11408	8877	733	868	930
			%	53.62	51.78	59.64	64.63	59.65
		FEMALE	NUMBER	9866	8266	496	475	629
			%	46.38	48.22	40.36	35.37	40.35

91.67% of male urban graduates, on the contrary the developed West district has the lowest i.e., 64.69% of male urban graduates.

CONCLUSION :

It can be said that Higher Education is not only for better livelihood but for making responsible and thoughtful society within the tribal community. Higher education is a journey and in this journey the tribal students of Tripura has to go farther to reduce the gap between the literacy and the Graduate among the literate persons. For this the attention will be paid to-

★ Development of communication and transport.
★ Technology
★ Absorption.
★ Proper care to women in the society.
★ Value system.
★ Extending Tribal reservation facility to the downtrodden section of the tribal community.

All the factors are the steps to reach Capacity - Building. If we really want that, the Tribal enlightened people must come forward in this revolution to move the wheel of development.

Reference :

Achievement of Tribal Students in the area of Higher Education: A Case Study of Dasaratha Deb Memorial College

Sanjib Banik & Mallika Das

1.Introduction: The focus of the XIth Five Year Plan is "inclusiveness", with equal access to all. This approach requires identification of areas, regions as well as social-economic groups which have lower access to higher education than others and are below the all India average. Scheduled Tribes (ST) have been identified as one of the most backward groups of Indian society as per provision of Article 342 of the constitution of India. Further the Constitution of the country recognizes that the backward classes including ST peoples are required special protection. So the study is carried out in keeping in mind the achievement of tribal students in the area of higher education which is required for capacity building of the students.

Capacity building is generally meant academic, social, cultural, vocational development of the people. Here we considered only the academic aspect of capacity building.

2.Background of Dasaratha Deb Memorial College:

The Khowai Government Degree College, started its journey on the 24th November 1979 at Khowai Govt. Class XII School with only 3(three) students affiliated to Calcutta University. Late Dasaratha Deb, Education Minister of Tripura of that time laid the foundation stone of the new building of the College, as its present location is at Lalchera, at a distance of only 2 K.M. from Khowai town of West Tripura District and the college name had been renamed as Dasaratha Deb Memorial College in the month of January, 2000. At that time Now the college had 12 departments, 30 numbers (Assistant Professors-13 and Part-Time Teachers-17) of teachers and 1,121 students. Now the college is running by 16 departments, 42 numbers (Assistant Professors-21 and Post Graduate Teachers-21) of teachers and 1,800 students.

3.Objectives of the Study:

- ★ To find out the enrollment status of tribal students of Dasaratha Deb Memorial College from 2001-2010
- ★ To study the trend of examination result from 2001-2010
- ★ To study quality-gaps factors associated to quality in college education which is required for capacity building of the students
- ★ To study the infrastructural facilities (both academic and financial) which are required for strengthening knowledge and capacity building in higher education for the development of tribal students.

4. ***Study Area:***
The case study is carried out in Dasaratha Deb Memorial College with large percentage of tribal students (41%).

5. ***Methodology:***

★ The study is based on the secondary data collected from the college records and different departmental reports.

★ Here the descriptive survey method is followed.

6. ***Analysis of Data:*** Both quantitative and qualitative study is used to analyse the data .

7. ***Limitation of the Study:***

★ The data is collected only for last ten years.

★ For analyzing the report the gender issue is not considered due to unavailability of records in the college.

8. ***Analysis of Data:***

8.1 The level of higher education may be determined by the size of institutional capacity of higher education system in the country. The size of institutional capacity is determined namely by the indicators like number of educational institutions--universities and colleges, number of teachers, number of students. The following Table No-1 shows the position of institutional capacity in higher education of India and Tripura

Table-1 Institutional Capacity in Higher Education:A Comparative study between India and Tripura

Institutional Capacity Indicators	Higher Education Institution in India (2008-09)	Higher Education Institution in Tripura (2008-09)	Percentage
Number of University Level Institutions, including Private Universities	431	03	
Number of Colleges	20,677	33	
Number of Teachers (Regular & Part-time)	5.05 Lakhs	1,263	
Number of Students (Graduate & Post Graduate)	116.12 Lakhs	31,871	
Teacher Student Ratio	23:1	25:1	
Number of Tribal Students (Graduate & Post Graduate)	N.A	5,719	18%

Source: Report of Sri Sukhadeo Thorat, Chairman, UGC on 7th Convocation of Tripura University, 14th February, 2009 and Economic Review, 2008-09, Directorate of Economics & Statistics Department, Government of Tripura, Agartala

The higher education in India has witnessed many fold increase in its institutional capacity since independence. During 2008-09, the number of Universities in India was 431, 20,677 no. of colleges, 5.05 lakhs teachers, 116.12 lakhs students. The higher education institutions in Tripura is also expanded day by day. During 2008-09 the number of Universities is increased to 3 (three), 33 no. of colleges, 1263 no. of teachers, 31,871 students. Out of 31,871 no. of students, enrollment of ST students is 18% in Tripura. The teacher student ratio in Tripura (25:1) is also just near to All India level (23:1).

8.2 Since the study is carried out about the college, so it is required to find out the position of institutional capacity of the college. The following table-2 shows a comparative study in between the year 2001-02 and 2010-11.

Table-2 Institutional Capacity in Dasaratha Deb Memorial College:

Institutional Capacity Indicators	2001-02	2010-11
Number of Teachers (Assistant Professors & Part-time/ Post Graduate Teachers)	30 nos. (Assistant Professors-13 nos. Part-Time Teachers -17 nos.)	42 nos. (Assistant Professors-21nos. Post Graduate Teachers-21 nos.)
Number of Students	1,121 nos.	1,800 nos.
Number of ST Students	171(15%)	738 (41%)
Teacher: Student Ratio	37:1	43:1

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

The table shows that the enrollment of ST students in DDM College is increased from 15% in 2001-02 to 41% in 2010-11, Although the number of teachers has increased from 30 to 42 during the period, but teacher student ratio is fallen from 37:1 to 43:1. The figure is much lower than the State level figure (25:1).

8.3. To strengthening the capacity building of the students it is required to facilitate different Courses. The table-3 shows the position of different courses in the college.

Table-3: Courses offered:

Mode	Courses offered	2001-02	2010-11
Regular Mode	General Degree Courses	12 subjects	16 subjects
	Professional Courses	Nil	03 Courses
Distance Mode	General Degree Courses through Tripura University	Nil	04 subjects
	Professional Courses through Convergence Scheme, IGNOU	Nil	06 Courses

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

The table shows that the number of general courses through regular mode is increased from 12 subjects to 16 subjects within last ten years. Professional courses are also started from 2009-10 both in regular and distance mode. Tripura University allowed to start admission in general courses through distance mode in the college from the year 2009-10. The students are getting now more access in choosing the general courses both in regular and distance mode. They can take the advantage of professional courses also.

8.4. The access to higher education may be measured in terms of enrollment status of the students.

Table-8.4(A) Enrollment Status of the 1st Year Students (General Degree Courses through Regular Mode) of DDM College:

Year	No. of Students	Number of ST Students	Percentage
2001-02	396	59	14.9
2002-03	496	80	16.1
2003-04	435	61	14.0
2004-05	395	135	34.2
2005-06	443	103	23.3
2006-07	483	167	34.6
2007-08	596	206	34.6
2008-09	950	146	15.4
2009-10	720	231	32.0
2010-11	845	349	41.3

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

It is found that the growth rate of enrollment of 1st year students is 55% in between the period 2001-02 and 2010-11 while the growth rate of enrollment of ST Students is 17% during the same period. At that period percentage of enrollment of ST students is increased from 14.9% to 41.3%.

Table-8.4(B): Enrollment Status of the Students (General Courses through Distance Mode) of DDM College:

Year	No. of Students	Number of ST Students	Percentage
2009-10	09	04	44.4
2010-11	38	18	47.37
Total	47	22	46.81

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

Enrollment status in general courses through distance mode is progressive. The above table shows that enrollment of tribal students is raised from 44.4% in 2009-10 to 47.81% in 2010-11. In total, 46.81% of tribal students are taking the advantages of higher education through distance mode.

Table-8.4(C): Enrollment Status of the Students (Professional Courses through Regular Mode) of DDM College:

Year	No. of Students	Number of ST Students	Percentage
2009-10	16	02	12.5
2010-11	19	04	21.05
Total	35	06	17.14

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

The above table shows that out of 35 enrolled students in professional courses, ***17.14 % are ST students. Enrollment of ST students is increased from 12.5% in 2009-10 to 21.05% in 2010-11.***

Table-8.4(D): Enrollment Status of the Students (Professional Courses through Distance Mode) of DDM College:

Year	No. of Students	Number of ST Students	Percentage
2008-09	18	01	5.5
2009-10	21	05	23.81
2010-11	23	06	26.10
Total	62	12	19.35

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

IGNOU is offering different professional courses. It is found that from 2008-09 to 2010-11 the enrollment of ST students is increased from 5.5% to 26.10 %.

5. The performance of students may be determined by examination result. The status of examination result of the tribal students of the College is analysed through the following table.

Table-5: Examination Status of ST Students (General Degree Courses through Regular Mode) of DDM College:

Year	Part-I			Part-II		
	ST Students Appeared	ST Students Passed	Percentage	ST Students Appeared	STStudents Passed	Percentage
2001-02	65	22	33.84	31	23	74.19
2002-03	89	28	31.46	31	27	87.10
2003-04	102	36	35.30	38	34	89.47
2004-05	140	46	32.86	42	38	90.48
2005-06	125	45	36.00	23	22	95.65
2006-07	117	40	34.00	53	52	98.11
2007-08	170	57	33.50	58	49	84.50
2008-09	240	130	54.16	65	57	87.70
2009-10	302	167	55.30	99	89	89.90

Source: Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)

If we notice about the trend of Part I Examination result of ST students, it is found that the rate of passing of ST students is increased from 33.84% in the year 2001-02 to 55.30% in the year 2009-10 indicating better performance of the students in the examination. The same trend is found in case of Part-II Examination also. But result is much better in Part-II Examination compared to Part-I Examination.

6. The 11th Plan recognized the issue of quality. So it is also important to study the quality-gaps factors associated to quality in college education which is required for capacity building of the students. In this connection a comparative analysis is done about all colleges and with DDM College.

Table-6 : Quality Gaps-Factors associated to quality in colleges :A comparative analysis

Factors associated	Average of College	Average of DDM Colleges	Benchmark	Quality Gaps of all College	Quality Gaps DDM College
Student Teacher Ratio (STR)	27	43	23	-4	20
STR by Permanent Teachers	33	86	30	-3	-56
Total no. of Teachers per college	47	42	78	31	36
Total no. of Permanent Teachers per college	39	21	54	15	33
Total no. of other Teachers per college	9	21	25	16	04
Proportion of teachers without M.Phil or Ph.D	57%	83%	0	57%	83%
No. of Books per College	11,966	12,300	15,215	3,249	2,915
No. of Journals per college	13	09	22	9	13
Students per Computer	229	30	145	-84	115

Sources:

1. *Based on the Report by Sri Sukhadeo Thorat, Chairman, UGC on 7th Convocation of Tripura University,14th February, 2009*
2. *Records of Dasaratha Deb Memorial College, Khowai, Tripura (West)*
   Considering average of all colleges of India, the teacher- student ratio by permanent teachers is 33:1 while the figure is 86:1 in DDM College. Total number of teachers (Permanent and other teachers) per college in India is 47 while the benchmark is 78. In case of DDM college, the number is 42. So there is a gap of 36 teachers in DDM College. Total number of permanent teachers per college in India is 39 while the benchmark is 54. In case of DDM college the number is 21. Here also there is an additional requirement of 33 permanent teachers. In other factors like nos. of books, nos. of journals and students per computer, the performance of DDM College is impressive.

8. Major Findings:

- The higher education institutions in Tripura are increasing day by day.
- The enrollment of students including ST students in DDM College is increasing.

- The passing of tribal students in examination is increased during the last decade which indicates better performance of the tribal students.
- There is a shortage of permanent teachers.
- Teacher -student ratio is low.
- In spite of shortage of permanent teachers, they are taking extra liability for upgrading the knowledge of the students and it shows increase in passing of the students in the examination.
- It is found that various general and professional courses are offered to the students both in regular and distance mode and the students are getting the access of it,
- Generally high quality colleges are better placed with regard to academic indicators, which include higher student-teacher ratios, number of permanent teachers or teachers with Ph.D degree, books and journals per college, students per computers etc. However, The present analysis shows that the position of DDM College is generally good in few factors like nos. of books, nos. of journals and students per computer.
- The college have poor physical infrastructural facilities like poor library building, inadequate teachers quarters, poor canteen, lack of adequate class rooms.
- For infrastructural development of the college, the State Government as well as UGC is providing financial assistance . The State Government is providing book grants, stipends, rents for accommodation of the tribal students. The UGC is implementing various schemes by releasing grants-in -aids to the college like as rent for accommodation, conveyance allowance, stipends, books and journals, equipment, class room furniture, teaching aids, remedial coaching classes, classes for entry in services for tribal students etc.

9. *Summary and Conclusion:*

From the above study it is concluded that :

- There is a substantial increase in the enrollment of tribal students during the last ten years. The examination performance of the students is also good.
- But there is a serious problems relating to the availability of permanent teachers. If more permanent teachers are employed, the capacity building of the students will be raised and it will be sustainable.
- Side by side vocational training programmes and job oriented courses must be introduced at college level .
- Physical infrastructural development in the college (mainly boundary wall, hostel facility, common rooms for students, sports facilities, gymnasiums,

auditorium, seminar room, play ground etc.) is also required for capacity building of the students.

- Only higher education department can not take the whole responsibility, Other line departments have to be come forward for the overall development of higher education.
- Community participation is also needed for the development of higher education.

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HIGHER EDUCATION FOR TRIBAL STUDENTS OF TRIPURA: Facilities & Difficulties

Gouri Kalai

INTRODUCTION:

Formal education of a student remains incomplete without higher education. Higher education not only makes the people socially, politically and morally conscious but has a great impact on the economic development of the society. But access to higher education is not so easy just like that of primary education which is constitutionally free and compulsory for all. Requirement of higher marks and quota system that can be combined as reservation policy, limited seat capacity, financial and social background of family block the students of our area to come to the platform of higher education. However accessibility of tribal students into higher education is little easier than that of others as there are the provisions of cut off marks in admission, arrangement of stipend and scholarships, and age concession in admission and jobs.But at the same time we have to realize that there are also innumerable challenging obstacles for a tribal student in the field of higher education that they share in common with other students like financial problem. Apart from these, tribal students all over the country face a lot of difficulties such as lack of guidance, family environment, low confidence, language problem and to some extent irrelevant course-curriculum. Same is the case and even more for the tribal students of Tripura both in their homestate as well as outside their state.

These may be discussed below in detail:

FACILITIES:

Reservation of seats: Like any other place, there is a provision of reserving some seats for the tribal students during admission to the general degree college or university. In Tripura, 31% of total seats are reserved for the students belonging to scheduled tribe category. Besides this, the students with good marks among them are enlisted in the general category ensuring their seat in the institution from the un-reserved quota.

Stipend & Scholarship: The students belong to the category of scheduled tribe category of class XI and above higher classes in colleges and universities whose family income is not more than Rs.1,08,000/- are provided with Post Metric Scholarship as maintenance allowance.2 Book grants are additionally provided to them.

Hostel Facility: Every year hundreds and thousands of tribal students go out of their homes to other states to achieve higher education.3 Therefore the government of Tripura adopts a scheme of running a hostel for tribal students both boys and girls separately not only at different towns in the state but also in Shillong, Delhi etc.

Locally Availability of colleges and university: Generally parents in the North east India do not encourage their children for higher education and parents of tribal students of Tripura are no exception to this. They discourage their children because they do not want their children to go far from home and other reasons like lack of money etc. This problem has been tackled by the state government by establishing the institutions of higher education like central university and medical college within the state so that the students of this region can pursue higher studies.Provision of rewards and Awards: The tribal students in Tripura are encouraged for their excellence in studies. Like the school students, the meritious tribal students who secure 55% and above in the annual examination of class XI and above are awarded together with a certificate.4 In addition, the tribal students who pursue post graduation at the institutions within the state are provided monetary aid from time to time in terms of financial help.

Relaxation of age in admission and government jobs: Along with the SCs and STs of other states in India, there is a relaxation of five years for tribal candidates in entering to government jobs. This directly or indirectly encourage the tribal students to continue their education up to higher level.

No doubt the above mentioned facilities are provided to the students of Tripura and tribal students particularly, there are the following difficulties which specifically pose challenges for them in the arena of higher education.

Economic Condition of the Family Most tribes live in abject poverty. During childhood a tribal child is considered as extra helping hands in the household and in the youth, he or she has to earn for the family. In this family condition, a brilliant tribal student can't even think of continuing education up to higher level.

Distance or remoteness: Majority of the tribal people in Tripura live in the far flung backward areas which are not well connected to towns and cities. It takes too much time to reach a nearby high school or a college for a student from these areas. Most of the parents can't afford them either the room-rents in the towns or the transport fees to educational institutions.

Absence of Proper Guidance: There is hardly any enlightened family in the tribal areas where an aspirant student could be properly guided in choosing for and pursuing a course under higher education. Lack of background, attitude of

friends, alcoholism and communal feeling often misguides a tribal youth that can lead him or her upto insurgency or extremism.

Language Problem: The problem of the tribal students in Tripura and outside regarding medium of instruction remains unsolved till the date. Language is a major instrument of communication between a learner and a teacher. But incapable of being well-versed in alien language which is used as the medium of instruction, tribal students are discouraged in the field of higher education.

Lack of Confidence: Tribal students in Tripura normally opt to pursue higher education in Arts or Humanities the subject matters of which require proper expression and explanation. But it is commonly found that they can't answer the questions confidently. In spite of language problem, fear of being insulted is another reason due to which dedicated; committed and efficient tribal student can't express and share his or her views to teachers.

Irrelevant Course-Curriculum: Higher education constitutes the backbone of societal development. But indianization of course- curriculum is considered as irrelevant and not suitable for the tribal students in general as it has no role in maintaining of their traditional values and identities.4 Tribal students in Tripura equally feel that the existing curriculum is against their identity and sentiments and it is blind about the local issues, their place and people.

Communalism and Violence: Higher education is a pre-requisite to bring about social cohesion in any society. Quality education has the ability to fight with communalism and violence. But higher education among the tribal students itself is disturbed by communalism and violence. Tribal population is divided into diverse ethnic and cultural groups. The communal feeling creates tensions in the tribal society and the youth are badly affected by it

The rate of social progress depends on the levels of education and it is undoubtedly uninterrupted higher education that can produce a well educated youth in the tribal society who can really make a difference in the tribal society of Tripura which suffers from superstition, ethnic and communal differences, and narrow-mindedness. In a situation where only higher education can change the society, following strategies can be suggested to remove the obstacles that come in the way of tribal students of Tripura in higher education:

Family income of the tribal family can be raised through different governmental aids and economic activities.6

Responsible counselors may be appointed by the government in the tribal areas to motivate the tribal students for higher education.

Language problem is a serious obstacle with tribal students in Tripura. This

can be partially solved if there is a proper cooperation from the faculty and the administration.

Confidence in the tribal students can be built if there is an encouragement and friendly atmosphere created by the teacher in the class room.

Curriculum of higher education should include the local history, politics and movements of tribal people, beautiful geography of Tripura at large in the syllabi to attract the tribal students.

Leaders, administrators, academicians and all the responsible citizens of the society have to come together to detach the tribal youth and the life of destruction and bring them into higher education.

Conclusion

Education can not be confined to specific sections of society and so is the higher education. It is the higher education that tribal people started to understand their existence and their responsibilities in the society. Economic development is another significant impact of higher education in the tribal areas of Tripura. This is why though challenging, higher education is popularly accepted by tribal students in Tripura. To me affection for higher education may also partly solve the problems of our state.

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Capacity Building of Tribal Students in Tripura : An Outsider's View

Dr.Dilip Sarkar

Generally and mainly the term "Capacity building" means to develop a certain skill or competence, or for general widening of performance ability. Till 1991 it is accepted as any type of skill development. But by 1991 it has been given a new shape and new title -'capacity building'. UNDP defined 'capacity building' as ' the creation of an enabling environment with appropriate policy and legal frameworks, institutional development, including community participation [of women in particular], human resources development and strengthening of managerial systems, adding that, UNDP recognizes that capacity building is a long-term continuing process, in which all stakeholders participate[ministries, local authorities, non-governmental organizations and water user groups, professional associations, academics and others].Mainly it thrusts on human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

The study aims at exploring the ways to remove the hurdles in capacity building of students in general. The area of the study mainly covers the students specially the tribal students in Tripura. Traditionally it is believed that enhancement of capacity must be the first and foremost target of all types of readers. Education should allow students to reach their fullest potential in terms of cognitive, emotional and creative capacities. But in our country ***to a large extent the motto of study has been derailed gradually.*** Education in institutions is not as if helping to build up the capacity of the students. Or it appears that the students are not motivated or have not motivated themselves enough to increase their ability. It is rather unfortunate that a large number of young students in higher education are trapped by the lack of capacity built up in them. ***Their mind is as if allured to some other goals of life.*** The emphasis is as if mainly on acquiring degree/ job than on acquiring knowledge or skill development. It is observed that in our state, Tripura thrust is given more on expansion of education. Result in H/S examination during the last few years' hints at this point. On the other hand, scored marks in the exam. as the indicator of quality do not show a remarkable improvement in capacity building of students. The study intends to indicate the present situation of capacity building among the tribal students in Tripura. Expansion of higher education in the tribal community is also not up to the level

of non-tribal students. Capacity building of tribal students in the state is also in miserable situation. There are some specific causes along with general troubles in case of tribal students. In the research paper the scholar has tried to earmark some major initiatives to be taken for the capacity building of tribal students in the state. He opines that an extensive effort must be given on the capacity building besides the present system of expansion of higher education in the state on the part of the administration, the student community, teaching community, and the guardians. Moreover, he emphasises that capacity building is a weapon to fight against any sort of alienation and it is also a means to prosper or adjust in the world of liberalisation, privatisation, and globalisation.

At present it is known to almost everybody about the utility of education, particularly of higher education for the overall development of a nation or a state. It is already established that without proper emphasis on the development of higher education a nation cannot progress in the present day perspective. Now-a-days there is an awareness among the people, particularly among the students passing out of schools, of the vital importance of higher education for the socio-cultural and economic development and for building the future of the society and the country. Moreover, it is an undisputed historical fact that higher education, over the centuries, has been able to induce change and progress in society. This calls for equipping the younger generation [17-23 yrs old] with new skills and knowledge, and further expansion of higher education. Certainly we can agree with S.Rinpoche, ex-President of the Association of Indian Universities, when he remarks :"It is higher education that provides the technological base so essential for economic development, and that creates the competencies required in all spheres of human activity."Again it was rightly pointed out in "National Policy on Educatoin" [I,Part V,P-14]: " Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system." But unfortunately the ruling authority of our country has not been giving more emphasis to materialize the mission. On the contrary specially since 1990s in our country the national authority has been considering higher education as a non-merit goods and has been gradually shaking off its responsibility and handing over to private, corporate, and foreign business houses. In such a situation it can be easily assumed what is the position of the tribals of our country in the field of higher education.

A group of conscious educated citizens of our country may be very much satisfied about the spread of higher education simply depending on the rapid increase of the number of higher education institutions. At present in India the number of universities including deemed universities or like is 348 and number of colleges is 17,625; moreover, 150 foreign higher education institutes have been serving in our country. The number of students enrolled in institutions of higher learning has increased from 1 lakh in 1947 to 2.63 lakh in 1950-51, 6.45 lakh in 1960-61, 19.64 lakh in 1970-71, 26.18 lakh in 1978-79, 74.18 lakh in 1998-99, I crore in 2006.But we try to consider this rate of growth of enrollment in comparison with the population growth, it is negligible.

It is now already established by the educationists that for the rapid progress of a country at least 20% of its population [17- 23 yrs] must be in the fold of higher education. But the leaders of our country have been moving to the opposite direction as their recent taken steps indicate so.In 2006 the National Knowledge Commission has strongly recommended to establish 1500 universities in the country in order to raise the present enrolment rate of students from ***10% to 15% within 2015.But the govt.*** has decided to establish only 30 university level institutes within 2012.What a funny approach to higher education! In case of tribal communities higher education is ,as if , a distant goal; in a survey it is exposed that ***among the all enrolled students[10% of 17-23 age group] only 4.6% students are belonging to S.T communities.***

Perhaps it would be unwise and irrational if he/she does not keep in mind the national scenario at the time discussion on higher education in Tripura. Otherwise the analysis may be far from crude reality.

In the hilly backward state, Tripura the journey of higher education was started with the establishment of Maharaja Bir Bikram College at Agartala in 1947.At present the number of the institutes of higher learning in the state exceeds 28 among which there are 15 General Degree Colleges, 2 Medical Colleges, 2 Universities and other professional and technical colleges/ institutesrners Moreover, the state govt. has very recently declared that within next three years another 6[six] new General Degree Colleges will be established in different corners of the state. Every year more ***than 12,000 students have been enrolling in the higher education institutes passing H.S Examination in the state and about 800-1000 students are going outside the state for higher study.*** A positive trend is observed in the ***increase of the percentage of pass-out students in H.S Exam*** and in the enrolment in higher studies.

RESULT OF H.S EXAMINATION UNDER T.B.S.E

Table : 1

Year	Eligible candidates	Appeared	Passed	%	I-II DIV
2003	13951	12865	7380	67.02	
2004	14402	13413	8028	67.23	
2005	14780	13687	8567	68.87	2519
2006	14499	13618	9117	73.50	3295
2007	16154	15179	10101	75.79	
2008	17284	16315	11428	75.72	
2009 20,364	19,879 19,372	19,457 12,063	12,084 62.21	62.56 3399	2010

Status of students appeared in Madhyamik Exam. Under T.B.S.E for the last few years may be looked into:

RESULT OF MADHYAMIK EXAM. UNDER T.B.S.E

Table : 2

Year	Eligible candidates	Appeared	Passed	Percentage	I+II Div.
2003	33,209	16,013	55 .22		
2004	33,122				
2005	35,934	18,535	58.04	4076	
2006	31,573	20,494	69.7	5242	
2009	39,371	38,097	20,141	53.23	
2010	45,484	43,921	23,235	52.46	4319

If we analyse the result of Madhyamik and H.S Exams. as mentioned above, we find a clear trend of increase in enrollment and total pass .But in both the cases only 15-20% students score more than 45% marks.Or if we accept such percentage of marks as indicator of quality, we can say that only 20% are qualified students.

Side by side as the State Govt. has been giving more emphasis on the spread and quality improvement of education, it has been relentlessly allocating more budgetary provision on education; it is more than 18% every year. As a result more and more students have been coming in the arena of higher education.

STRENGHTH OF STUDENTS IN HIGHER EDUCATION INSTITUTES

Table : 3

YEAR	GENERAL	DEGREE COLLEGE	UNIVERSITY	ENGINEERING COLLEGE
2003		9137	1385	648
2004		19210	1451	637
2005		20231	1514	714
2006		20698	3181	838

Even after that it is the fact that the enrolment rate in higher education in Tripura is far below the average rate of total students; Among the youths of 17-18 age-group of S.T. people only 5% youths pass H.S exam., while passing rate of total students is nearly 10% in Tripura. This study will try to focus on position of S.T people in the state..

RESULT OF S.T STUDENTS IN MADHYAMIK EXAM. UNDER T.B.S.E

Table : 4

YEAR	APPEARED	I DIV	II DIV	III DIV	TOTAL
2005	10,973	51	318	3300	3669
2006	9,973	90	498	3483	4071
2010	13,931	74	223	3942	4239

As it appears that only 7-12% S.T students among the passed students in both Madhyamik and H.S Exams. get more than 45% marks, the situation is alarming. But on the contrary, there is a good sign that number of passed students has been increasing.

RESULT OF S.T STUDENTS IN H.S EXAM. UNDER T.B.S.E

Table : 5

YEAR	APPEARED	I DIV	II DIV	III DIV	TOTAL
2004	2804	05	104	991	1100
2005	3167	13	99	992	1104
2006	3157	20	223	1288	1531
2007	3419	20	191	1576	1787
2008	3863	13	245	2531	2900
2009					
2010	5399	22	217	2075	2314

But we see the quite opposite picture in EMR Schools as exposed in Madhyamik level exam.

ACADEMIC PERFORMANCE OF EMR SCHOOLS IN AISSE[10] UNDER CBSE

Table : 6

EMR SCHOOL	ACADEMIC YEAR	STUDENTS APPEARED	STUDENTS PASSED	I DIV.
B.C.Nagar	2007-08	55	55	09
	2008-09	41	41	21
	2009-10	39	39	17
Khumulwng	2008-09	26	26	11
	2009-10	41	41	41

STRENGHTH OF S.T STUDENTS IN GOVT. DEGREE COLLEGES IN TRIPURA

Table : 7

YEAR	NO. OF STUDENTS [Ist ,2nd ,and 3rd]
2005	2699
2006	3242
2007	3918
2008	4478

The two tables indicate the increase of S.T students in the field of higher education in Tripura.,but the percentase is highly negligible: only 5%.

NUMBER OF THE SCHEDULED TRIBES STUDENTS IN TRIPURA IN 2006-07

Table : 8

P.G	U.G	H.S	HIGH	SR.BASIC	PRIMARY
227	3134	6230	25180	64435	202510

Out of 35 lakh population in Tripura there are about 10 lakh S.T people[31% of total population].Among them there are 1.30 lakh children of 0-6 yrs[standard accepted norm- 13%] If in a particular year 60,000 children are admitted into class -I, only 2750[appro] are eligible to admit into the institutes of higher learning. The percentage of enrolment is very poor; it is roughly around 5%.

The above data indicate how out of 2,02,510 students in primary section only 3134 students stay in higher education at the graduate level. At the post-graduate level also we find a slight increase:

STUDENTS[S.T] AT P.G LEVEL

YEAR	NO. OF STUDENTS
2003	207
2004	258
2005	268

In Tripura University there is no S.T student in the Depts. Of Maths, Physics, Chemestry since last few years.

Even after the growth the crude reality makes every citizen very much worried.It may be shown through the position of S.T studentds in any major college like M.B.B.College.

In M.B.B.College there are 242[appro] seats in Honours Course and 250[appro] seats in Pass Course in three streams reserved for S.T candidates every year. But all the seats are not filled up for non-availability of eligible candidates.

STRENGTH OF STUDENTS IN M.B.B.COLLEGE [ADMITTED IN IST YEAR]

Table : 9

	General	S.T	S.C	Minorities	Total
2009	1118	441	372	155	1931
2010	1052	550	385	086	1987

NUMBER OF S.T	STUDENTS IN TECHNICAL INSTITUTIONS
2008	170
2009 190	190
2010 195	195

In a survey among the college students belonging to ST community it is observed that more than 70% students are admitted in the colleges at Agartala which are in better position in case of staff and other facilities. But their result in University Exams. shows that merely 15-20% students pass. And the number of students who have scored more than 45% marks is scanty. Every year in MBBC 450 - 550 ST students are admitted in 1st year. But in Final examination 87 in 2008,79 in 2009, and 110 in 2010 passed. The picture is almost the same in other colleges also. What are the reasons?

STRENGTH OF S.T STUDENTS IN M.B.B.COLLEGE

Table : 10

YEAR	IST YEAR			II YEAR			III YEAR.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
2002-03	255	045	300	184	015	199	081	014	095
2003-04	250	042	292	182	018	200	149	018	167
2004-05	269	059	328	216	034	250	111	017	128
2005-06	210	041	251	176	022	196	146	022	168
2006-07	222	072	294	115	029	144	132	027	159

Now if we try to review the result of S.T students admitted in the college, we will find the percentage of pass-out is very poor

Table : 11

ARTS STREAM	PART II EXAMINATION					
	HONS COURSE			PASS COURSE		
YEAR	SEATS	APPEARED	HONS	SEATS	APPEARED	PASSED
2005	140[APPRO]	45	32	200[APPRO]	47	44
2006	140	48	29	200	59	57
2007	140	37	27	200	78	60
2008	140	32	27	200	46	34

Thus it is clear than out of 251 students admitted in year in 2005 only 61 students succeeded to their graduation i[Arts]n 2008

Table : 12

	COMMERCE STREAM		PART II EXAMINATION			
	HONS COURSE			PASS COURSE		
YEAR	SEATS	APPEARED	HONS	SEATS	APPRED	PASSED
2005	25	07	04	30	21	15
2006	25	07	03	30	14	12
2007	25	04	01	0	18	16
2008	25	02	00	30	16	14

In case of Hons students the result is miserable.

Table : 13

	SCIENCE STREAM		PART II EXAMINATION			
	HONS COURSE			PASS COURSE		
YEAR	SEATS	APPEARED	HONS	SEATS	APPEARED	PASSED
2005	65	03	01	35[appro]	12	07
2006	65	04	04	35	15	08
2007	65	04	02	35	07	06
2008	65	01	01	35	15	14

In case of Hons course the result is highly alarming undoubtedly.

It is now a well known fact that along with other sections numbers of S.T students have been increasing every year in the field of higher education It is mainly due to massive effort given by the state govt. If the growth in school education is to be retained in higher education, a planned financial and other supports have to be extended. Existing allocation pattern of finance is to be reviewed .More fund should be allotted for higher education specially for tribal communities.

Table : 14

STATE BUDGETARY ALLOCATION ON EDUCATION [IN LAKH]			
YEAR	SCHOOL EDU	HIGHER EDU	SOCIAL EDU
2005-06	42,578.60	6,133.76	6,285.60
2006-07	54,113.11	5,405.15	11,312.69
2007-08	57,619.00	4,223.00	11,973.68

So it is clear enough that the spread of education at school level demands legitimately the spread of higher education. But for more enrolment in higher education for S.T students ***more emphasis is to be given at higher secondary*** stage. Again any kind of blockage in the pipeline of education [pre-primary to higher] would create a problem. In 2010 under TBSE out of 12,064 students only 2314 ST students are qualified to admit into colleges. It is only 20%of the total pass-out students in the state. Again it is a good trend that about 1200-***1400 ST students have been getting admission in General Degree Colleges at Agartala*** to pursue higher studies. Maximum students are from ***rural areas*** and have ***scored below 45% marks.*** Out of these students about 150 students get eligibility to get admission for Master Degree. The situation is grave, but a trend of effort is visible to come out of the situation At this juncture at least to achieve 10%enrolment in higher education for S.T students and to build up their capacity or to improve quality ***some specific steps may be taken:***

1. A specific proper scientific rational education [higher] plan must be framed.
2. A permanent education council on higher education is to be set up immediately.
3. A perspective plan on higher education is to be made. A special perspective for S.T student is to be framed.
4. Some hostels are to be established for easy access to higher study.
5. To increase the rate of enrollment rapidly special attention must be given on S.T students by providing more financial and ***special remedial coaching*** facilities.
6. To increase the quality of these students more and more teaching facilities including coaching classes must be extended.
7. Besides the guardians the authority and the teaching community must motivate them constantly in a systematic manner.
8. Hostel facilities must be extended to all the students who have come from a long distance to pursue higher study.
9. An extensive lesson should be given through tutorial/coaching classes
10. Teachers as well as institution authority may be motivated to influence the down-trodden ST students.
11. As their mother tongue is not used as the medium of instruction, all other languages seem to them foreign languages. Special emphasis must be given on the ***proper training in other languages like English, Bengali, and Hindi.***
12. Curriculum of syllabus must be prone to tribal culture.
13. Institution of higher learning tribal art and culture may be established to use the latent inherent capacity of the common students.
14. ***Institute on tribal carpentry may be established***

Perhaps it would not be unwise to think that more and more entry in higher education will help the tribal youths to come out of the bottlenecks of life like frustration, isolation, insecurity and other negative aspects. As we know that overall development of society can be attained only through proper emphasis on higher education as it seems to be a moving force behind all development. At the present juncture emphasis should be given on that of education which will help the students to equip themselves in a manner so that they can use their hidden strength and can challenge the odds of life in competitive world.

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A LINGUISTIC GIST FOR THE DEVELOPMENT OF TRIBAL STUDENTS ACADEMICALLY

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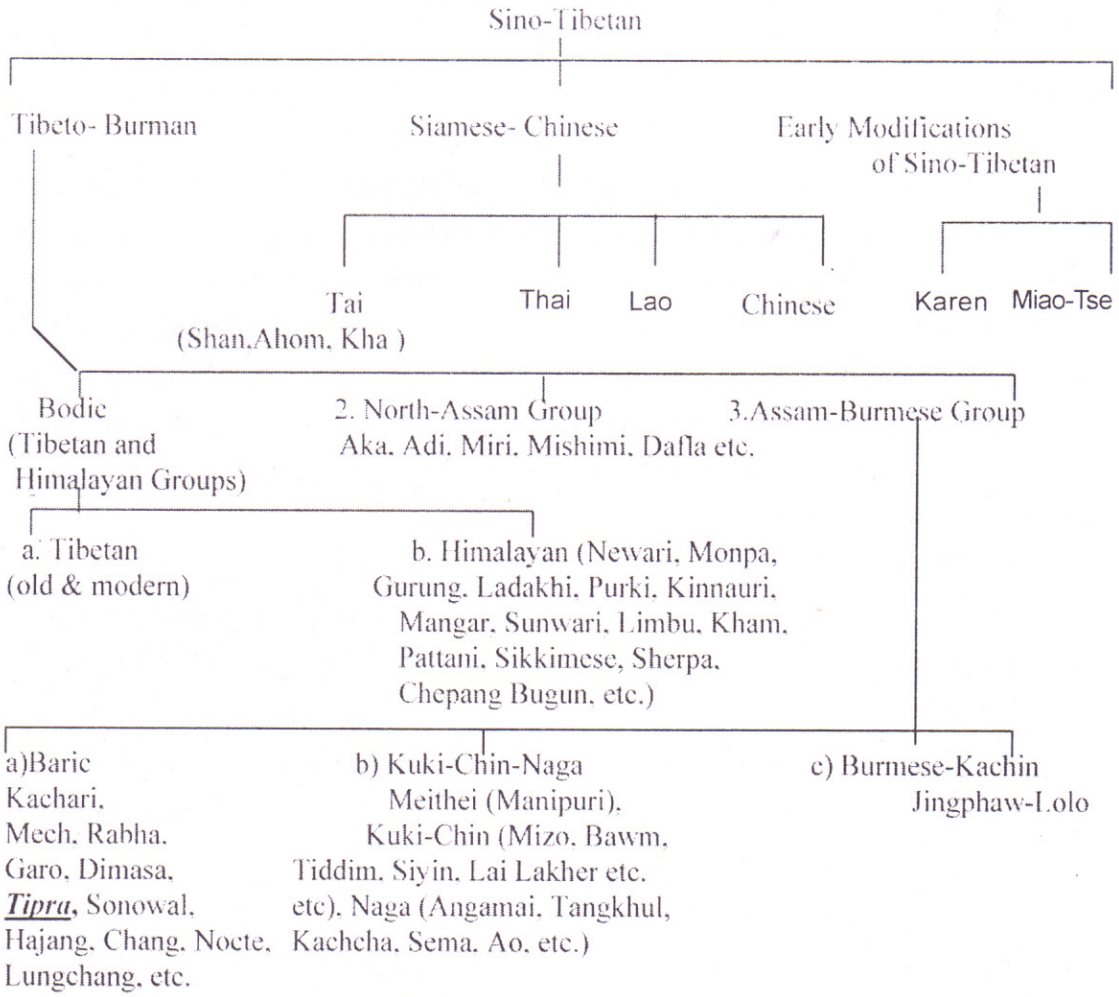
1.0 Introduction

Tripura is located in the North-Eastern region of India. It is a small state with her cultural and lingual variety. Here, near about nineteen different tribal groups with their linguistic variety live in the hilly region most particularly and plain as well. Amongst these nineteen groups Kokborok (henceforth KB) holds sway over nine tribal groups. The majority of the total population is covered by the Bengali people whose mother tongue is Tripura Bangla (henceforth TB). However "Kokborok is a language of the Bodo sub-group of the Tibeto-Burman sub-family of the Indo-Chinese Linguistic family. It is the first language of about six tribes of the eighteen specified tribes of Tripura." (Dhar 1987). Tracing the origin of this tribal language Chowdhury (1972) states: "It has nine sister languages in greater Assam of the North-East region in India. The names of the sister languages are Bodo (modern), Garo, Dimasa (Kachari), Coch, Mech, Rabha, Hajong and Moran. All these ten languages including KB descended from Proto-Bodo parent stock and the mutual linguistic relations are very much present in those sister languages of Kokborok. Nearly one million KB speakers reside in Tripura and Bangladesh. It has eight dialects namely Puran, Tripura, Reang, Jamatia, Noatia, Murasing, Ulsoi (also called Usoi), Kalai and Rupini." These eight dialects constitute Kokborok which was known earlier as Tripuri or Tripura. (cf. Grierson 1967, Vol. III, part II). The genealogical tree below based on Grierson (ibid), Shafer (1955) and Dryer and Buffalo (2000) show the origin and the present location of KB (cf. Figure 1). Before going into the detailed discussion of various linguistic aspects, let us survey the existing literature.

KB is a very interesting language. Its linguistic features attracted a number of linguists over the years. Most of these works are mainly descriptive in character. A brief survey of the same is in order. Chattopadhay (1972) has analyzed phonetic, morphemic and syntactic aspects of KB. Saha (1988) focuses on the origin of KB, its sound system, stylistic and grammatical aspects like parts of speech, affixation, antonyms, proverbs and dialogues etc. etc. His analysis of KB sound

(1)



system addresses primarily the phonetic issues than the phonological ones. Dhar (1983) concentrates mainly on KB syntax particularly its tense system. It is Dhar (1987) where some aspects of KB phonology have been discussed in addition to its touching upon issues like KB morphology, syntax, verbs, PNG features, case, numerals and classifiers. Chakroborty (1981) presents a short analysis of the formal properties of KB i.e. its phonology, morphology, syntax and semantics. Chowdhury (2006) analyzes, among others, the development of KB from the point of historical and comparative linguistics perspectives. His main thrust is morphological similarities between KB and her cognates. In addition, there are certain pieces of work on KB lexicography. Major among them from the synchronic perspectives are Dhar (1987) and Debbarma (2001). The present study, thanks

to its theoretical inclinations, stands apart from all its predecessors. The present paper is primarily based on the linguistic problems (phonetics, phonology, morphology, syntax etc.) encountered by tribal students especially KB speaking community and subsequently the analysis of the problems and their logical solutions.

In §1.1 highlights the aspects of KBE vowel phonology and initiates a discussion as to how the former dictates the deviant structures noted in KBE. In the next section i.e. §1.2, we focus on the major features of KB metrics that go a long way in determining the unique nature of the metrical phonology of KBE. §1.3 deals with a similar phenomenon in respect of the syllable structure of KBE. §1.4 focuses the pedagogical implications. §4.5 briefly enlists some important issues and points out some major issues that need further scientific research under the light of modern linguistic theories.

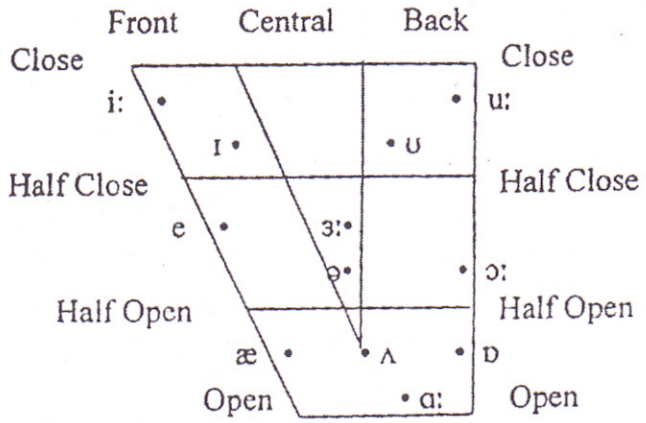
1.1 KBE Vowel Phonology vs. English Vowels (RP)

1.1.1 Problems: KB has five vowels system where as English (RP) has twelve monopthongs. How do the KB speakers cope up with the situation?

1.1.2 Analysis

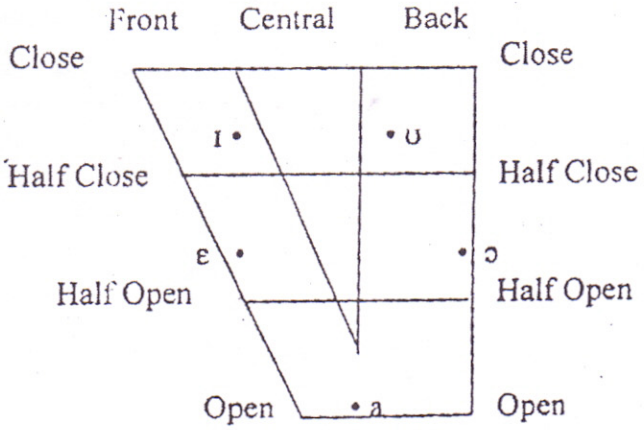
A careful and subtle analysis finds out that there are five vowels in KB vocalic inventory viz. /ɪ, ɛ, a, ɔ, ʊ/. Beside these, an outstanding allophonic variant of /ʊ/ i.e. the coronalized /ɯ/ has emerged in consequence of a prolonged and intensive investigation. Compared to this picture of the vowel inventory of the L1 of the KBE speakers, the target language (i.e. RP English) has a system of twelve monophthongs distributed in the vowel zone as the following in (2).

(2) English (RP) vowels



For clarity of discussion the vowel chart for KB is presented in (3).

(3). KB vowels



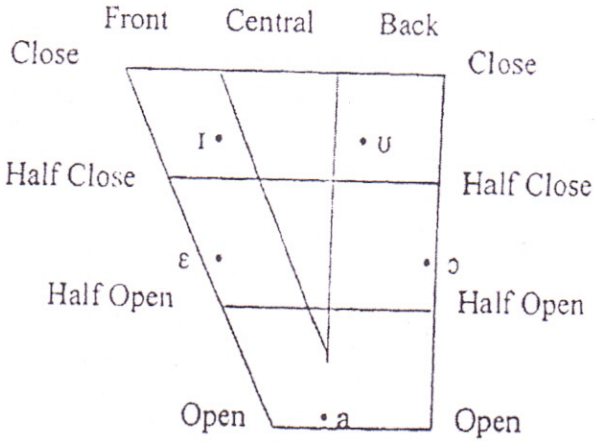
It is obvious from the comparison between (2) and (3) that KB vowel system (monophthongs) falls short by seven vowels from that of English. It is observed universally that instead of learning straightway the segmental units of the target language, the L2 learners resort to a pedagogical expedience viz. reductionism which is literally true in the case of KB speakers of English. The details of the reductionist strategy under reference are shown in the following table.

(4)

RP		
iː, ɪ	→	ɪ
e, æ	→	ɛ
ɜː, ʌ, ɑː	→	a
ɔː, ɔ	→	ɔ
uː, ʊ	→	ʊ
ə	→	ø

Thus, KBE vowel system emerges with a spectacular presence of the L1 (i.e. KB) vowel /ɪ, ɛ, a, ɔ, ʊ/ (cf. 345).

(5) KBE vowels



1.1.3 Solutions: While teaching KB students in the school, college and tertiary level, the concerned teacher/s should make the former aware of the KB vowel and English Vowel systems and how they should use the English vowels while learning English. For this, the teachers should be aware of the vowel system operating in the concerned languages.

1.2 Orthographic Pronunciation

1.2.1 Problem: English is a phonetic language and the KBE speakers go for orthographic pronunciation. How to come over the situation?

1.2.2 Analysis

As noted by many Indian scholars including Bansal (1976a, 1976b, 1978a, 1978b, 1979), Aitken and et al (1979), Nihalini and others (1979), Balasubramanian (1981/2005) etc. Indian speakers of English irrespective of their L1 background pronounce the vowels of the target language (i.e. English) with maximum approximation to the orthographic representation of the English lexical items. This is, perhaps, because they do not get an RP speaker around them to follow as a role model. Most Indians learn English pronunciation from their Indian models who have their own first language, dialectal and even idiosyncratic features marked on their English. These deviant features get automatically passed on to their followers in the name of RP English. Again, in India most of the learners of

English language follow the written form of the language as the standard. In consequence, their English is more orthographic than phonetic. Ignorance or imperfect knowledge of the rules of stress placement also compels deviation from the target. For instance, the first vowel in about [ʔ bout] is pronounced never as [e.baut] by the Indian speakers of English. This is, additionally, accentuated by the fact that Indian speakers tend to stress the first rather than the second syllable in the word. *So, about* [ʔbaut] in common Indian English pronunciation is [ɛ baut]. Many such instances are noted in KBE also. Some such representative examples are cited below.

(6)	RP	KBE
	ˈʌŋkl	ˈaŋ.kɛl
	ˈgɜ:l	ˈga.rɛl
	ˈfi:l	ˈpʰɪl
	ˈfu:d	ˈpʰʊḍ
	bʌt	baṭ
	ɪg.zæ.mɪ.ˈneɪʃn	ˈɛg.za.ˈmɪ.nɛ.ˈsan

1.2.3 Solution: (a) Hundred percent perfection in learning second language is very difficult. Therefore, maximum approximation in learning English (RP) is to be taken into account. Teachers teaching in school, college and university level should be trained.

(b) Proper infrastructure along with linguistic laboratory should be provided by the concerned authority.

(c) Trained teachers should be employed.

(d) Linguistics should be included in the school, college and university curricula.

1.3 Copy Epenthesis: A Unique Property of KBE

1.3.1 Problem: KB does not allow complex syllable margins whereas English does? How to come over the problem?

1.3.2 Analysis: KB allows complex onset clusters in the underlying level. But

in the surface level the complex onset clusters are cleft apart by inserting a short centralized copy of the vowel in the base. Let us represent some of the examples.

(7)	slɔŋ	sɔ̈lɔŋ	'servant'
	kʰɲɑ	kʰäna	'to listen'
	bt̪ɯɪ	bɯ̈t̪ɯɪ	'egg'
	kt̪al	kät̪al	'new'

We notice a similar process at work in the non-s clusters in English loans in KB.

(8)	RP	Loans in KB	RP	Loans in KB
	truː	t̪ʊ̈ru	klɑːs	kälas
	bleɪd	bɛ̈leḍ	grɪl	gɨ̈rɪl
	frend	pʰɛ̈rɛn	kriːm	kɨ̈rɪm
	glɑːs	gälas	plɛɪn	pɛ̈lɛn
	treɪn	t̪ɛrɛn	krɒs	kɔ̈rɔs

1.3.3 Solution: English allows both complex onsets and complex codas. The language permits three consonants to initiate a syllable and up to four consonants to end it. But KB does not allow any complex margins in the surface representation of its syllables. Naturally a question crops up: how do the KB speakers negotiate with the clustered margins of their target language i.e. English? It has been observed that KB speakers of English adopt certain strategies so as to acclimatize the English complex structures to the phonotactics of their own language. To simplify the English onset clusters KBE resorts to epenthesis whereas to cope with the coda clusters of English the predominant strategy is deletion. In the following two sub-sections we offer a representative discussion on these two varying aspects of cluster simplification characteristic of this novel variety of English. Students should be made aware of the de-clustering processes operating in KB and should be taught how they should avoid them in learning English.

1.4 Vowel Coronalization in KBE

1.4.1 Problem: English doesnot allow the coronalized /ʊ̈/ unlike KB. What to be done with this allophonic variation of /U/

1.4.2 Analysis: Spreading of the feature [+cor] from a consonant to a [-cor] vowel has been observed to be a regular phonological process in KB. A brief outline of the story is that vowel coronalization takes place in two broad classes: (a) coronalization in simple environment and (b) coronalization along with cluster simplification. For greater clarity let us review the same separately.

(a) Simple Coronalization

The core of this part of the story is that whenever a non-coronal vowel occurs in the immediate proximity of a simple non-clustered coronal consonant, the coronal feature of the latter colors the vowel concerned. The following rule captures the fact.

(9) $V_{[-cor]}$ [+cor] / -- $C_{[+cor]}$ --

The data below are all illustrative of the rule.

(10)	(a)	mʊŋ	→	*mɯŋ	'name'
		pʊŋ	→	*pɯŋ	'to call'
		bʊk	→	*bɯk	'sharp'
		kʊbʊŋ	→	*kɯbɯŋ	'thick/dense'
	(b)	pɯn	→	*pʊn	'goat'
		nɯŋ	→	*nʊŋ	'you'
		tʃɯŋ	→	*tʃʊŋ	'we'
		dʒɯk	→	*dʒʊk	'suffix of female mrker'

(b) Coronalization under Cluster Simplification

The underlying onset clusters with at least one coronal consonant in KB are simplified through a centralized version of the base vowel which itself is coronalized under coronality assimilation from consonant to vowel. The result is that two coronal vowels, the first one being the partial copy of the latter, occur in subsequent syllables - a process which is shown formally in (11)

(11) $C_1C_2V \rightarrow C_1V.C_2V$ (where all the vowels and C_2 share the feature [+cor].

The following set of KB words illustrates the phenomenon.

(12)	grɯŋ →	gɯ̈rɯŋ	*gurʊŋ, *gɯrʊŋ, *gʊrɯŋ	'tunnel'
	ht̪ura →	hɯ̈t̪ura	*hut̪ura, *hɯt̪ura, *hʊt̪ura	'swift'
	mrɯŋ →	mɯ̈rɯŋ	*murʊŋ, *mɯrʊŋ, *mʊrɯŋ	'to gourd'
	d̪gura →	d̪ɯ̈gura	*d̪ugura, *d̪ɯgura, *d̪ʊgura	'weed'
	p^hrɯŋ →	p^hɯ̈rɯŋ	*p^hurʊŋ, *p^hɯrʊŋ, *p^hʊrɯŋ	'to teach'

1.4.3 Solution: The unique properties of the coronalized vowel [ɯ] should be dealt with very carefully since the very school level.

1.5 Vowel Length in KBE

1.5.1 Problem: How to deal with the non-distinctive vowel length of KB while learning English?

1.5.2 Analysis: In KB vowel length is not distinctive. The same principle is also followed in KBE. The following English words with long vowels are uttered as short. As a result, words like fiùl and fIl are homophonous in KBE and their semantic distinction is interpreted with reference to their respective contexts of occurrence.

(13)	ENG (RP)	KBE	ENG (RP)	KBE
	fi:l	fIl	ki:n	kɪn
	li:st	lɪst̪	li:v	lɪb

1.5.3 Solution: The distinctive vowel length shoud be clarified to the KB students who are aspiring to learn English.

1.6 Implications for Teaching and Learning

The preceding sections deals with KB vowel phonology in comparison to RP vowel system (monophthongs). From a comparison of the two, certain deviations from the target are noted. These deviant forms along with those which conform to the target system combinedly constitute the interlingual system which is justifiably termed as KBE i.e. a form of English predominantly colored by the unique properties of KB. The job of the teacher helping the KB students learning English is, therefore, a clearly defined one. He/she should

(a) Familiarize them with the items of differences between the two vowel systems;

(b) Train the learners to make conscious efforts to pronounce the items of the target systems properly;

(c) Skirt aside the L1 influences on the L2 as much as possible.

1.7 KBE Metrics

1.7.1 Problems:

(a) The KB stress pattern is rather a fixed one i.e. iterative trochaic with predictable variations whereas;

(b) No number of studies has yet been able to determine the essential properties of English stress rules without spectacular exceptions.

1.7.2 Analysis:

(14) **KB Light syllables: Foot Typology**

(a)	(´σ)	(´CV)	(´L)
(b)	(´σσ)	(´CV.CV)	(´LL)
(c)	(´σσ)σ	(´CV.CV).CV	(´LL)L
(d)	(´σσ)(`σσ)	(´CV.CV).(`CV.CV)	(´LL)(`LL)
(e)	(´σσ)(`σσ)σ	(´CV.CV).(`CV.CV).CV	(´LL)(`LL)L

(15) **KB Heavy Syllables: Foot Typology**

(a)	(´σ)	(´CVC)	(´H)
(b)	(´σσ)	(´CVC.CVC)	(´HH)
(c)	(´σσ)(`σ)	(´CVC.CVC).(`CVC)	(´HH)(`H)
(d)	(´σσ)(`σσ)	(´CVC.CVC).(`CVC.CVC)	(´HH)(`HH)

(16) **Light –Heavy Syllable Combinations: Foot Typology**

(a)	L(´H)	(e)	(´LL)(`H)
(b)	(´HL)	(f)	(´HL)L
(c)	(´HL)(`H)	(g)	(´LL)L(`H)
(d)	L(´HL)	(h)	L(´HL)(`H)

(From the above foot typology (14-16) it has been established that KB builds iterative trochees from left to right at the syllabic level since the requirement of disyllabic foot is very strong in this language. KB attests monosyllabic words constituted of a light syllable, or a heavy syllable and/or disyllabic words of LH combinations with final stress. Such prosodic expansions are obviously anti-trochaic especially for a system that insists on building syllabic trochees. To reconcile such conflicting phenomena it can be proposed that a catalectic syllable

would be the ideal explanatory hunch

1.7.3 Solution: The students should be taught the fixed stress pattern of KB and then variegated stress pattern of English so that they are not confused.

1.8 Summation: Implications for Teaching

While teaching English to KB students the concerned teacher must keep at the back of his/her mind the following points.

(a) To make the KBE students familiar with the complex syllable structure of English including complex margins.

(b) To make them aware of the fact that coronal consonant does not affect the vowel in its proximity.

(c) To make the L2 learners i.e. English learners to refrain from using vowel epenthesis (initial or internal) as the latter distorts English complex margins.

(d) Beside making the KBE speaker learn the rules, regular drills should be given equal emphasis. So that, the learners can maximize their awareness about the differences between the native system and the target system and qualify themselves as a better user of the target language despite inevitable shortfalls of L2 learning.

(e) It may be said that the tribal students turn up with their respective mother tongue. First they (except those who speak KB) come under the influence of KB. Thereafter they come closer to the Tripura Bangla and get influenced by the language. Further they are mostly taught in Standard Bangla. Finally they get under English with local variety. Therefore a tribal student has to pass through several other languages with numerous grammars. As for example, a Jamatia speaking student passes through the following languages before reaching the Target Language i.e. English:
Jamatia (Mother tongue) " KB (second language) " Tripura Bangla (third language) " Standard Bangla (fourth language) " English (fifth language i.e. English with Local variety). Therefore, a Comparative Grammar Teaching method (Das: under preparation) may be introduced for better language teaching-learning method.

(f) Proper infrastructure for language study to be provided by Govt.

(g) Linguistics in various levels of educational curricula should be included.

(h) Trained teachers should be employed.

(i) Research work in the field in the state should highly be encouraged providing monetary and other related help.

However, given the limitation of a time and topic bound study such as the present work, certain issues remain obligatorily unresolved urging for further investigation. Some such issues skirted aside in the present paper include:

(a) Whether the semantic distinction between the homophonous entities is the result of tonal variation or of contextual difference;

(b) Whether morphology plays any definitive role in determining the phonological phenomena of the language such as stress placement, syllabification and determination of syllable structure;

(c) Finally, how far catalectic analysis for determining the word minimum for monosyllables are accepted by the native speakers of KB; etc.

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LANGUAGE PEDAGOGY IN VERNACULAR EDUCATION IN TRIPURA

Language pedagogy in vernacular education in Tripura

Dr. Shyamal Das

The scenario of language education in Tripura is quite a complex one especially for the vernacular medium education. Officially there exists a three language education system involving Standard Colloquial Bangla (Cholit), English and Kokborok. The overall picture that prevails here can be shown as below.

Language	Spoken	Written	Office use
English	No	Yes	Yes
Kokborok	Yes	Yes	Yes
TB	Yes	No	No
SCB	No	Yes	Yes

1.Problem

Kokborok is taught as a subject using Kokborok as a medium of instruction (by KVTs.)

- Standard Bangla is taught like a subject such as history, mathematics, geography etc. and the medium of instruction is one or more of the locally used nonstandard variety or varieties of Bangla like Noakhali Bangla, Sylhetti Bangla or Kumilla Bangla etc.
- The picture of English teaching is even worse. English texts and grammar are taught through helping books containing translations of the source in the Standard Bangla. The teacher (whether public or private) again translates the same in any of the Tripura dialects mentioned above. Students understand the story, message of a text, notions of grammatical categories, processes like narration, passivization, if explained. But they get the explanations neither in English, nor in SCB. Their linguistic input is therefore only what I call Tripura Bangla (TB).

The net result is:

- KB-speaking students further improve their proficiency in KB or conversely, lose their interest as the course is not much challenging or attractive. (KB is not there at higher level.)
- TB-speaking students develop no communicative skill in SCB and are happy with TB.
- KB-speaking students learn TB rather than SCB.
- KB and TB speaking students alike turn to memorizing or rote learning to pass through the exams. And they eagerly wait for the earliest opportunity to

get rid of English as a subject or medium of instruction if they continue study; or join the category of drop-outs before long.

Analysis

As far as learners are concerned there exist two parallel but tilted situations: one for the KB speakers and one for the TB speakers. For the TB learners the linguistic experience widens in successive phases which can be envisaged as moving ahead from a smaller circle to a bigger and bigger circle: TB→SCB→English. That means it is a journey from L1→L2→L3 or L1→L2i→L2ii. English stands at the farthest. For the KB speakers it is a four language situation: KB TB?SCB?English or L1→L2→L3→L4 or L1→L2i→L2ii→L2iii (cf. the figure in (1) below). It is a common experience that the degree of proficiency decreases in proportion to the degree of the learners' moving away from the root i.e. L1. It is not surprising then that a large section of such vernacular-medium learners fail in English at different levels resulting in large scale drop-outs. It is also not surprising that the vernacular medium tribal students register an even greater percentage of drop-outs since they have to cope with at least two alien systems SCB and English, in addition to TB.

2. Language situation in Tripura from the learner's point of view

Way out: Comparative Grammar Model

In a multilingual situation like this where reading and writing are the only mode of teaching-learning, a comparative grammar teaching method could be a viable solution. A model of the same can be visualized as the following:

3. At the syntactic level

Grammar item	KB	TB	SCB	English
Declarative Sentence	S(O)V	S(O)V	S(O)V	SV(O)
Use of copular verb on the surface (in pres. Tense)	Not needed	Not needed	Not needed	Must
Copular verb if not used (in pres. Tense)	Optimal	Optimal	Optimal	Unacceptable
Copular verb if used (in pres. Tense)	Acceptable	Acceptable	Acceptable	Optimal

** Exceptions and restricted uses can be specified in the text book or the study material.*

Examples:

KB: SP(V) (copular in present tense)

4. boh cini raza
   S P
   3.SG 1.PL.GEN king
   'He is our king.'

KB: SPV (non-present)

5. boh cini raza wng-nai
   S P V
   3.SG 1.PL.GEN king be-FUT
   'He will be our king.'

6. boh cini raza tong-mani
   S P V
   3.SG 1.PL.GEN king be-PAST
   'He was our king.'

TB: SP(V) (copular in present tense)

10. tara bala manus
    S P
    3.PL good men
    'They are good people.' [Lit. They good men]

11. pola-da khub salak
    S P
    boy-CLIT. very clever
    'The boy is very clever.' [Lit. The boy very clever.]

SCB: SP(V)(copular)

ini am-ar ma
S P

3.SG-HON 1.SG-GEN mother

'This/she is my mother.' [Lit. This/she my mother.]

SCB:SPV (non-present tenses)

12. ama-der deS ek kal-e dhoni ch-il-o

S ADVP P V

1-PL-GEN country one time-LOC rich be-PAST-3

'Our country was rich once.'

13. ama-der deS abar dhoni ho-b-e

S ADVP P V

1-PL-GEN country again rich be-FUT-3

'Our country will be rich again.'

5. Use of Tense, Agreement and Honorific and on copular-verb

Language	Tense	Person	Number	Gender	Honorific
English	Yes	Yes in 3 SG	Yes in 3 SG	No	No
		Present	Present		
KB	Yes	No	No	No	No
TB	Yes	Yes	No	No	Yes
SCB	Yes	Yes	No	No	Yes

SCB: HON

14. ini am-ar ma hO-n

3.SG-HON be-PRES.IND-3-HON

'This/she is my mother.' [Lit. This/is my mother.]

15. **TB: HON**

tain am-ra-r ma o'n

KB: Absence of person and number

16. Ang mai cao 'I eat rice'.

17. Cwng mai cao 'We eat rice'

18. Bo/borok mai cao 'He/she/they eat rice'

19. Nwng/norog mai cao 'You sg/pl eat rice'

Case marker: Accusative/Objective

20.

Object NP	+HUMAN	-HUMAN, -ANIMATE +GENERIC	-HUMAN, +ANIMATE -GENERIC	-HUMAN, +ANIMATE,
Case marker --ke (SCB)	Obligatory	Optional	Not allowed	Not allowed
-re/ (TB) [N, Pron]	Obligatory	Optional	Not allowed	Not allowed
-nO (KB) [N, Pron]	Obligatory	Optional	Not allowed	Not allowed
English 0/fixed pronoun, PP (to)				
Proper nouns	0	0	0	0
Pronoun	Fixed form: me, us, you, him, her, them	Fixed form: them, her, him, also it.	0 (them)	0, (them)
PP	To[NP]	To[NP]	To[NP]	To[NP]

21. Bishurai eats an orange.
S V O

22. Grammarians like errors.
S V O

23. Mary loves John. (SVO)

24. I saw them (SVO)

KB.

25. mwswk mai ca-kha
S O V
cow paddy eat-PAST
'The cow ate up paddy.' [Lit. Cow ate paddy.]

26. acu a-nO kerang kOthOma sa-O
S O O V
grandpa I-OBJ story tell-3.PRES.
'Grandpa tells me story.' [Lit. Grandpa me story tells.]

27. bO bokhnai kOsOm khlai-kha
S O P V
3.SG hair black do-PAST.

'He made (his) hair black.' [Lit. *He hair black did.]

28. moi mai kepek khlai-kha
S O P V
Aunty rice soft make-PAST
'Aunty cooked the rice soft.' [Lit. Aunty made rice soft.]

29. ang mwswk nukkha
S O V
1SG cow see-PAST.
'I saw cow.'

30. ang mwswk kaisa(-nO) nuk-kha.
S O V
1SG cow one (-OBJ) see-PAST.
I saw one (particular) cow.

TB/SCB

31. am-ra ta-re/ke sin-i
S O V
1.PL 3.SG-OBJ. know-PRES.1
'We know him.' [Lit. We him know.]

32. mainSe baze kOta kO-e
S O V
people foul words talk-PRES.3
'People talk nonsense.' [Lit. People foul words talk.]

33. ami ratan-re/ke dek-um.
S O V
1.SG Ratan-OBJ see-FUT.1
'I shall take care of Ratan.' [Lit. I Ratan shall see.]

34. Tai goru dek-s-e.
S O V
3.SG-FEM cow see-PERF-PRES.3
'She has seen cow.' [Lit. She cow has seen.]

35. Tai goru-Da/Ta dek-s-e.
S O V
3.SG-FEM cow-CLIT see-PERF.-PRES.3
'She has seen the cow.' [Lit. She the cow has seen.]

36. Tai goru-Da-re/Ta-ke dek-s-e.
S O V

3.SG-FEM cow-CLIT-OBJ see-PERF.-PRES.3
'She has seen the cow.' [Lit. She the cow has seen.]

37. Constituent structure

	English	KB	TB	SCB
Copular	SVP	SP(V)	SP(V)	SP(V)
Intransitive	SV	SV	SV	SV
Transitive:				
Monotransitive	SVO	SOV	SOV	SOV
Ditransitive	SVOO	SOOV	SOOV	SOOV
Complex transitive	SVOP	SOPV	SOPV	SOPV

38. Y/N questions

Devices	ENG	KB	TB	SCB
Intransitive	AUX[+T] S V[-T]	S V[+T] de	S V[+T] ni	S ki V[+T]
Copular	V[+T] S P	S P (V[+T]) de	S P (V[+T]) ni	S ki P (V[+T])
Transitive	AUX[+T] S V[-T] O	S O V[+T] de	S O V[+T] ni	S ki O V[+T]
Ditransitive	AUX[+T] S V[-T] IO DO	S IO DO V[+T] de	S IO DO V[+T] ni	S ki IO DO V[+T]
Complex				
Transitive	AUX[+T] S V[-T] O P	S O P V[+T] de	S O P V[+T] ni	S ki O V[+T]
Word order	Rigid	Flexible	Flexible	Flexible
Phrase type	HEAD FIRST	HEAD LAST	HEAD LAST	HEAD LAST

KB

39. cerai-rok kab-kha de?
S V
child-PL weep-PAST INTR
'Did the children weep?' [Lit. Children wept INTR]

40. bwrwi-rok phai-kha de?
S V
girl-PL come-PAST INTR
'Did the girls come? ' [Lit. Girls came INTR]

41. tapan thang-nai de?
S V
Tapan go-FUT INTR
'Will Tapan go?' [Lit. Tapan will go INTR]
Paraphrase: 'Will Tapan go or refrain from going or do something else?'

TB

42. satrO-ra ai-s-e ni?

S V INTR

students come-PERF-3.PRES

'Have the students come?' [Lit. Students have come INTR.]

43. zOya-r pola-Da rait-er bela kaS-e ni

S ADV V INTR

zOya-GEN son-CLIT night-GEN time cough-3.PRES

'Does Zoya's son cough at night?' [Lit. Zoya's son at night's time cough INTR.]

44. lOmba hori-r bOrO maia-Da balo nas-e ni

S ADV V INTR

tall hari's elder daughter well dance-3.PRES

'Does the elder daughter of tall Hari dance well?'

[Lit. Tall Hari's elder daughter well dances INTR.]

SCB

45. she ki ekhon jae?

S INTR ADV V

3.SG now go-3.PRES

'Does he go now?'

46. she ekhon jae ki?

'Does he go now?'

English in (38)

à From this comparative table everybody involved in language pedagogy in Tripura can benefit immensely as inter-system differences are easily noticeable.

The Prospect of Learning Technology in Higher Education: An Emerging Support for the Tribal Students of Tripura

Bhairab Sarma and Rajib Mallik

Abstract

The paper concerns the application of some technological tools, techniques and strategies for improving the quality of higher education with special focus on tribal students in Tripura. It also focuses on how technology can be helpful to motivate and create interest among tribal students for learning. Three elements of learning technology that have become mainstream in this time frame have been discussed in this paper The paper also overviewed the ideas and predictions which have not yet become mainstream realities in learning technology for higher education .

Introduction

Higher education refers the education in last stage prior to seeking employment and embarking upon a career or seeking further education. The objective of higher education as well as technical education should focus in career guidance and vocation, consumerism, and the study of industry and technology. In Tripura, the Higher Education department also focuses on various learning aspects. A wide range of programs and strong financial support have helped Tripura raise access to education for its tribal population.

Concept of learning technology

Educational technology (also called learning technology) is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. The term educational technology is often associated with, and encompasses, instructional theory and learning theory. While instructional technology covers the processes and systems of learning and instruction, educational technology includes other systems used in the process of developing human capability.

Types of learning technology

Learning technology may be of four types.

i. instructional - programmed instruction
ii. revelatory - simulations
iii. conjectural - modeling or programming
iv. emancipatory - productivity tools

Three elements of learning technology

First, classrooms and campuses have continued to incorporate more and more technical infrastructure in terms of networks, Internet connections, smart boards, etc.

Second, course management systems (CMSs) have been widely adopted at an institutional level providing, for the most part, an online communications hub for posting of class materials, syllabi, etc.

Third, for those institutions, or operating divisions within institutions that have a mission of outreach, there has been a rapidly growing number of online courses and programs that are taking the place of, but better than, older alternatives for distance learning.

Methodology

The study is based upon both primary as well as secondary data. For primary data, a questionnaire was designed to capture data on various parameters. The data collected by asking question from tribal students of different colleges and universities of this region. The sample size for this study is eighty. The secondary data were obtained from various text and reference books, internet and various reports.

Results and discussion

A) Factors influencing learning technology

Table 1

Sl No.	Factors	Total Respondents	Number of Respondents	Respondent (in %)
1	Class Room & Campus	80	15	18.8
2	Technical Infrastructure	80	19	23.8
3	Languages	80	9	11.3
4	Teachers	80	10	12.5
5	Course management System	80	24	30
6	Others	80	3	3.8

Source: Field Survey

The major factor influencing the tribal education is course management system and followed by technical infrastructure, class room and campuses, number of teachers and languages. According to the survey, other factors have the less influence on tribal education

B) Technical Infrastructure Facilities

Table 2

Sl No	Technical Infrastructure	Total Respondents	Number of Respondents	Respondents in %
1	Desktop	80	14	17.5
2	Laptop	80	6	7.5
3	Desktop & Laptop	80	5	6.25
4	Desktop & Internet	80	15	18.75
5	Laptop & Internet	80	5	6.25
6	Desktop, laptop & Internet	80	3	3.75
7	Projector	80	11	13.75
8	None	80	21	26.25

Source: Field Survey

From this survey, it is found that the major number of student have not getting the technical infrastructure facilities (26.25%). The laptop, desktop and internet facilities are also not available for the students which can support them for better learning.

Suggestions

1. Course management & Learning environment

The efficient course management system can be supported with the help of class materials, syllabi, course handout, lesson plan etc.

Important factors to achieving a learning environment are The manageable workload.The student is given help in learning within the context of the subject matter .The teaching makes the structure of the individual topics, and the subject as a whole, explicit

2. Technical infrastructure

Tools:

Manipulating text and data- Word, Excel and Access
Presentation and dissemination - the web, PowerPoint and Adobe
Analyzing data - SPSS, Excel
Storing and managing information - databases and journals
Communication - Email, discussion forums and chat
Equipments:
Laptop
Desktop
Projector- LCD and OHP

Others:

CD ROMS (multi-media)
Digital cameras
Video conferencing
Graphics software
CAL software
Colour printers

3. Classroom and Campus

A supportive classroom environment is required where students feel comfortable to openly discuss their understandings and learning approaches. To setup an on-line learning classroom infrastructure, broadband internet connectivity has to be setup in the classroom.

4. Teachers

Sufficient numbers of skilled teacher have to appointed to train the student. Moreover the student should have local language proficiency.

5. Collaborative learning

Non-profit organization in collaboration of universities, colleges, research institutes can work together to develop tribal education. This partnership can organize some special coaching, workshop, training etc.

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A STUDY ON INTELLIGENCE, ACHIEVEMENT MOTIVATION AND SECURITY INSECURITY FEELINGS OF TRIBAL AND NON-TRIBAL STUDENTS OF TRIPURA

Dr Arpita Acharyya

ABSTRACT: In the present study an attempt was made to compare the intelligence,achievement motivation & feeling of security-insecurity of tribal & non-tribal adolescent students of Tripura. The sample consisted of 100 tribal (aged 17-19) and 100 non-tribal (Bengali, of same age group) students from different schools of South and West Tripura. Results revealed that although there is no difference in intellectual capacity, the tribal and non-tribal adolescent students are significantly different in achievement motivation and security insecurity scores. Tribal students possessed low achievement motivation and high level of insecurity than non-tribal group. On the basis of these findings, it can be assumed that the lower academic achievement in conventional education system and low rate of admission and continuation in higher education for tribalstudents is not because of cacking in basis. Intellectnal capacites, rather it may be the result of low achievement motivation and lack of security feeling in them.

INTRODUCTION: Intelligence is the global capacity of the individual to act purposefully, to think rationally and to deal effectively with his/her environment. It is generally observed that, other things being equal, an individual who has higher level of intelligence has more chances of academic success than one who has lower level of intellectual functioning. Muthur & Hundal (1972) have found that school achievement was positively related with intelligence. Gupta, Mukharjee & Chatterjee (1993) in a study on rural & urban boys & girls have reported that intelligence was the most important contributing factor to the academic achievement in all the groups. Sinha, Trivadi, Gupta & Sinha (1988) using Standard Progressive Matrices found that scholastic achievement was significantly associated with intelligence.

An achievement-motivation has been characterized by a desire to attain a high standard of excellence and to accomplish the unique objective in life. Achievement-motivation may differ in culture to culture and society to society. Achievement-motivation can be explained in terms of need for academic success, vocational achievement, social achievement and skill achievement. Several studies showed that the level of achievement-motivation is poorer in tribal as they feel more alienated than those of main stream. In Tripura, most

of the population can be divided by tribal (the original residents of Tripura) and non-tribal (Bengalees, most of whom are shifted to Tripura after partition of India). One of such studies was carried out in Tripura by Gupta (1982) where he compared the achievement-motivation of these two groups. The study reported that the migrants have a higher level of need for achievement than their tribal counter parts. In another study Gokulnathan (1972) compared the need for achievement of tribal and non-tribal students of Assam, where he found that the tribal students have higher need-achievement than the non-tribal.

Need for achievement is related with several factors, including the feeling of insecurity or security. Some of the studies (Hasnain's, 1989; Mahar, 1993) showed that the tribal have more alienation and defeatism feeling than non-tribal.

The term security may be defined as the conditions of being in safety or free from threat of danger to life. On the other hand, the term insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation and tendency to accept the worst and general pessimism. Wig and nag pal[1974[found that low achievers were less emotionally integrated than high achievers .Insecure showed poor school adjustment and exhibited no interest in school work. Feeling of insecurity also have marked effect on creativity, study habit and locus of control, therefore, it can not be surprising that students who are psychologically insecure are not able to adjust and will be low achievers. In our state also it is found that the tribal students have a less percentage of success in Tripura Board Of Secondary Examinations (TBSE) than the nontribal. In the present study an attempt was made to compare the intellectual capacity, need-achievement and security-insecurity feeling of tribal and non-tribal students of Tripura in the modern changing scenario of society.

METHODOLOGY:

SAMPLE - The sample consisted of 100 tribal and 100 non-tribal students (aged 17 - 19 years)

Studying in 11th and 12th grade from different schools of Tripura. Incidental sampling

Procedure was adopted. Socio-economic status of the students of both groups was same,ie. they are all from middle class family.

TOOLS - Following tests were used for measuring need for achievement and feeling of security- Insecurity:

1) Raven's Standard Progressive Matrices.

2) Achievement Motivation Scale (AMS) - devised by Dr. Shah Beena in 1986. This scale covered four factors:

* Need for Academic Success (NAS)
* Need for Vocational Achievement (NVA)
* Need for Social Achievement (NSA)
* Need for Skill Achievement (N Sk A)

3) Indian Adaptation of Maslow's Security-insecurity feeling Inventory made By Dr. (Smt.) Tasneem Naqvi (1986).

HYPOTHESES - Following hypotheses were formulated for the study:

1) Tribal & non-tribal adolescents do differ significantly in terms of intellectual capacity.
2) Achievement- Motivation in terms of need for academic success, vocational achievement, social achievement & skill achievement of the tribal & non-tribal students vary significantly.
3) Mental disposition, I.e. feeling of security & insecurity of the tribal & non-tribal adolescents do differ significantly.

PROCEDURE: The data were collected in three test sessions for each respondent. Prior to administration of each test, a rapport was established with the respondents.

RESULTS AND DISCUSSIONS: Respondents were categorized into two groups on the basis of their caste - tribal and non-tribal. Mean and standard deviation for each group were calculated in terms of intelligence, four factors of achievement need, i.e, NAS, NVA, NSA and N Sk A, as well as security-insecurity feeling. t-values for each case were determined to examine whether tribal and non-tribal are different in terms of those four factors of achievement need, intelligence and security-insecurity. The results obtained are shown in the following table:

Table I : Mean, SD and t value of SPM scores of tribal and nontribal students.

Groups	Mean	SD	t-value
Tribal	46.66	5.63	1.49*
Nontribal	47.71	4.52	

****Insignificant***

Table II : Mean, SD and t value of score for Achievement motivation of tribal and nontribal students.

Achievement motivation sub-tests	Mean		SD		t-value
	Tribal	Nontribal	Tribal	Nontribal	
NAS	19.24	23.91	4.94	2.27	-8.65*
NVA	21.15	22.76	3.07	3.05	-3.74*
NSA	19.56	23.10	4.37	2.66	-6.94
NSkA	21.64	22.24	2.89	3.09	-1.43

***Significant at .01 level**

Table III : Mean, SD and t value of score for security-insecurity of tribal and non tribal students.

Groups	Mean	SD	t-value
Tribal	21.45	5.70	-16.68*
Nontribal	33.96	4.84	

***Significant at .01 level**

Table I indicates that the mean of SPM scores in tribal students is 46.66 with SD 5.63. On the other hand the mean of nontribal students' SPM score is 47.71 with SD 4.52. The t value 1.49 is insignificant at .05 levels which mean that tribal and non tribal possesses no significant difference in intellectual capacity.

The study of the findings in Table- II indicates that the mean of the scores on need for Academic success of tribal adolescents is 19.24 with SD +4.94, and for non-tribal adolescents mean is 23.91 with SD + 2.27. The df value for two groups is 198 with -8.65 t-value. This t-value is significant at .01 level which indicated that the tribal adolescents have a low level of need for academic success than non-tribal adolescents. In case of need for vocational achievement score, the mean for tribal group is 21 15 with SD + 3.07 and the mean for non-tribal group is 22.76 with SD + 3.05. The t-value (-3.74) indicated that the mean difference is significant at .01 level which means that the tribals have also a low level of need for vocational achievement. The mean for tribal students in need for social achievement is 19.56 with SD+4.37 where, the mean for non-tribal students in the same scale is 23.10 with SD+2.66. The t-value here is -6.94 which is also significant at .01 level. This implies that the tribal students possess a low level of need for social achievement also. In case of need for skill achievement, the tribal students have a mean 21.64 with SD+2.89,

where as the non-tribal students have a mean 22.24 with SD + 3.09. The mean difference (t = -1.43) clearly indicated that there is no true difference between the score of need for skill achievement in tribal and non-tribal students of Tripura.

Table - III compiles and compares the findings of Maslow's security-insecurity feeling scores of tribal and non-tribal students. The mean for tribal students here is 21.45 with SD+5.70 and for non-tribal students the mean is 33.96 with SD + 4.84. The t-value for the above groups is -16.68 which is significant at .01 level. This indicates that the tribal students have more felling of insecurity than non-tribal students.

CONCLUSION: Thus, the reported findings and their discussions revealed that the tribal adolescents of Tripura have equal level of intelligence but a low level of need for academic, vocational and social achievement than non-tribal adolescents, although the need for skill achievement is more or less similar for both these groups. These findings extend support to the previous studies done by Gupta (1982) in Tripura. The insecurity feeling of tribal community students is also found higher than the non-tribal Bengalee students. Some earlier studies of North-East India (Laifungbam & Thockham, 2000; Saikia, 2004) also support the facts that the perceived threats of reduction in minority status may leads to insecurity feeling. Hasnain's (1994) study revealed greater defeatism feeling & alienation in tribal students and Mahar (1993) found poorer self-concept in tribal communities which may give support in some way in this study. The low need achievement may also be an out come of this feeling of insecurity, although this type of conclusion is subjected to further investigation

The findings of the study can be summarized as below:

1) The success rate of tribal students in TBSE exam. Is much less than the non-tribal students.
2) Equality in basic intellectual capacity is assessed.
3) Need for achievement is much low on the part of the tribal students.
4) Feeling of insecurity is much higher among them.

The reasons for the above findings may be explained as below :-

1) The poor academic achievement of tribal students is due to low need achievement & high feeling of insecurity.
2) Poor need for achievement & feeling of insecurity may be the results of faulty social up-bringing.

So, lack of need for achievement & feeling of insecurity are the barriers to the tribal community students to get higher education.

SUGGESTION: Proper counseling services in different schools along with the

cognitive re-structuring of the family members would come to an immense help for capacity building of the tribal students.

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Tribal Education in India: owards capacity building

Dr. Ranajit Dhar

India is a multi-ethnic and multi-lingual country with rich cultural diversity. However, this diversity is bridged by the spread of education across the country. Governments at central and state level have undertaken various plans and programmes for the spread of higher education throughout the country. Special drive has been given for capacity building among the tribal students of India. The present author aims to discuss different issues relating to the capacity building of the students of the universities of West Bengal. While doing so, special reference has been given to the tribal students of Vidyasagar University located in Paschim Medinipur district of West Bengal.

1. Theoretical Issues

'Capacity building' is featured by *i) the creation of an enabling environment with appropriate policy and legal frameworks, ii) institutional development including community participation (of women in particular) and iii) human resource development and strengthening of managerial systems.*

Capacity building is based on the concept that education and training shall be at the heart of development efforts and that without Human Resource Development (HRD) most development intervention will be ineffective. It focus on a series of activities which helps participants to incorporate them in the development process and to increase their knowledge, skills and understandings as well as to develop their attitudes needed to bring about the desired developmental change.

A key dimension of capacity building for communities is the ***"needs assessment",*** involving techniques such as "participatory rural appraisal" to understand what interventions will trigger most positive response and impact. UNDP recognizes that capacity building is long term and continuing process, in which all stakeholders participate.

Capacity building for broad livelihoods often involves literacy programs as well as obvious skill training in which information and communication technologies (ICTs) have become an integral part.

Actually, any kind of education involves capacity building. By capacity building, we mean one has to prepare himself to absorb the benefits of inputs given to him. Otherwise, both human and the material resources are wasted. Nothing is truer than it is in case of the education of the tribal in India.

The tribal population of India, an estimated 87 million (about 8% of total population), is marked by intense diversity in terms of race, ethnicity, religion,

language and socio-political structure. This very fact of heterogeneity of the tribal people of India poses many difficulties for the planners, government officials and social workers to spread education among them.

Let us look at the ground realities of tribal education in India. According to the Census figures of 1981 and 1991, the literacy among the scheduled tribes was found to be 16.35% and 29.60% respectively as against 36.23% and 52.21% respectively among the general population. The literacy figures among the tribal populations of North-eastern states of India are, however, very high compared to their counterparts in other parts of the country.

Table-1: Literacy rate among Scheduled Tribe

Sl. No	State	1961	1971	1981	1991
1	Andhra Pradesh	4.41	5.34	7.82	7.82
2.	Bihar	7.82	7.82	16.99	26.78
3.	Manipur	27.25	2.718	39.44	53.63
4.	Nagaland	14.76	24.01	40.32	60.59
5.	Tripura	10.01	15.03	23.07	40.37
6.	West Bengal	6.55	8.92	8.92	27.78

The females among the tribal population registered much lower levels of literacy than the males in general. Another interesting feature of tribal education is the greater number of drop-outs among them compared to the general population.

The main causes behind the low level of literacy and greater number of drop-outs among the tribal can be enumerated as follows:

- Poor Economic Condition
- Socio-Cultural Factor
- Non- Contextual Curriculum
- Inadequate Infrastructural Facilities
- Medium of Instruction
- Absences of Teachers

The situation of tribal education is related to the quality of education in general. As the tribal students are poor and live in areas where the environment of education is not congenial, the problem is not due to their ethnic background but to other inter-related issues. It is important therefore to view the problem in all its complexity.

The Government of India has taken measures to improve the socio-economic conditions of the tribal communities including the task of educating them by establishing new academic institutions with proper infrastructural facilities including establishment of hostels, providing scholarships generously and through reservation of posts in governmental services as well as in government aided academic institutions. University Grant Commission is also now providing sufficient fund to the colleges and universities for conducting ***remedial coaching,*** coaching for entrance to IAS and other services; NET, SET for scheduled tribe students free of any cost.

Tribal education should extend beyond literacy. Education should focus on imparting values, skills and the ability to think independently. The education must promote socially relevant education programs with economically viable options for life which meet the tribe's need to 'employable'. Vocational streams have to be developed and expanded to equip the tribal students with meaningful occupation centric knowledge and skills such as agro-based vocational training programs especially post harvest technology etc.

Knowledge is now regarded as the most important capital component in production and consumption. Therefore, education for employment has become the main concern for education policy makers and it becomes more challenging when the questions of employability of tribal students come in to consideration. Due to increase of employment in private sectors the nature of employment has been changed rapidly. Today only a minor section of students can expect to hold employment related to the discipline of their study. So, it becomes essential part of the education to emphasize on the capacity building of the students. The Australian Chamber of Commerce and Industry have identified eight employability skills namely: communication, teamwork, problem solving, self-management, planning and organizing, use of technology, life-long learning and initiative.

In India there is enough scope to enhance the employability skills among the students by modifications of existing education system and expansions of provisions of opportunities for work experience.

2. Scenario of West Bengal

As per Census 2001, total population of West Bengal was 801.8 lakh out of which 5.49 % was tribal population. In undivided Medinipur district, the then largest district of the state, percentage of tribal population was 8.22 which was higher than that of the state as a whole (Table 2).

Table 2: Population by sex and caste in West Bengal, 2001

	Total Population			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
West Bengal	414.7	387.1	801.8	94.6	(89.9	184.5	22.2	21.8	44.0
	(100)	(100)	(100)	22.81)	(23.22)	(23.01)	(5.35)	(5.63)	(5.49)
Medinipur District	49.2	46.9	96.1	8.0	7.7	15.7	4.0	3.9	7.9
	(100)	(100)	(100)	(16.26)	(16.42)	(16.34)	(8.31)	(8.32)	(8.22)

Source: Census of India 2001

The major tribal communities of Medinipur district are Santal , Bhumij, Munda, Lodha, Kora and Mahali. Among them the Lodhas are classified as primitive tribal group (PTG). Among these tribal communities, the Santals constitute the highest share of 55.94% of the total tribal population. Lodhas are only 3.85% while the Mahalis are 1.57% of the tribal population of the district (Table 3).

Table 3: Major Tribal Communities in Medinipur District

Tribe	Population	Sex Ratio	Percentage to total ST Population	Percentage of Literates
Santal	431907	973	55.93	27.57
Bhumij	86197	932	11.16	31.34
Munda	47079	961	6.10	24.08
Lodha	29747	1034	3.85	26.60
Kora	22351	984	2.86	27.75
Mahali	12117	942	1.57	25.10

Source: Census of India 2001

In the district of Medinipur, literacy among the schedule caste and schedule tribe is low. During the period from 1991 to 2001 it has improved decisively across the district. There is also a substantial gender gap in literacy rate among SC and STs. Though both the categories lag far behind the total literacy rate however, literacy rate among the SC community is ahead of ST community.

Literacy rate in West Bengal in 2001 was 68.64 per cent, which was higher (74.90 per cent) in Medinipur district. This is also evident in case of female education rate in Medinipur district (Table 4a).

Table 4a: Literacy rate in West Bengal, 2001

	Male	Female	Total	Rural	Urban
West Bengal	77.02	59.61	68.64	63.42	81.25
Medinipur	84.91	64.42	74.90	73.95	82.91

Source: Census of India 2001

Table 4b: Literacy rate among STs by sex and region in West Bengal, 2001

	Male	Female	Total	Rural	Urban
West Bengal	57.38	29.15	43.40	42.35	58.67
Midnapore	62.92	30.83	47.05	46.58	61.48

Source: Census of India 2001

Number of students enrolled in Arts, Science, Commerce, Engineering and other disciplines as shown in table 5 for 2007-2008 was much lower for STs than those for general caste and SCs. Only 9315 ST boys and 6035 ST girls were enrolled in Arts in 2007-08 for which the number of science ST students were much less and those for engineering were very negligible.

Table5: Enrolment of Students in different colleges of West Bengal, 2007-2008

Faculty	Male			Female		
	Total	ST	% of ST	Total	ST	%of ST
Arts	2,79,225	9315	3.33	234415	6035	2.57
Science	7,6,866	1933	2.51	40233	1014	2.52
Commerce	67732	1564	2.30	18532	435	2.34
Engineering	43050	696	1.61	11250	193	1.71
Others	39440	1463	3.70	22370	558	2.49

Source: Economic Review; Government of West Bengal.

Enrolment of tribal student at Vidyasagar University is greater in rate compared to the case of the state of West Bengal in general and the same is evident from the Table 6.

Table 6: Student Enrolment in colleges under Vidyasagar University, 2008-09

Students	B.A	B. Sc	B.Com	Others
Total	55106	9666	1628	2213
ST	3063	278	21	54
% of ST	5.56	2.88	1.28	2.44

Source: Vidyasagar University, Annual Report, 2008-09

The benefits of education among the ST students may be revealed from their success in examinations conducted by the West Bengal Central School Service Commission (Table 7).

Table 7: Number of candidates recommended for recruitment in schools by West Bengal Central School Service Commission

Year	Male			Female		
	Total	ST	% of ST	Total	ST	% of ST
1998	5479	75	1.37	2593	30	1.16
1999	8497	401	4.72	2490	91	3.65
2001	7633	1045	13.7	5008	364	7.27
2002	6626	607	9.16	3534	221	6.17
2004	5664	470	8.30	2994	159	5.31
2005	9307	645	6.93	4960	270	5.44
2006	12229	719	5.88	8658	342	3.95
2007	7187	287	3.40	2589	80	3.08

The Government of West Bengal has reserved the vacancies for SC 22%, for ST 6%, for OBC (category A) 10% and for OBC (category B) 7%. Category B covers mainly backward classes among minority community.

The admission to academic institutions in West Bengal is also governed by this reservation policy.

In West Bengal the vacancies of teaching post in State-aided schools and colleges are filled in by West Bengal School Service Commission and West Bengal College Service Commission respectively. They also strictly follow the State Government's reservation policy .Due to those policies; many tribal students have got the opportunities to be absorbed in teaching profession in West Bengal. But it is observed that many reserved posts for ST candidates remain vacant because of shortage of applicants. This fact has opened our eyes that only reservation of post can not serve the purpose of achieving the best for the tribal people. The actual need is to impart proper and effective education to the tribal people.

3. Achievement in Vidyasagar University

Vidyasagar University is located in the district of West Medinipur of the south-western part of West Bengal. The district is characterized by presence of a significant percentage of tribal population. Owing to its location, Vidyasagar University has worked in many tribal dominated villages through the students of

different departments like Anthropology, Sociology, Economics and Rural developments, Botany and Forestry, Aquaculture management and technology, Political Science with rural Administration, Commerce with Firm Management, Santali, Bio-Medical Laboratory Science and Management etc. They organized many workshops and field survey in the remote villages dominated by the tribal population. They also train the villagers, organize the awareness programs among the villagers and also equip them with the modern conception and attitude of life. University has taken project to provide solar electricity by adopting some tribal villages. University conducts various research projects aiming to apprise the villagers about the know-how of the horticulture, sericulture, vermiculture etc.

NSS units (15 in number) of our University also undertake all round work in 15 villages involving 1,500 students, 100 in each unit in each village. Our Women's Study Center has also working among the tribal women. They focus mainly on gender related issues along with race, ethnicity and cultural influence on women's lives. These center organizes very often skill development training programs for rural, backward and under privileged women, particularly the tribal women keeping in view the economic empowerment of women. Under our Santali department a center for study of tribal culture and languages is conducting study to learn and improve the socio-economic status of tribal people. Our university involves in many ways with the activities of rural and tribal people with the help our students.

Recently we have installed one BSNL NKN ***(National Knowledge Network)*** POP by 1 Gbps link at a cost Rs. 2 cores. The project is supported by both the Central government and the State government. With this high power link we have been planning to open ***'Village knowledge Center'*** in some tribal villages for the empowerment of rural community.

Since the activities are mainly going on in tribal villages, tribal students (both male and female) show their keen interest to join actively in these programmes. These involvements in turn, help the tribal students to gain confidence to interact with the main stream students and to build organizational capabilities etc. In brief, it helps them to prepare 'Capacity building'.

4. Epilogue

Regarding capacity building among the tribal students towards better education, policy makers should keep it in mind that education among them ***shall be closely linked with their economic and socio-cultural environment.*** This fact should be taken into serious consideration while imparting education among the tribal people of India.

In this context it may be recalled the observations made by eminent social anthropologist Tarak Chandra Das, as early as 1941. In his presidential address in the anthropology section of the Indian Science Congress, T.C. Das discussed in detail about the building up a proper type of educational system suitable for the real needs of a particular community in the Indian context. He stated that "Education is perhaps rightly claimed as the panacea of all evils. But people differ in its definition and naturally it has different types. There is one kind of education which uplifts the individuals, morally intellectually and makes him fit for the struggle for existence. There is another kind of education which is intended for the exploitation of the so called educated. There is a ***third type of education*** which the enthusiasts in their zeal, impose upon the poor and ill-fated without considering their necessity or capacity. Much labour and more public money have been squandered and are still being squandered in imparting education which does neither suit people nor help them to put a morsel of food into their mouth."

T. C. Das also narrated from his own rich field experiences in Manipur valley of North eastern India about the adverse social impact of the establishment of a network of primary schools and a few high English schools. He stated that" the two schools I saw used to teach their students how to read and write Methei besides a little arithmetic, which they managed to forget within a few months after their departure from the school. .....it is difficult to understand how high school education will help Manipuri agriculture or textile industry. The employments at the disposal of the state are very limited and the students who pass out of these schools every year will increase the number of unemployed as they no longer think of going back to their fields. During the first few years they will be idolized by the community but this will soon pass away when they will be looked upon as parasites and it is not impossible that will be a source of trouble to state.

Considering the fact that tribal communities continue to face economic deprivation and lack of access to basic services and realizing the need to improve their overall status. The emphasis on education for the tribal communities has been emerged at the forefront of recent developmental efforts. Education is the only(important) means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunity for a sustained improvement in their well being.

In the context of tribal education, an inclusive education policy needs to be framed to overcome the constraints faced by the tribal people. It must consist of

compensatory measures for them. The compensatory policy is necessary for giving them a fair share in public as well as private educational institutions, with supplementary measures of economic assistance for the more poor section among them. It demands a comprehensive change in the orientation of the present education policy since the current education system is more designed for the non-tribal main stream people.

Since the enrolment of tribal students in higher education is still much less, Personal Development Planning (PDP) may be introduced by the education policy makers to assist all tribal students to enhance their employability skills and to help them for all-round development through capacity building.

Education is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well being.

Recognizing that the education system is currently more befitting for the main stream population of India therefore, it is necessary to create support mechanisms that supplement the integration of tribal children into the formal education system. These support mechanisms include

The support within the education system:-

- Using both tribal and official language of the respective state during the pre-primary and primary levels and provisions for supplying additional learning materials appropriate for targeted tribal communities.
  Introducing monetary/non-monetary incentives for teachers in tribal areas.
- Addressing the health and nutritional needs of tribal children.
  Improving community participation by training tribal teachers and youth as peer educators.
- Establishing and strengthening transitional education centres which focus on mainstreaming tribal children.
- Creating seasonal hostels and residential schools for children of migratory parents.
- Training female teachers for single sex classrooms.

In the context of tribal education, finding a balance between preserving tribal cultural identity and mainstreaming for economic prosperity means building education programs that ensure a tribal child's success in mainstream schools.

Capacity Building among the youths of Tripura: A case study of the Vocational Training Centre of Ramakrishna Mission Tripura.

Prof. Satyadeo Poddar & Nirmalya Karmakar

Vocational training is to impart specialized skills and knowledge and instilling social and political attitudes and behavior patterns essential for successful economic activities by people engaged in dependent employment, self-employment or subsistence work. Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and offers better employment opportunities. Time management and meeting deadlines play an important role in success in a vocational course. Throughout the post-independence period, there have been many attempts to reform the Indian vocational education system and make it more applicable.

According to a National Sample Survey Organization (NSSO) report (No. 517, 61/10/03) Vocational training can be of various types, a) Formal and; b) Non-formal. Formal training refers to all training courses held in state or private (but state-certified) institutions regulated by state guidelines. Non-formal training covers all forms of training that takes place without being subject to state guidelines. Formal vocational training follows a structured training program and leads to certificates, diplomas or degrees, recognized by State/Central Government, Public Sector and other reputed concerns. Non-formal vocational training helps in acquiring some marketable expertise, which enables a person to carry out her/his ancestral trade or occupation.

In India, vocational education falls under the charge of the Ministry of Human Resource Development (MHRD). The ministry oversees vocational courses being offered in schools in 11th and 12th standard, under a centrally sponsored scheme called 'Vocationalisation of Secondary Education' since 1988. Only the schools affiliated to Central Board of Secondary Education (CBSE) offer the courses in accordance with the board's scheme of studies and the course structure. Vocational training, on the other hand, broadly refers to certificate level crafts training (in India) and is open to students, who leave school after completing anywhere from grades 8-12. Programmes administered under the craftsmen training scheme (CTS) are operated by Industrial Training Institutes (ITIs) and

Industrial Training Centres (ITCs). This scheme falls within the purview of the directorate general of employment and training (DGET), under the Ministry of Labour and Employeement (MOLE).

At a higher level, the technical education and vocational training system in India produces a labour force through a three-tier system- graduate and post-graduate level specialists (eg, Indian Institutes of Technology (IIT) and engineering colleges) trained as engineers and technologists; diploma-level graduates, who are trained in polytechnics as technicians and supervisors; and certificate-level craft people trained in it is, as well as through formal apprenticeships as semi-skilled and skilled workers. The government of India in recent years has laid a lot of emphasis on streamlining vocational education.

Different institutions which impart vocational training can be classified into five categories: (i) Government, (ii) Local body, (iii) Private aided, (iv) Private unaided, and (v) not known. According to a NSSO report vocational training is received by only 10% of persons aged between 15-29 years. Out of this only 2% receive formal training, while non-formal training constitutes the remaining 8%. Out of the formal training received by that particular age group only 3% are employed. Most sought after field of training is computer related training. Only 20% of formal vocational training is received from ITI/ITCs. In India, technical education and vocational training system follows patterns like graduate - post graduate, engineer - technologists through training colleges, diploma from polytechnics and certificate level training in ITIs through formal apprenticeships. The Vocational Training in India is imparted by mainly two types of bodies: Public Industrial Training Institutes (ITIs), Private owned Industrial Training Centres (ITCs).

When we going to write on Vocational Education and Ramakrishna Mission, we remembered the great lines of Swami Vivekananda....."we need technical education and else which may develop the industries, so that men instead of seeking service, may earn enough to provide for themselves and save something against a rainy day." He also said that "it would be better if people get a little technical education, so that they might find work and earn their bread instead dawdling about and crying for service." This comments made by Swamiji proved that how much he emphasized on technical education. Through this technical education we

can build up small industries. Swamiji always told the youths of India, go to Japan, where they can find development with the help of these small industries. Before setting up this small scale industries, Swamiji always try to focus on Vocational and technical education. He whole heartedly wants to grow this kind of industries, but before that he talked about the need of technical and vocational schools. With the help of this education, people who belong to the villages can easily set up small industries independently.

In order to construct the thematic part of the paper, the Annual General Report, interviews of the trainees and officials of the centre, and all primary and secondary sources of Mission have been taken into account. This paper is a sincere effort to analyze the origin, development and activities of the vocational centre of Ramakrishna Mission in Tripura. It will also assess the process of the capacity building measures among the youths of Tripura through its vocational training programmes in the Centre. The significance of the study lies in the effort of finding ways and means for the establishment of coherent and homogenous society in Tripura under the banner of vocational training centres in the premises of Ramakrishna Mission.

Ramakrishna Math and Ramakrishna Mission are the twin organizations which form the core of a worldwide spiritual movement known as Ramakrishna Movement. Ramakrishna Mission is a philanthropic, volunteer organization founded by Sri Ramakrishna's chief disciple Swami Vivekananda on Saturday 1st May, 1897. These twin organizations have been working for more than hundred years to catalyze the spiritual regeneration of humanity. The Mission has its Headquarter at Belur Math in Kolkata, India. The Mission spread its activities through its 171 centers all over India and in different parts of the world. Today Ramakrishna Mission stands as a ray of hope for the deprived, poor and forgotten masses of India. Ramakrishna Math and Ramakrishna Mission are legally and financially separate from each other but they are closely inter-related in several other ways.

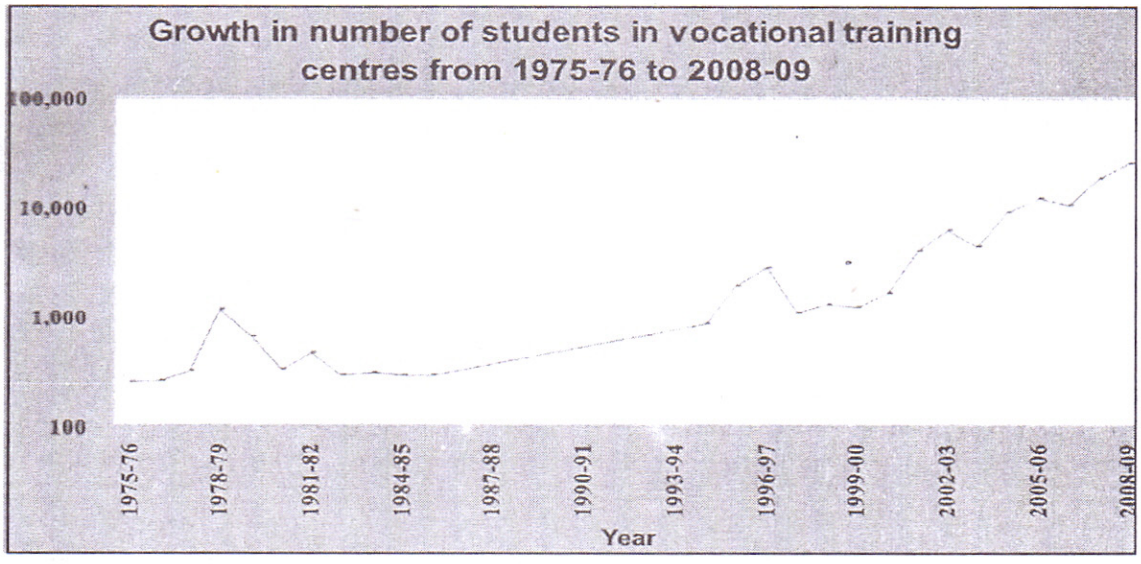
In the field of education, the Math and the Mission centres lived upto their expectations. Apart from excellent academic performance, the students won laurels in sports and extra-curricular activities. The educational work of the twin organizations has been summarized in the following table.

Units	No.of units	Boys	Girls	Total
Ramakrishna Mission Vivekananda University units	5	429	146	575
Degree Colleges	7	7,670	466	8,136
Sanskrit Colleges	1	30	23	53
Teacher's Training Institutes	4	464	6	470
Colleges of Physical Education	1	86	-	86
Junior Basic Training Institutes	5	137	-	137
Higher Secondary Schools	29	24,021	11,111	35,132
Secondary Schools	38	12,422	6,015	18,437
Sanskrit Schools	3	381	227	608
Junior High/Middle Schools (VI-VIII)	32	3,986	2,831	6,817
Junior Basic/U.P./L.P. Schools (I-V)	85	10,691	7,158	17,849
Pre-Basic/K.G./Nursery Schools	296	5,735	4,570	10,305
Hostels/Students Home	107	15,360	3179	18,539
Orphanges	9	894	103	997
Polytechnics	4	2,320	-	2,320
Junior Technical and Industrial Schools	6	1,042	-	1,042
Schools of Languages	3	76,056	35,790	1,11,846
Computer Training Centres	16	5,331	3,457	8,788
Blind Boys Academy	1	180	-	180
Vocational Training Centres	112	13,375	12,026	25,401
Institutes of Agriculture	4	6,639	2,168	8,807
Rural Development Training Institutes	22	6,695	7,119	13,814
Non-Formal Education Centres	209	12,749	11,654	24,403
Night Schools/Adult Education Centres	25	242	540	782
Chatuspathis(Sanskrit Schools)	1	73	-	73
National Open Schools Centres	5	575	666	1,241
Coaching Centres	251	13,116	10,666	23,782
Cultural Centres	328	39,848	32,858	72,706
Workshops, Seminars, Symposiums	165	6,897	3,710	10,607
Cultural Camps	101	9,764	7,493	17,257
Value Education Programmes	445	27,087	16,369	43,456
Total	2,320	3,04,295	1,80,351	4,84,646

Source: The Story of Ramakrishna Mission, Swami Vivekananda's Vision and Fulfilment, Advaita Ashrama, November 2006.

Vocational training is one of their most valuable inputs in development activity. The rural and tribal activities are mainly classified as: (i) General; (ii) Agricultural; (iii) Educational and Self-reliance training; and (iv) Medical. Within the classification of Educational and self-reliance training, free schools are run for children. Adult and non-formal education centers have been set up. Audio-visual shows, farmers' fairs and the like are also organized. And a major activity is to help the formation of self-help groups and training schemes are organized for teaching lathe-turning, carpentry, bee-keeping, pisciculture, dairy-farming and poultry-farming, weaving, incense-stick rolling, etc to enable the rural and tribal community to achieve minimum livelihood. As far as the student's enrolment is concern, there has been a tremendous growth in Vocational Training.

For over the years, Ramakrishna Mission through its Mission centres spread its activities all over India as well as in the other parts of the world. Almost all the centres of Ramakrishna Mission did a commendable job regarding Vocational Training. There are so many important Ramakrishna Mission Vocational Centres situated in the different parts of the country. Of them, Ramakrishna Mission Narendrapur, Ramakrishna Mission Asansol, Ramakrishna Mission Saradapitha, Ramakrishna Mission Vidyalaya Industrial Training Centre, Coimbatore, Ramakrishna Mission Ashrama, Sarisha, West Bengal, Ramakrishna Mission Ashrama, Narainpur, Chhattisgarh, 'Vishwakarma Vidyalaya' at Narottam Nagar, Arunachal Pradesh , Ramakrishna Mission, Khetri, Rajasthan, Ramakrishna Mission in Meghalaya has been doing doing excellent job in Vocational Training sector.



Source: Atmapriyananda, Swami, (Compiled and edited) "Ramakrishna Mission: A Saga of Service, for a hundred years and more..." Foundation Day Commemoration Volume - 1 May 2010.

In a small State like Tripura where unemployeement is a major problem, Vocational Training Centres plays a very vital role to reduce unemployeement among the educated youths by providing them employable training, to cultivate and nurture a technical and industrial attitude in the minds of the younger generation. Government along with other non-governmental organizations has been working tirelessly. Government of Tripura introduced first ITI at Indranagar, Agartala in the year 1958 and its successful implementation prompted the State Govt. to establish a number of ITI(s) at Kailashahar in 1962, Jatanbari in 1979, Women ITI in 1988 at Indranagar, Agartala. Very recently in 2004 a number of ITI's have been inaugurated at Udaipur and Belonia in South Tripura, Ambassa in Dhalai District and another ITI at Dharmanagar in North Tripura district. Along with the I.T.I., The Vocational Rehabilitation Centre for the Handicapped under the Ministry of Labour and Employeement, Govt. of India is serving the disabled of Tripura since 1990 at Agartala, to ascertain social and vocational needs of the persons with disabilities and also Community Development through Polytechnic under the Ministry of HRD going on at Narsingarh, near Agartala. Established in 1987, earlier it was called Community Polytechnic. Ramakrishna Mission also established a Vocational Training Centre mainly for the Tribal youths at their Viveknagar Mission Premises in 1991.

Ramakrishna Mission had started its educational and spiritual services in the states of North East India during the late 19th century and early 20th century. In North-East India, Ramakrishna Mission has a total of 12 centers (including sub-centers). From 1950 onwards Ramakrishna Mission has been doing tremendous work for the welfare of the State of Tripura. At that time the work had done with the help of other neighboring centers as well as the local Ashramas. Finally, the Mission Centre at Viveknagar was opened in 1989. Swami Paramanandaji Maharaj was the founder of this Centre. This centre has now become the main headquarters of the Ramakrishna Math and Mission of Tripura State. The Mission sub-centre at Gangail Road, Agartala started in 29th of May 1951 and taken over by the Mission in 1985, was the main centre from 1985 to 1989. The Mission sub-centre at Dhaleswar had started in 1996.

Ramakrishna Mission has established a Vocational Training centre in Viveknagar, Amtali near Agartala. With the help of the Government of Tripura. This Vocational Training centre is growing very steadily since its inception. This Vocational Training centre is run by the Ramakrishna Mission Viveknagar centre, which is the head-quarter of the Ramakrishna Math and Mission in Tripura State. The Vocational Training centre started its journey on 23rd of August, 1991. Swami Sumedhanandaji was the then Secretary of the Mission while

Swami Mahadevanandaji was the Principal of the centre. In the initial days before the Mission takeover this Vocational Training centre was called "Ramakrishna Pathshala". It was started in a mud-wall house divided into two parts. In the one part, Electric classes and in other part, classes of Radio and T.V. were done. In the outside Varandah, Scooter and Moped repairing classes were held. While the classes going on, the then Principal of this centre Swami Mahadevanandaji used to repair watch or radio. The centre has started its journey with 3 trades under the dynamic leadership of Swami Mahadevanandaji. Mr. Tapan Debnath, instructor of Radio and T.V, is associated with the centre from its beginning. Along with him Electronic trade demonstrator Mr. Ranindra Sangma, Scooter and Moped instructor Mr. Subrata Saha were the other instructors at the initial days. Except than them Mr. Dilip Purakayastha, who is an expert in Scooter repair came from Guwahati. For the one month he stayed at the Vocational Centre and gave training to the trainees. Mr. Arindam Bhowmik was joined after Subrata Saha as an instructor of Scooter and Moped, is also a wonderful and talented teacher.

Vocational Training Centre First Batch on 23/08/1991

Swami Mahadevananda	Superintendent
Dilip Purkayastha	Honorary Advisor
Tapan Kumar Debnath	Instructor, Radio/T.V.
Subrata Saha	Instructor, Scooter/Moped
Late Ronindra M. Sangma	Demonstrator, Electric Wiremanship.

Trainees of First Batch

Scooter and Moped Servicing:

1. Ranjit Debbarma
2. Mafruchai Mog Chowdhury
3. Rabindra Debbarma
4. Topomoni Debbarma
5. Ganesh Debbarma
6. Ganesh Debbarma

Television and Radio Repairing:

1. Uttam Debbarma
2. Lalrimai Halam
3. Lakhan Debbarma

4. Daniel Kuki
5. Kishore Debbarma
6. Ananda Debbarma
7. Shanti Debbarma

Electric Wiremanship:

1. Sanjay Marak
2. Nilmani Debbarma
3. Lalmuana Kuki
4. Girindra Debbarma
5. Krishna Debbarma
6. Subhananda Hrangkhawl

Source: Ramakrishna Mission Vocational Training Centre, Viveknagar, Agartala

After running for whole long year, the Vocational Centre has shifted to its current place. At the end of 1993, another trade was started named composition and printing. This printing machine unit was inaugurated by the then Secretary of Udbodhan (Magazine of Ramakrishna Math and Mission) Swami Purnatmanandaji, who is now the Secretary of Ramakrishna Mission in Tripura. The whole printing work of the Misssion is done here and simultaniously the students get the training of it. When this printing unit started, there was no electric connection in the building. Later L.T. Line was setup followed by the internal line. From 1995 onwards the electric problem has been solved and this printing unit started full fledgedly. Right now there are six big workshops in the Vocational Training Centre where 3 phase connection is available. This centre also bought a turner machine which came by road from Calcutta. But due to lack of training, this machine has not started properly. After so much trouble, it has installed in the workshop. From 1995 onwards this turner trade started its journey. Two well experienced teachers came from Belur Math to run this turner and printing trade.

As far as the student's enrolment is concern, 20 to 40 students get trained every year from different trades. From the beginning, all the students are tribal who enrolled for training. But from 2004 onwards has opened for all sections of the society. Majority of them are residential. The first 3 years these students used to stay at bamboo made houses in the Mission. They feel like an integral part of the Mission and in every point of time they are with the Mission. Electric wiremen student Shuvananda Hrankhawl was one of the best. Kishore Debbarma of Golaghati was also a great student. From the 4th year these boys has Shifted into the current V.T.C building. Now there is a hostel for these tribal students.

Earlier the tribal students got Rs. 300 scholarship per month, now they are getting Rs. 900 per month. Except than that other needful things also been provided to them by the Mission. These tribal students used to do gardening after their work. Physical exercise is another aspect of their life. They play Cricket and Volleyball in the evening. The V.T.C. also celebrates Viswakarma Puja every year in a grand way.

No. of trainees those prosecuted their training at Ramakrishna Mission Vocational Training Centre.

ST Boys only

Year of training	No. of trainees
1991-92	19
1992-93	21
1993-94	28
1994-95	25
1995-96	38
1996-97	45
1997-98	26
1998-99	44
1999-2000	37
2000-01	30
2001-02	42
2002-03	39
2003-04	27

Open to all

2004-05	06
2005-06	08
2006-07	18
2007-08	12
2008-09	10
2009-10	07
2010-11	12+18*

*18 students under Plantation and Particularly Vulnerable Training Group, specially the Reangs. This is a one year course started by Ramakrishna Mission in collaboration with the Directorate of Tribal Rehabilitation Plantation, Govt. of

Tripura from 16th of Sept., 2010.

Name of the T.R. Division	No. of P.T.G. Youths
Dhalai T.R. Division, Ambassa	07
North Tripura T.R. Div., Kumarghat	08
South Tripura T.R. Div.	10
Total	25*

Out of 25, 18 are currently doing the course.

Source: Ramakrishna Mission Vocational Centre, Viveknagar, Agartala

Currently five trades are there in the Ramakrishna Mission Vocational Training Centre. Except than that, M.P.M. or Multipurpose Mechanic and D.R.D.A (District Rural Development Agency) training courses also been organised earlier on. The duration of these two courses is for two months and three months respectively. During this course of time, students have been getting information of six trades. The trades which the students learn during this two months are carpentry, Electric, Plumbing, wielding, Radio and Scooter repair. Armature winding and turner are also an important part of this course so as battery making. Trainers not only from Agartala, but also from Calcutta and other parts of the country hired to train the students in these courses. After finishing the course, all the students have been given a tool box to implement their skill outside. This Vocational Training Centre not only provides technical training, but also religious classes too. The life and teachings of Sri Ramakrishna, Sarada Devi and Swami Vivekananda are part of it. The School students came here at Vocational Training Centre for their work experience.

Current Trades and Instructors

Electric Wiremen Ship	Arindam Banik
T.V. and Radio Servicing	Tapan Kr. Debnath
Scooter and Moped Repairing	Arindam Kr. Bhowmik
Composition and Printing	Ajit. Rn. Tripura
Turner Trade	Abhijit Kr. Pal

From a humble beginning, Ramakrishna Mission Vocational Training Centre in Tripura has been successful in producing many educated youths in the society specially the tribals in the State. Ramakrishna Mission Vocational Training Centre has spread in the mind and heart of the people of Tripura the message of self-sufficiency, character-building and fellow-feeling. The activities of the Centre began as a social service under the lives and teachings of Sri Ramakrishna, Sri Sarada Devi and Swami Vivekananda. The activities of the Vocational Training

Centre in the past years has imbued the spirit and dynamism among the people who are engaged in and it reminds the magic spell of "Ramakrishna Phenomenon" in establishing the man making relation in the State of Tripura. Finally, there is no doubt about that this vocational training centre is truly fulfilling Ramakrishna Mission's effort of finding ways and means for the establishment of coherent and homogenous society in Tripura.

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VOCATIONAL COURSES PROVIDED AND THE OUTCOME TOWARDS CAPACITY BUILDING

Ms. Mun Mun Das Biswas

Our education is passing through a phase of transition. From pre-independence to post-independence period, it has come a long way. The students of education know well that Indian education has withstood the challenges of time and has responded to the social, political, and cultural and economic pressures and demands, adopting it to the society needs. One of such a challenge is unemployment, especially among the educated youth. The present education system is criticized on many grounds, one of which is that our school curriculum does not include vocational subjects which are badly necessary for training the students to participate in the economic development of the country. To achieve this end, we should have a broad- based and diversified curriculum, which includes new vocational and practical subject in addition to the traditional core curriculum.

The advent of vocational education in Tripura can be traced in the middle of 1990's when a large number of graduates were unemployed rather than the unskilled workers in general. Even the live register of Employment Exchanges indicated that the increase in the number of persons seeking employment assistance had been higher in case of educated than the unskilled workers in general. To meet the demands of the society Directorate of School Education felt the need of imparting vocational education at the senior secondary level in Bani Vidyapith Girl's Higher Secondary School, Tripura. Unfortunately, the objectives of vocationalisation of secondary education could not be realised. Several factors contributed to the failure, which included the mismatch between skills training and knowledge imparted and required for the available jobs. Secondly, the supply of manpower was much in surplus of the possible demand. In this situation the pass-outs of the secondary level education tended to flock to colleges and universities. This trend had been putting tremendous pressure on the universities' and colleges' material and manpower resources. But the colleges and universities were unable to absorb these students appropriately. This prompted the University Grants Commission to initiate a number of programmes related to career oriented knowledge and skills during the Fifth Five Year Plan and in early eighties. The National Policy on Education (NPE), 1986 (revised in 1992) of the Ministry of Human Resource Development, Government of India, and subsequent Programme of Action 1992 (drawn from

NPE) also emphasised the need of exposing the university and college students to the application-oriented courses.

Later on some higher educational institutions in Tripura viz. Maharaja Bir Bikram College, Women's College and Bir Bikram Memorial College started imparting vocational education to the college students with an objective of increasing the employability of the students.

GENERAL SIGNIFICANCE OF THE STUDY:- Tripura is a small and land locked hilly state situated in the north-east part of India. Tripura has a population of 3,199,203 with **a density** of 305 persons per square km. In the 2001 census of India, Bengalis represent almost 70% of Tripura's population and the native tribal populations represent 30% of Tripura's population. In Tripura though the number of Govt. Degree Colleges has increased to 17 but there is no improvement in the unemployment situation of the educated youth. To check this problem Govt. is trying to take some measures. A course called Communicative English has been started in three General Degree Colleges viz .MBBCollege, Women's College and BBMCollege. So far the course has not been able to attract many students. Yet, it cannot be denied that the job opportunities of this course exists not only in public sectors but also in private sectors. Tripura is a developing state of India with lots of potential of job opening in the hospitality sector. So, an awareness program among the students seeking graduation seems to be of great importance. This paper attempts to study the teachers' view on the quality of the Vocational Communicative English program, job opportunities of the program and also the attendance status of the tribal students in the program.

DELIMITATION OF THE PROBLEM:- Due to time constraint the study is limited to the (a) Three Govt. Degree Colleges(viz. Women's College, Maharaja Bir Bikram College and Bir Bikram Memorial College, Agartala) (b) Teachers' view on the quality of the program

REVIEW OF THE LITERATURE:-

The concept being a new one published materials on the subject is scarce. However, the investigator came across random study done by some eminent educationists on one or other dimensions. In the following sections the findings and views have been summarized.

At different times, different investigators have worked on various aspects of Vocational Courses and its contribution towards capacity building but the researcher could not get any access to most of them due to its non - availability here in Agartala.

But some traces about the topic can be found from The Study on Evaluation of Vocational Education at the graduate level undertaken by the Institute of Applied Manpower Research, New Delhi at the instance of the Planning Commission during the year2000. The study was conducted to evaluate the performance of the students and point out the shortcomings of the courses at the vocational education level. The findings of the study indicated that the students have very little awareness about the existing vocational course structure.

Objectives of the study:- The broad objective of the study is

1. To study the attendance status of the tribal students in vocational program related to Communicative English at degree level
2. To study the curriculum implementation of the course
3. To study the teachers' view on the quality of the program
4. To study the job opportunities of the program

Methodology of the study:- :- Survey method was used in ascertaining the Impact of Vocational Courses provided and its outcome towards capacity building.

Selection of Study Area and Sample Units:. Sampling is fundamental to all statistical methodology of behavioral and social research. Bad sampling vitiates the data at the source.

Keeping in view the particular aspect of choosing sample the researcher has opted for Non-Probability Purposive Sampling.

TOOL FOR COLLECTING DATA - Questionnaire

Tabulation and Representation of Data:-

1. Responded Teachers Back Ground

Gender	Male	4
	Female	3
Qualifications	Masters Degree	6
	Ph.D	1
Special Training related to the program	Yes	4
	No	3
Years of experience	Two years	2
	More than twenty years	5

2. What is the percentage of attendance of the tribal students in the program?

	Below 55%	55%-65%	65%-75%	Above 75%
Teachers	3	1	2	1

From a survey among the teachers it was found that the teachers it was found that the attendance as experienced in Item 2 is between 55% and 75%. The wide variations need to be taken into account identifying the factors influencing the percentage. To be less polite, it needs to be explored whether the teaching conditions and teaching efficiency of teachers have anything to do with these variations. A variation of 10% is possible simply because of the timing of the classes, but any variation above that needs exploration.

3. Do you find the course content sufficient to meet the requirement of the present day?

	Yes	No
Teachers	2	5

Regarding sufficiency of the course content majority of the teachers have found it inadequate. One common reason being lack of practical exposure. It is a fact that students after completion of this course do not show any remarkable improvement in communication skill particularly spoken. The oral communication part is more or less wholly dependent on practice and practicals. The teachers do not consider the quantum of practical as sufficient. This also mainly depends on a factor which cannot be sorted out by the institution itself. The number of staff required for sufficient practical classes far from satisfactory in most colleges. Language laboratories do not appear to have any laboratory staff or maintenance staff.

4. Do you think that students will be able to get job after passing this course?

	Yes	No
Teachers	4	3

That the students will be able to get job after passing this course is more or less unanimously held. Where any element of doubt is expressed its related to student quality and facilities like campus interviews but not related to the quality of the course. Job opportunities are available in public sectors, autonomous sectors, private sectors as well as Govt. sectors. A record of pass outs also supports the view.

5. What improvements do you suggest for the course?

	Yes	No
1	3	4
2	5	2
3	6	1
4	2	5
5	0	7

Improvements have been suggested by teachers emphasizing infrastructure facilities, more practical classes, more intensive drilling through longer teaching hours and through apprenticeship on job training. The apprenticeship scopes and on job training scopes need to be developed by the institutions together. Cross academic sessions among different colleges also can help in standardization of course materials.

Motivating students towards this course:- Regarding motivating the students, the necessity of such step has been admitted by all; but at the same time it is clear that more thought should be given and organized program should be devised.

CONCLUSION: - The study is partial because it has taken into account of view of teachers only. View of students also should have been taken; but such comprehensive study needs a longer period and a broader base not yet properly available. The present day course of Tripura University in Communicative English has been an improvement over the original syllabus prescribed by the UGC.

i) The present courses has included complete training which can be given of use in present day world but the distribution of emphasis needs to be updated frequently.

ii) The distribution of theoretical and practical aspects of the course might be organized in the way other empirical sciences follow.

iii) The memorandums of understanding originally worked out with the introduction of course have now probably expired. New and potential employees need to be approached so that apprenticeship and campus interview scopes can be realized.

JOB OPPORTUNITIES:- There are certain fields which would naturally prefer competent students who have completed the course. The study aims to improve the status of the program and its outcome towards capacity building of tribal

students with special reference to Tripura.

1. Tripura is an attractive tourist destination. The state has a rich cultural heritage. So, in public sectors- tourism industry is one such branch which can employ tourist guides, tour bungalow front desk employees.
2. In private sectors - hotel front desk employees also can take in students of these courses. In Tripura, hotels have been considered as Industry, with a view to promote tourism.
3. The course also held in it the rudimentaries of make over. Proper teaching of this phase can open new avenues covered by make over schools. This course provides opportunities to the students to set up their own institutes in the form of Finish Schools or Personal Grooming Institutes.
4. Infact the public relation aspects of various industries and trade can be taken care of with this course for e.g in aviation sectors.
5. Another different option for the students of this course is that of a radio jockey. FM Radio provides job opportunities to qualified and experienced hands.
6. Tripura is very soon going to become a business hub as the state shares its border with Bangladesh and other North Eastern States. So, there are possibilities of both domestic and international BPO's. Students of this course are preferred more as they require an excellent communicator in English.

The course has great potential but since it is of applied nature frequent updating on inclusive and exclusive items should be pursued on common consensus of teachers and expertise.

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A study on the Impact and role of ICT on Distance Education for Tribal Learners in Tripura

Dipankar Biswas

Introduction

Education is one of the main keys to economic development and improvements in human welfare. As global economic competition grows sharper, education becomes an important source of competitive advantage, closely linked to economic growth, and a way for countries to attract jobs and investment. In addition, education appears to be one of the key determinants of lifetime earnings countries therefore frequently see raising educational attainment as a way of tackling poverty and deprivation. In developing countries, education is also linked to a whole batch of indicators of human development. Education of women influences the helth of children and family size. The experience of asian economics in particulal in the past two decades has demonstrated the benefits that public investment in education can bring. In richer countries, education is as important not just in the early years, but also in later life. As the pace of technological change quickens and as the work force in many rich countries grows older, education offers a way to improve and update the skills and capabilities of the workforce. Therare, however, many constraints on delivering education to the right people at the right time .In developing countries, there is frequently a shortage of qualified school teachers. People may live in scattered communities in rural areas. Money for books and teaching materials may be scarce. In wealthier countries, money is also a problem :in particular, the cost of university education has risen sharply, and student are increasingly expected to meet all or part of the cost directly. But,at the level of higher education traning , the problem is often also one of time .students who are alredy in full - time employment find it hard to take part in a university courses offered at conventional times of day. Finally, employers , keen to train staff, are often actually conscious of the cost of taking people away from their main job in order to attend traning courses. they are therefore eager for more efficient and fexible way to deliver information to employees. All these factors have encouraged an interest in the use of information and communiocations technologies(ICT)to deliver education and traning computer s begans to appear in school and university classrooms in the more advanced countries around the early 1980s. broadband connection s to schools and university became common placc in wealthier countries in the second half of the 1990s. in developing countries in the second haif of the 1990sl. In developing countries

,experience is more limited. This is not necessarily a bad thing,as it should allow those countries to learn from the investments of richer countries .
Initially, educators saw the use of ICTs in the classroom mainly as a way to teach computer literacy. Most now see a border role :that a delivering many kind of learning at lower cost and with higher quality than traditional methods of teaching allow. In addition, school and universities increasingly use ICTs, as do other large organizations, to reduce the costs and improve the efficiency of administration[1].
Student intake has increased considerably, while the resources have not. Hence, technology is needed for delivering instructions to the large number of learnrs.[2]
Today education technology making distance education more popular than face to *Face teaching and learning.*

I would like to point out some draw backs of the distance education for the developing countries:

1. Probability of loss of the student contingent . thus, young generation prefers western education system and inclines to cheaper sources;
2. Probability of loss of the real job places in the labour market. Faculty staff of the education institutions in the development countries fight for the student team that desires to get paid study via electronics facilities;
3. Depands on westurn education system. Developing countries are not competitive compared to these countries[3].

Why distance education needs ICT?

1. Transition from the traditional education buildings to the cyber space;
2. Transition from the classic lecture halls and classes to the computer classes, electronic games and virtual lectures;
3. Transition from the teacher's control to the self-control;
4. Transition from the classical libraries to the general or shared e-libraries;
5. Transition from the ordinary laboratories to the virtual research groups;
6. Transition from the ordinary meetings to the video and tele-conferences,

Use of ICT in distance Education also affects the way students learning.[4]

a) Competency and Performance-based curricula

The movies to competency and performance-based curricula are well supported

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1.The impact and role of ICT in the delivery of education and training in Africa'- Dr michelle Selinger .
2. Maier,bernett , Brunner 1998.
3 & 4 'Role of ICT in education of the developing countries 'Ministry of communication and informational technologies of Azerbaijan republic .

and encouraged by emerging instructional technologies (eg. Stephenson,2001).such curricula tend to require:

- Access to a variety of information forms and types;
- Access to a variety of information access and inquiry;
- Learning environments center on problem - centered and inquiry-based activities;
- Authentic settings and examples ; and
- Teachers as coaches and mentors rather than content experts.

Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricular that make sound use of the affordances of these technologies (eg .Oliver, 2000). For many years, teachers wishing to adopt such curricula have been limited by their resources and tools but with the proliferation and widespread availability of contemporary ICTs, many restrictions and impediments of the past have been removed . And new technologies will continue to drive these forms of communication and access to sharable resources, the capability to support these quality learning setting will continue to grow.

b) Information Literacy

Another way in which emerging ICTs are impacting on the content of education curricula steems from the ways in which ICTs are dominating so much of contemporary life and work. Already there has amerged a need for educational institutions to ensure that graduates are able to display appropriate levels of information literacy, "the capacity to identify and issue

And then to identify, locate and evaluate relevant information in order to engage with it or to solve a problem arising from it"(Mc Causland , Wache & Berk , 1999, p.2). The drive to promote such developments stems form general moves among institutions to ensure their graduates demonstrate not only skills and knowledge in there subject domains but also general attributes and generic skills. Traditionally generic skills have involved such capabilities as ability to reason formally, to manage time, project management ,and collaboration and teamwork skills. The growing use of ICTs as tools of every day life hve seen the pool of generic skills expended in recent year to include information literacy and it is highly probable that future developments and technology applications will see this set of skills growing even more.

5.'The role of ICT in higher education for the 21st century :ICT as a change agent for education'- Ron oliver , Edith cowan University, perth western Australia

c) Students Centered Learning:

With the help of technologies it is possible to promote transformations of Distance Education from teacher centered inst.to student centerd inst . e.g. 1) Increased use of web as a source. 2) Internet user can select the expart of whom they will learn . 3) process will become problem-based learning. 4) The proliferation of capability ,competency and outcomes oriented curricula. ICTs in Distance Education act as a change agent.It supports independent learning. Students become immersed in the learning process by using ICT.

d) Support in constructing knowledge:

The emergence of ICTs as a lerning technology unknowingly insists to think on alternative theories for learning . The conventional teching process has focused on teachers planning and leading students through a series of instructional sequences to achieve desired out com. This way of teaching follows the planned transmission of knowledge though some interaction with the content as a means to consolidate the knowledge acquisition.it depends on the process of personal understanding .In thise domain learning is viewed as the constraction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource based, student centered learning .It acts to support various aspects of knowledge construction and as more and more stud. employ ICTs in their learning process,the more pronounced impact of this will become[5].

The Impact of ICT on place 'When'&' Where' to learn:

In the past, there was no or little choice for students in terms of method & choices in the same case.

a) Any place learning:

The use of ICT has extended the scope of offering programs at a distance .The off-campus delivery was an option for student are able to make this choice through technology- facilited learning settings. E.g.

1. In many instances traditional classroom learning has given eay to learning in work-based settings with students able to access courses and programs from their workplace .The advantages of education and training at the point of need relate not only to convenience but include cost saving associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts.

2. The communication capabilities of modern technologies provide opportunities

for many learners to enroll in courses offered by external institutions rather than those situated locally .These opportunities provide such advantages as extended course offering and eclectic class cohorts comprised of student of differing backgrounds, cultures and perspectives.

3. The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses from a variety of institutions, There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institution, an activity that provides considerable diversity and choice for students in the programs they complete.

b) Any time learning:

In case of geographical flexibility, technology, facililited educational programs also remove the temporal constraints. It is the good opportunity for student to undertake education anywhere, anytime & any place.

1. Through online technologies learning has become an activity that is no longer set within leading to succinct and to-the- point interaction and to succinct and to-the -point interaction and on-track, thoughtful and creative conversations. programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have gretly increased the opportunities for many students to particular in learning activities when time permits and and these freedoms have greatly increased the opportunities for many students to permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs.
2. The wide variety of technologies that support learners are able to provided asynchronous support for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.
3. As well as learning at any time , teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. choosing how much time will be used within the 24x7 envelope and what periods of time are challenges will face the educators of the future.

***Three critical elements will determine the future of ICT as an effective tool for* social and economic development:**

1. Any solution that India adopts has to be cost effective if we are to meet the development demands and reach the most remote parts of the sub-continent.
2. It is no use having state-of-the-art technology unless it can be sustained.
3. Deployment of ICT does not guarantee their efficient utilization. Capacity building and effective support mechanisms must accompany development.

Conclusion

ICT is revolutionizing and changing almost all aspects of our daily life.ICT is and will Increasing support distance education and skills development in India, but there is a number of factors that need to be in place for this to be effective. Models derived from countries that are ICT and bandwidth rich cannot be replicated in India, and nor should they. India has its own needs and aspirations and any use of ICT should be adapted to help developing the society each country aspires to. However there are a number of lesions that can be learnt for the early adopters that will help India to embrace ICT in a way that can develop its education system and economics. These include government commitment to developing an education system that fits together with its plan for the e- enablement of the country; a reliable infrastructure: reasonable levels of access to the Internet in schools and for training; and an education policy that includes teacher training in new paradigms for education and recognizes that traditional methods do not provide the necessary skills for a developing economy. Additionally, and importantly, electronic resources need to be culturally relevant to teachers, instructors and students and local adaptations of global content should either be made electronically or by teachers mediating the content for their students, and also take into account the availability of and access to avid technology dissonance

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Higher Education Opportunities in the field of Information Technology for Tribal Learners of Tripura

Partha Sarathi Bhattacharjee

The world is fast moving from a stage where steel and miles of railways were important, to a stage where, the size and complexity of information and communication systems will be the barometer of a country's development. No country or individual can continue to afford to remain in isolation and ignore rapid developments in the field of information and communication technology. This so called "Information Society" has its genesis in the post industrial area.

Several thinkers have from times immemorial expressed the view that knowledge is power and the key to successful development. It is an important input or basic resource and link between a variety of activities , intellectual and material , in the society. Access to the right information at the right time in a convenient form can trigger new directions in research , development and managerial actions.

A widely accepted fact today is that input in modern production systems is no longer confined to land, labour and capital only. It is also includes information . "Information and communication" are without doubt two key words and any activity or human relationship involves a process of communication. The scientific study of the communication and information are intrinsic to the practice of science. Research , simulated often by new information ,is sustained by the continuing flow of information and , when completed , again yields new information . Scientists not only collect , store , retrieve and use information , but also create it through research. But this applies now to all successful enterprises including business , trade and commerce.

Tripura is a hilly state with various natural resources . Along with natural resources , there are much of human resources .The human resources may be utilized in different ways. One of the utilization process is the implementation of Information Technology sectors. The goal of creating an IT - conscious and IT - driven government and society cannot be achieved without building competencies in human resource development. This is more required because of the existing levels of IT education in Tripura, inside and outside Agartala. The State government will therefore give top priority to the accomplishment of this objective of IT Policy and place emphasis on development of IT educational facilities in district HQs sub-divisional towns as well as TTAADC areas for implementing IT educations and IT consciousness of tribal youths also.

In order to achieve the Human Resource Development, the following policy initiatives will be taken:-

1. A module on IT would be made integral to all degree courses of Tripura University and other institutions. The curriculum of existing computer courses would also be re-structured to suit the present day requirements of IT employers. Tripura University has already started different under graduate degree, diploma and post graduate degree courses like DCA ,BCA , MCA and some engineering under graduate degree and post graduate courses like B.E and M. Tech in Computer Science & Engineering in the field of Information Technology . Some of the courses like B.Sc. in Computer Science , BCA & DCA are running in some govt. colleges as well as private colleges in different parts of Tripura by which tribal candidates can easily get admission to those job oriented non conventional courses with a very minimum course fee . The Tripura Government has set up a engineering college named Tripura Institute of Technology, at Narsingarh, Agartala runs different B.E degree courses .They have already started B.E. in Computer Science & Engineering programme.
2. National Institute of Technology, Agartala and Tripura Polytechnic on the ERNET (education network) or RENIC (Research and Educational NIC network) so as to facilitate better communication between the educational institutions within Tripura and outside Tripura. NIT, Agartala has a separate department of Computer Science & Engineering runs under graduate degree course like B. Tech in Computer Science & Engineering and PG level courses like M. Tech in Computer Science & Engineering and MCA which are very much appreciable in the job world.

   There are three Polytechnic Institutes at Tripura which run Diploma in computer science & engineering and Diploma in Information Technology, and there is a special reservation category for admission of tribal youths of Tripura .
4. There are some Govt. of India organizations like Electronics Test and Development Centre , Agartala and RIELT , Agartala under Ministry of Information and Communication Technology, Govt. of India run some job oriented computer programmes like DOEACC 'O' Level , 'A" Level which are valuable in the job market through out India. They conduct some IT training programmes for tribal entrepreneurs for developing self employment in the state.
3. Encouragement to IT training institutions being set up privately in the State, with special emphasis on the district HQs and sub-divisional towns. Efforts

will also be made to put into place a mechanism for these training institutions to check sub-standard institutes from proliferating.

4. Special IT Courses (with provision for stipends) will be started for backward classes of citizens.
5. The State Government would identify institutes of excellence as partner institutions and involve them in increasing use of IT in educational institutions.
6. Private parties shall be encouraged to set up Internet cafes in colleges and University. Space may be provided free by the institution but computer hardware and software would have to be installed by the party concerned.
7. Educated tribal youths will be encouraged to set up Public tele-information centres (PTICs) on the lines of PCOs and they may be provided assistance under existing Self - employment schemes, like PMRY. These PTICs will provide Internet access on payment to any person.
8. IGNOU has launched different job oriented computer degree and certificate programmes like MCA, BCA and certificate courses in IT at different remote areas of Tripura . These programmes are very much appreciable in the job markets of Tripura as well as through out India and abroad also. There is a provision of reimbursement of programme fees of backward class learners like ST, SC and OBC candidates of IGNOU which is provided by the Higher Education Dept., the Govt. of Tripura.
9. IGNOU has launched a computer literacy programme (CLP) in different block CICs. The course is designed for basic computer knowledge including internet for rural villagers/youths. They can get detailed information about cultivations etc through internet facility and they can communicate with outside world very easily and quickly.
10. Besides NIT, Agartala, there are some private organizations like Bhavan's Tripura College of Science & Technology , ICFAI University have started different job oriented diploma , undergraduate and post graduate computer programmes which are very much acceptable in govt as well as private sectors. Bhavan's Tripura College of Science & Technology has started a new programme named B.Sc. in Information Technology from last year under Tripura University. The development of such private Institutions for implementing higher education in the field of Information Technology will be very much streamline and fruitful if our Govt. takes some steps with implementing some rules and regulations for developing their infrastructure and other facilities to activate new courses and run old courses smoothly and effectively.

As envisaged in National IT Action Plan, the Government of India proposes to launch ***three schemes - Vidyarthi computer scheme, Shikshak computer Scheme and School computer scheme -*** to enable students, teachers and schools respectively to purchase computers under attractive financial packages. The State government will adopt this scheme and encourage its wide implementation.

As Tripura is a hilly state and it is situated in a corner part of the North Easter Region, the main problem for developing IT industry is communication problem. There is a lack of trained manpower for developing IT industries. Specially in the case of computer education, there is some lacks for qualified and experienced faculties for teaching of computer post graduate degree , under graduate degree courses and for running these courses in the universities or institutions , visiting faculties are hired from other universities or institutions outside Tripura. Post graduate Degree, Diploma holders youths have already been started to produce by Tripura University, , NIT, Agartala, IGNOU or ICFAI University. They can fulfill the huge requirement of computer professionals in the state very shortly.

The future of computer education in Tripura can be very bright if effective measures can be taken. There is a very big scope for software development for the computer trained youths and the softwares may be easily exported to Bangladesh and Mayanmar . This will be very much fruitful for economic as well as educational growth in Tripura. Govt. initiatives are very much essential for developing IT industry in Tripura . The Government of Tripura has already a package of incentives to set up any industry in Tripura. In addition to these incentives, the incentives are proposed to be given to encourage young entrepreneurs including backward classes citizen to set up industry, especially for software development in Tripura. We are hopeful that Tripura will become an developed state in the filed of IT both training and software development in near future.

Health and Nutritional status of the Scheduled Tribes of Tripura and its effect on Higher Studies

-Sanjoy Deka and Santanu Bikash Das

Abstract:

The tribal people constitute 8.14% of the total population of the country, numbering 84.51 million (2001 Census). There are 697 tribes notified by the Central Government under Article 342 of the Indian Constitution with certain tribes being notified in more than one State. The total population of Tripura in 2001 Census has been 3,199,203. Of these 993,426 persons are Scheduled Tribes (STs); constituting 31.1 per cent of the total population. There are19 different notified STs in the state. Among all STs, 56.5 per cent of the population has been recorded as literate, in comparison to national average of 47.1 per cent for STs. The male literacy rate of 68 per cent and female of 44.6 per cent show high gender disparity in literacy.

The level of education is often viewed as an indicator of the development of any state and the nation as a whole. There are so many political, cultural, social, economical and educational problems of the tribal community, but the important problems are related to health, nutrition and educational development. Despite remarkable world-wide progress in the field of diagnostics, curative and preventive health, the heterogeneous Indian tribal groups are still living at the lowest stratum of the society due to various factors that have been traced out in several studies as possible contributing factors to ***dismal health conditions prevailing among them in India owing*** to the impact of geographical and cultural isolation, widespread poverty, illiteracy, malnutrition, absence of safe drinking water, poor sanitary living conditions, deprived maternal and child health services and ineffective coverage of national health and nutritional services. Although scheduled tribes are accorded special status under the fifth/sixth schedules of the Indian Constitution, their status on the whole, especially their health still remains unsatisfactory.

This paper aims to carryout a retrospective study about the health and nutritional problems of the tribal peoples and its effect on their higher studies, with special reference to the state of Tripura. The paper also highlights certain areas like the health status of the tribals of Tripura in relation to sex ratio, birth and mortality rate, life expectancy, nutritional

status, maternal and child health care practices, sexually transmitted diseases, genetic disorders, etc.

Keywords: Scheduled tribes, dismal health factors, malnutrition factors, educational development, life expectancy.

1. INTRODUCTION

Tribal communities are mainly the forest dwellers who have accumulated a rich knowledge on the uses of various forests and forest products over the centuries. According to Article 342 of the Constitution, the Scheduled Tribes are the tribes or tribal communities or part of or groups within these tribes and tribal communities which have been declared as such by the President through a public notification. India possesses a total of 427 tribal communities, of these more than 130 major tribal communities live in North East India, which is comprised of the 8 states Meghalaya, Mizoram, Manipur, Tripura, Sikkim, Assam, Nagaland and Arunachal Pradesh. The major tribal communities of the North East India have been categorized into sub-tribes and if these sub-tribes are taken into account the total number of tribal groups reach up to 300.

Tribal groups constitute about 8.2 % of the total population in India (Indian Government Census, 2001). According to government statistics, tribes can be found in approximately 461 communities with almost 92 % of them residing in rural areas, mostly in remote underserved forest regions with little or no basic civic amenities like transport, roads, markets, health care, safe drinking water or sanitation. Tribal communities therefore lag behind other communities with respect to attainment of income, education, health and other requisites for good community nutrition. Of the 86 million tribals who are 8.2 percent of the population, 80 percent live in the Middle India belt of Andhra Pradesh, Orissa, Jharkhand, Chhattisgarh, Madhya Pradesh, Northern Maharashtra and Southern Gujarat. Around 12 percent or 10.2 millions live in the Northeast. The rest are spread over the remaining States. Scheduled tribes are distributed throughout the country except Pondicherry, Haryana, Punjab, Chandigarh, and Delhi.

Table 1 &2 will represent in brief the Demographic statistics of Tribals of NE India and under the areas of Tripura Tribal Areas Autonomous District Council (TTAADC).

Table 1: Demographic statistics of Tribals of NE India, 2001 Census.

Sl No	India/ State	Total Population		Decadal Growth in%	ST Population		Decadal Growth in%	% of of STs in the state to total state population in 2001	% of STs in the state to total ST population in India in 2001
		1991	2001		1991	2001			
1.	India	838,583,988	1,028,610,328	22.66	67,758,380	84,326,240	24.45	8.2	-
2.	Assam	22,414,322	26,655,528	18.92	2,874,441	3,308,570	15.1	12.4	3.92
3.	Arunachal Pradesh	864,558	1,097,968	27.00	550,351	705,158	28.13	64.2	0.84
4.	Manipur	1,837,149	2,166,788	17.94	632,173	741,141	17.24	34.2	0.88
5.	Meghalaya	1,774,778	2,318,822	30.65	1,517,927	1,992,862	31.29	85.9	2.36
6.	Mizoram	689,756	888,573	28.82	653,565	839,310	28.42	94.5	1
7.	Nagaland	1,209,546	1,990,036	64.53	1,060,822	1,774,026	67.23	89.1	2.1
8.	Tripura	2,757,205	3,199,203	16.03	853,345	993,426	16.42	31.1	1.18

Source: Annual Report 2009-10, Ministry of Tribal affairs, Govt of India available at http://tribal.nic.in/writereaddata/mainlinkFile/File 894.pdf

Table 2: Zone wise village committee & population of TTAADC , 2005- 06

Sl. No.	Name of Zone	No.of V.C	No. of Family				Population			
			ST	SC	UR	Total	ST	SC	UR	Total
1.	West Zone	185	72,308	2,436	4,487	79,231	4,02,948	12,423	23,647	4,39,018
2.	South Zone	167	56,260	2,878	7,890	67,028	2,90,153	13,288	37,654	3,41,095
3.	North Zone	79	23,750	2,733	9,865	36,303	1,25,641	13,360	47,486	1,86,487
4.	Dhalai Zone	96	37,158	3,933	5,578	46,669	2,02,818	19,442	27,605	2,49,865
	Total	527	1,89,431	11,980	27,820	2,29,231	10,21,560	58,513	1,36,392	12,16,465

Source: http://www.ttaadc.nic.in/glance.htm

After the first influx of refugees came as the Hindu Bangladeshi immigrants, the State of Tripura enacted the Tripura Land and Land Revenue Act 1960 that stipulated that only registered land would be recognized. Most tribals being illiterate did not register the community land they were living on for a thousand years according to their customary law. So they were declared encroachers on the land that was their habitat for hundreds of years.

The land that was alienated from them was used to resettle the Hindu East Pakistani immigrants whose influx continues till today. Because of the influx, its tribal proportion has come down from 58 percent in 1951 to 31 percent in 2001.

The tribes have lost more than 60 percent of their land to the immigrants. That is at the basis of the tribal insurgency in the State.

The population of Tripura is characterized by social diversity. People of the Scheduled Tribes (ST) comprise about one-third of the population. Nineteen tribes are represented in the population of Tripura, the two largest being the Tripuri and Reang, which together accounted for 71 per cent of the tribal population in 2001. There is also a plurality of languages and dialects; the two official languages of the State are Bengali and Kokborok. The overwhelming majority of tribal people (97.4 per cent) live in rural areas.

The burden of infant mortality, maternal and child mortality are being borne disproportionately by the schedule caste and tribes as compared to other caste groups. (IIPS: 2000) The NFHS data show that 53 percent of children in rural areas are underweight in India and this varies across states. In some states this figure is as high as 60 percent who are underweight especially among the schedule tribes in the poorer states. This paper will discuss about the health and nutritional status of the tribal peoples and its effect on their higher studies, with special reference to the state of Tripura. The paper also highlights certain areas like the health status of the tribals of Tripura in relation to sex ratio, birth and mortality rate, life expectancy, nutritional status, maternal and child health care practices, sexually transmitted diseases, genetic disorders, etc.

2. METHOD

The data were collected from different libraries of North-East and from website as well, hence, are mostly secondary in nature. The study may be regarded as documentary research and is a form of retrospective search from various sources like books, journals, census, gazetteers, news papers, and website and so on. After collection of documents, scanning of existing literatures scattered in different forms were done keeping in mind the specific objectives of the study. After scanning, data was analyzed and filtered as per need of the study.

3. FINDINGS

3.1 Health Status of tribes of Tripura

Lack of personal hygiene, poor sanitation, poor mother--child health services, absence of health education, lack of national preventive programmes, and lack of health services are responsible for the poor health of the tribals. Problems like insanitary food supplies, water contamination, and poor food in-take reflect on the health status of tribals. The tropical disease like malaria is still widespread in the tribal areas. Hence, better nutrition and good environmental health are the important aspects of village health services.

3.1.1 Birth and mortality rate

The tribal population has much lower Infant Mortality Rate (IMR) as compared to the scheduled castes but moderately higher than the other population. Table 3, 4, and 5 will highlight the birth and mortality rate of the individuals in the state which is found to be varied in different assessment years.

Table 3: Health statistics of India, 2006

Category	India	SC	ST	OBC	Others
Infant mortality/1000 live births	57.0	66.4	62.1	56.6	48.9
Under-5 mortality/1000 live births	74.3s	88.1	95.7	72.8	59.2
Child mortality rate	18.4	23.2	35.8	17.3	10.8

Source: NFHS 3: 2005-06, M/o Health & Family Welfare available at http://tribal.nic.in/writereaddata/mainlinkFile/File1220.pdf

Table 4: Health Indices of Tripura, 2007

Parameter	National Average (India)	State(Tripura)	Source
Birth Rate	23.1	17.1	SRS 2007
Death Rate	7.4	6.5	-do-
Natural Growth Rate	15.7	10.5	-do-
Infant Mortality Rate	55.0	39	-do-
Couple Protection Rate	56.03	65.08	NFHS-3
Total Fertility Rate	2.68	2.22	-do-
Maternal Mortality Rate	4.37	4	State Population policy
Sex ratio	933:1000	950:1000	Census 2001

Note: TFR-Total Fertility Rate, CPR-Couple Protection Rate, IMR-Infant Mortality Rate, MMR-Maternal Mortality Rate, SRS-Sample Registration System, NFHS-National Family Health Survey.

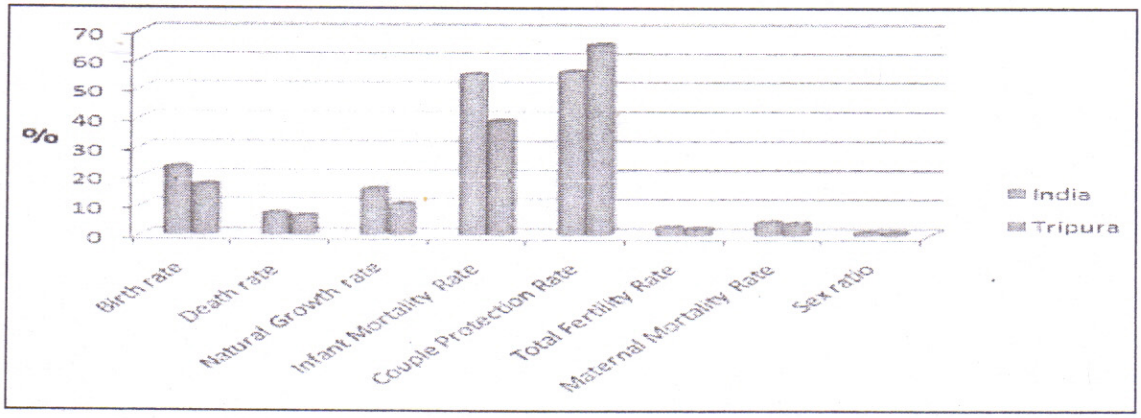

Chart I: Health Indices of Tripura

According to the study carried out by SRS, NFHS, Census-2001, and State Population Policy-2000, except CPR all the health indices are below the national average **(Table 5).**

Table 5: Health indices of Tripura, 2008

SL No	Category	National (India)	State (Tripura)
1	Birth rate, 2008	22.8	15.4
2	Death rate, 2008	7.4	5.9
3	Natural growth rate, 2008	15.4	9.5
4	Infant mortality rate (IMR), 2008	53	34
5	Couple Protection rate (CPR), NFHS-3	56.03	65.08
6	TFR (total Fertility Rate), NFHS-3	2.68	2.22
7	Maternal Mortality Rate, SPP-2000	4.37	4
8	Sex ratio, Census 2001	933:1000	950:1000

Source: SRS-2008 , NFHS-3, Census-2001 and State Population Policy-2000

Special estimates of IMR at the district level were prepared. (Table 6) These estimates show that the IMR in Tripura were 41 and 43 infant deaths per 1,000 live births for males and females respectively. The estimates show higher mortality than the latest SRS estimates (35 for males and 34 for females for 2000-02) for Tripura. District-level estimates indicate that Dhalai had the highest IMR, followed by South,North and West Districts. For girls, IMR was above 50 in Dhalai and South District. Even this was, however, below the all-India IMR of 60 (according to the SRS Bulletin of April 2005).

Table 6: Estimated infant mortality rate by district and sex, 2001

District/State	Infant deaths per 1000 live births	
	Males	Females
West District	33.9	36.6
South District	45.2	50.1
North District	49.2	54.3
Dhalai	37.6	40.0
Tripura	41.3	43.5

Source: Samir Guha Roy (2005).

According to the report of the Tripura Tribal Areas Autonomous District Council (TTAADC), requirements of the health care facilities in the area are not proportional to the increasing demand of the people due to the fact of population explosion.

Table 7: Health Statistic of TTAADC, 2009

1. No. of Public Health Centre	:	2 nos.
2. No. of Sub-centers / Dispensaries	:	Nil
3. No. of Homeopathic Dispensaries.	:	1 no.
4. No. of Ayurvedic Dispensaries.	:	Nil.
5. No. of Beds.	:	30 nos.
6. No. of Medical Officer/Technicians.	:	6/1 nos.
7. No. of Patients treated by kind of diseases 2008-09.	:	10282 nos.
a) Male Patient	:	5828 nos.
b) Female Patient nos.	:	4454
8. Birth Rate based on 2007-08 in ADC.	:	17.9
9. Death Rate based on 2007-08 in ADC.	:	6.6
10. Infant Mortality Rate based on 2007-08 in ADC.	:	40
11. Maternal Mortality Rate based on 2007-08 in ADC.	:	04
12. Growth Rate in ADC.	:	11.3
13. Conduction of Health Camp during 2007-08 & 2008-09.	:	37

Source: http://www.ttaadc.nic.in/glance.htm

3.1.2 Maternal and child health care practices

Child bearing imposes additional health needs and problems on women - physically, psychologically and socially. Maternal mortality was reported to be high among various tribal groups. The chief causes of maternal mortality were found to be unhygienic and primitive practices for parturition. From the inception of pregnancy to its termination, no specific nutritious diet is consumed by women. On the other hand, some pregnant tribal women reduced their food intake because of simple fear of recurrent vomiting and also to ensure that the baby may remain small and the delivery may be easier. The consumption of iron, calcium and vitamins during pregnancy is poor. The habit of taking alcohol during pregnancy has been found to be usual in tribal women and almost all of them are observed to continue their regular activities including hard labour during advanced pregnancy. More than 90 per cent of deliveries are conducted at home attended by elderly ladies of the household. No specific precautions are observed at the time of conducting deliveries which resulted in an increased susceptibility to various infections. Services of paramedical staff are secured only in difficult labour cases.13

As far as child care is concerned, both rural and tribal illiterate mothers are observed to breast-feed their babies. But, most of them adopt harmful practices like discarding of colostrum, giving prelacteal feeds, delayed initiation of breast-feeding and delayed introduction of complementary feeds. Vaccination and immunization of Infants and children have been inadequate among tribal groups. In addition, extremes of magico-religious beliefs and taboos tend to aggravate the problems.

Tripura ***has made remarkable progress in Routine Immunization*** by increasing coverage throughout the State. As per the National Immunization schedule of Govt. of India, Routine Immunization is carried out in the State including ADC area to cover all children in the age group of up to 1 year. Overwhelming response has been shown in connection with Immunization of DPT. 120.6% children throughout the State has been immunized through DPT whereas the performance of all India level is 94.7 % as per record of Govt of India Ministry of Health & Family Welfare (Monitoring & Evaluation Division) during the year 2006-2007. The success is same for the period of 2006-2007 in connection with OPV also (94.6 VS 120.8%). In connection with B.C.G vaccination our performance (140.9%) is much better than that of all India performance which is 100.1%. During the year 2006-07 B.C.G vaccine was given to 679251 children which is much better for the period of 2005-2006 where the total was 64775 children. Measles Vaccine are also being given to children in an effective manner. The achievement of proposed need assessment is 122.2% in the State which is higher than the percentage of all India level (90.4 %) for the period of 2006-2007. In connection with Tetanus immunization (except Mothers) state performance (81.9% achievement of proposed need assessed) for the period of 2006-2007 is better than all India level performance which is 79 %. 37 Point Tribal Development Package was announced by the Hon'ble Chief Minister on 15th September 2003. The Package has one of the components on Immunization for all Children and pregnant women in ADC area for implementation by Health & FW Department.

There are vast differences in the health status of mothers and children between tribal and non-tribal populations. The indicators comparing the maternal and child health, highlighting the under-achievements among the tribals, are summarized in ***Table 8.***

Compared to the NFHS 2 survey, 4 the infant mortality, under-five mortality, and neonatal mortality have decreased, the proportion of home deliveries is at a standstill.The total fertility rate (Table 8) had shown a slight increase compared to the NFHS 2 survey.

Table 8: Maternal and child health indicators among tribals and others

Indicator	Scheduled tribes		Others
	NFHS 2	NFHS 3	NFHS 3
Median age at marriage	15.8 years	16.3 years	18.1 years
Awareness of legal age for marriage(4)	7.5%	-	22%
Age at consummation of marriage	16.6 years	17.0 years	18.5 years
Total fertility rate	3.06	3.12	2.68
Median age at first childbirth	18.8 years	19.1 years	20.6 years
Proportion of pregnancies with no antenatal checkups	43.1%	37.8%	22.8%
Proportion of pregnancies with no TT immunization	25.8%	36.9%	16.4%
Proportion of pregnancies receiving IFA tablets	48.6%	62%	72%
Home deliveries	81.8%	82.3%	49%
Contraceptive use	39.1%	42.7%	51.4%
Proportion of births of order more than two	53%	51%	34.6%
Infant mortality rate/1000 LB	84.2	62.1	57
Neonatal mortality rate/1000 LB	53.3	39.9	39.1
Under 5 mortality rate/1000 LB	126.6	99.8	74
Exclusive breast feeding (median)	2.9 months	3.1 months	1.9 months
Completion of primary immunization	26%	31.3%	53.8%
No vaccination	-	11.5%	4.3%

Source: Soudarssanane M Bala, Thiruselvakumar D, "Overcoming Problems in the Practice of Public Health among Tribal of India", Indian Journal of Community Medicine / Vol 34 / Issue 4 / October 2009

3.1.3 Life expectancy

The expectation of life is the average number of years remaining to be lived by those surviving to that age.The expectation of life at birth is a component of the HDI. As there ***are no estimates of vital rates*** (birth rates, death rates, infant mortality rates) at the district level for Tripura, estimates of life expectancy at the district level, for males and females separately, were prepared by adapting available techniques of indirect estimation to data available for the State. In 2001, life expectancy at birth for males and females in Tripura was 71 years and 74 years respectively (Table 9). In terms of life expectancy, attainments in Tripura are higher than the national average, which is 61 for males and 62.5 for females (SRS 2003). There is, however, inter-district variation. Women in the West District live five years longer than women in North District, and men in the West District live four years longer than men in North District.

Table 9: Expectation of life at birth by sex in Tripura, by district, 1991 and 2001

	1991		2001	
	Males	Females	Males	Females
West District	68	70	73	75
South District	65	66	70	71
North District	64	65	69	70
Dhalai	67	69	72	74
Tripura	66	69	71	74

Source: Samir Guha Roy (2005).

3.1.4 Genetic disorders and Sexually Transmitted disease

Primitive tribal groups of India have special health problems and genetic abnormalities like sickle cell anaemia, G-6-PD red cell enzyme deficiency and' sexually transmitted diseases. Genetic disorders especially sickle cell disease and G-6-PD have been found to occur in high frequency among various tribal groups and ***scheduled caste population***. The sickle cell disease has been found in 72 districts of Central, Western and Southern India. About 13 lakh G-6-P D deficient are present in tribal population. The prevalence is especially high among the tribes and scheduled castes of Madhya Pradesh, Maharashtra, Tamil Nadu, Orissa, Assam (more than 15 per cent) specially in hyperendemic malarial zones (DST, Report 1990). Prevalence rate up to 40 per cent of sickle cell trait has been reported in some tribes i.e. Adiyan,

Irula, Paniyan, Gonds. Sexually transmitted diseases (STDs) are most prevalent disease in the tribal areas. VDRL was found to be positive in 17.12 per cent cases (reactive in dilution of 1:8 or more) of polyandrous Jaunsaris of Chakrata, Dehradun. Out of 17 per cent, 9.92 per cent was found among males and 7.19 per cent among females. Among the Santals of Mayurbhanj district, Orissa, 8.90 per cent cases (reactive in dilution of 1:8 or more) of VDRL were observed, out of which 4.99 per cent were females and 3.91 per cent were males.

AIDS is as yet not a big concern in Tripura, only five full-blown cases (and 79 HIV-positive cases) have been identified. The State is in the low-risk category in terms of HIV prevalence rates. However, it is of concern that knowledge about AIDS is thin. In the NFHS-2 survey, 56 per cent of rural women had not heard about AIDS, and 58 per cent did not know any method of prevention.

3.1.5 Sex ratio

In the 1991 Census, the sex ratio of the tribal population was 972 females per thousand males against 927 for the total population. The highest sex ratio for scheduled tribes among various States has been reported from Orissa (1002) and the lowest from Goa (889).14 The sex ratio of tribals is more favorable to females than the general population (972/1000 males vs. 927/1000).

However, there is a wide variation among the different groups and states (1002 in Orissa to 889 in Goa). The geriatric population (above 60 years of age) among tribals is 6.1%. Though this is actually an increase from 5.6% in 1981 in comparison to the general population (7.9%), the proportion is less. The dependency ratio among tribals is 83.9% and in the general population is 69%.Literacy is increasing (47% in 2001 from 29.6% in 1991) but still lower than the general population (65%) and the gap between the literacy rates of STs and the general population continues almost at the same level of 17-18% for the last three decades. Almost 65% women are illiterate against the national fi gure of 46%.High drop-out rates of 79% from formal education are a major problem.

The sex ratio (or ratio of females to 1,000 males) is a simple indicator of gender equality. Among the countries of the world, India is unique in that the data show a decline in sex ratios in the twentieth century. Tripura, however, does better than the national average both in terms of the absolute value of and trends in sex ratio . In 2001, the overall sex ratio was 948 (946 in rural

Tripura and 959 in urban Tripura), while the corresponding ratio for India was 933. The sex ratio among the major tribes was higher than the State average. The sex ratio among SC, though lower than among ST, was higher than the State average in both rural and urban areas. The child sex ratio (or sex ratio among children aged 0-6 years) was 966 as compared to the Indian average of 927. The child sex ratio was greater than 1,000 - a very favourable outcome - in four blocks, and above 990 in another four blocks. However, there was a small decline in the child sex ratio in South District and Dhalai in the 1990s.

3.2 Nutritional status of tribes of Tripura

The health and nutrition problems of the vast tribal population of India are as varied as the tribal groups themselves who present a bewildering diversity and variety in their socio-economic, socio-cultural and ecological settings. The malnutrition is high among the tribal population. Nutritional deficiency leads to diseases like endemic goiter, anemia, pellagra and beriberi. ***Nutritional anaemia*** is a major problem for women in India and more so in the rural and tribal belt. This is particularly serious in view of the fact that both rural and tribal women have heavy workload and anaemia has profound effect on psychological and physical health. Anaemia ***lowers resistance to fatigue, affects working capacity*** under conditions of stress and increases susceptibility to other diseases. Maternal malnutrition is quite common among the tribal women especially those who have many pregnancies too closely spaced. Tribal diets are generally grossly deficient in calcium, vitamin A, vitamin C, riboflavin and animal protein.14

A study by Mishra (2005) using the National Family Health Survey ***(NFHS-2)*** found that in almost all the states of India, tribal households had a higher incidence of childhood stunting (52.3%) than non-tribal households ***(42.8%). Using the same dataset, Nagda (2004)*** reported an anemia prevalence of more than 80% among tribal children. Several studies have also reported deficient intake of calories and protein among tribal populations relative to the Indian RDA, which may be an explanation for the high rates of stunting among this group ***(Rao et al., 1994 ; Yadav and Singh, 1999 ; Agte et al., 2005 ; Mittal and Srivastava, 2006)***. Iron deficiency is recognized as the major cause of anemia in tribal communities ***(Reddy et al., 1995 ; Vyas and Choudhry, 2005)*** and several studies have reported that deficiencies of micronutrients such as iron and zinc often occur together. Hence the high rates of anemia among tribal populations provide additional evidence of the

possibility of marginal zinc deficiency in tribal areas. This is further supported by the high prevalence of stunting and the highly deficient dietary energy intakes in the tribal populations since intake of both zinc and iron are known to be highly correlated with dietary energy intake ***(Willett, 1998)*** . At least one study has shown that zinc intake of populations in tribal regions was significantly lower than that of any of the other regions studied ***(Agte et al., 2005).*** Tribal populations still largely depend on agriculture and forest products for their livelihood and they follow a relatively homogenous lifestyle with their food habits, dietary practices and general pattern of living ***(Patwardhan, 2000).*** Most tribes still rely on their indigenous foods, which usually consist of wild unconventional forest products although some cultivate grains and other farm products for subsistence ***(Singh and Arora, 1978)***. The most frequently used cereals are maize, millet or rice and these form part of a major meal at least once daily ***(Kapil et al., 2003)***. Earlier studies indicated that, comparatively, the overall health of the tribal population is inferior to that of people elsewhere in India and that poor environmental sanitation and unhygienic personal practices predispose tribal populations to high risk of infection ***(Nagda, 2004; Mishra, 2005).*** Findings from a recent national survey showed that 82.4% of tribal households did not have latrines and 78.1% did not have drainage facilities in their homes ***(NFHS-2, 1998),*** a situation that predisposes children to diarrhoeal disease. The survey also found that the prevalence of diarrhoea and acute respiratory infection (ARI) was higher among tribal children than children of non-tribal mothers. Similarly, the study by Nagda (2004) suggested that childhood diarrhoea, ARI, anemia and fever were major causes of infant mortality in tribal areas.

India's abysmal track record at ensuring basic levels of nutrition is the greatest contributor to its poverty as measured by the new international Multi-dimensional Poverty Index (MPI). About 645 million people or 55% of India's population is poor as measured by this composite indicator made up of ten markers of education, health and standard of living achievement levels.

Developed by the Oxford Poverty and Human Development Initiative (OPHI) for the United Nations Development Programmes (UNDP) forthcoming 2010 Human Development Report, the MPI attempts to capture more than just income poverty at the household level. It is composed ***of ten indicators:*** years of schooling and child enrollment (education); child mortality and nutrition (health); and electricity, flooring, drinking water, sanitation, cooking fuel and assets (standard of living). Each education and health indicator has a 1/6 weight, each standard of living indicator a 1/18 weight.

The new data also shows that even in states generally perceived as prosperous such as Haryana, Gujarat and Karnataka, more than 40% of the population is poor by the new composite measure, while Kerala is the only state in which the poor constitute less than 20%. The MPI measures both the incidence of poverty and its intensity. A person is defined as poor if he or she is deprived on at least 3 of the 10 indicators. By this definition, 55% of India was poor, close to double India's much-criticised official poverty figure of 29%. Almost 20% of Indians are deprived on 6 of the 10 indicators.

Nutritional deprivation is overwhelmingly the largest factor in overall poverty, unsurprising given that half of all children in India are under-nourished according to the National Family Health Survey III (2005-06). Close to 40% of those who are defined as poor are also nutritionally deprived. In fact, the contribution of nutrition to the overall MPI is even greater in urban than rural India.

Multi-dimensional poverty is highest (81.4% poor) among Scheduled Tribes within India's Hindu population, followed by Scheduled Castes (65.8%), Other Backward Class (58.3%) and finally the general population (33.3%).

Data on food and nutrition show, on average, no deficit in the intake of cereals in Tripura. In 2005, the quantity purchased per person from fair price shops was 41 kg in West District, 50 kg in South District, and 62 kg in North District and Dhalai. A two-village survey on health and nutrition conducted for this Report revealed large deficits in the intake of non-cereal food items, particularly among tribal families (Table 10). Among tribal households, there were serious deficiencies in the intake of pulses and legumes, milk and milk products, fats and oils, and sugar and jaggery. Anthropometric indices also show high levels of malnutrition. The good news is a reduction in malnutrition among young children between ***1998-99 and 2005-06: the incidence***

of malnutrition fell from 42.6 to 39 per cent in terms of weight-for-age and from 40.4 to 30 per cent in terms of height-for-age (Table 15). Levels of malnutrition in Tripura are now lower than the Indian average. Another piece of good news from our two-village study is the absence of discrimination against girls in nutritional outcomes among children and adolescents in tribal families. Nevertheless, the incidence of nutrition-related diseases is high in Tripura. In 1998-99, 59 per cent of ever-married women in the age group 15-49 were anaemic and 62 per cent of children in the age group 6-35 months were anaemic. Serious attention has to be paid to ways of tackling nutritional deprivation, particularly among women and children in Tripura.

Table 10: Food group-wise mean intake per adult consumption unit as a percentage of the Recommended Daily Allowance (RDA), Tripura and selected villages of West District

	Percentage of Recommended Daily Allowance		
	Tripura, 1998	Village survey, 2005	
	Overall	Non-tribal	Tribal
Food group		Sachindra Nagar	Kaichand Bari
Cereals and millets	102.2	109.0	102.3
Pulses and legumes	140.6	109.7	27.0
Leafy vegetables	129.7	75.3	108.7
Roots and tubers	125.2	32.1	92.4
Other vegetables	165.9	180.9	135.1
Milk and milk products	36.5	22.7	4.0
Fats and oils	63.4	92.5	20.0
Sugar and jaggery	29.8	128.4	1.2

Source: GOI (1998), District Nutrition Profile, and Chakravarty (2006).

Generally, a balanced diet provides all the food substances needed by the body for healthy growth and development. Good nutrition also includes eating the proper amount of food each day. It helps keep the body healthy and fit. When they are not able to get two meals a day, how is the concept of nutritious food applicable to them.

Lack of medical facility is another problem for them. The poor tribals do not get food regularly so they fall sick. Doctors recommend that people have medical care at the first sign of any illness. Early care can result in quicker cure. But the tribals are deprived of all these basic needs. Due to mosquitoes bites, skin diseases, jaundice, natural calamities, they suffer and do not get any treatment on time.

Hygiene problem is very common in rural as well as in tribal areas. Due to unhygienic conditions their children suffer with many diseases like measles, mumps, polio, tetanus, and whooping cough. Prevention of disease is an important part of medical care. Parents should make sure that their children receive immunization against diphtheria, German measles, measles, mumps, polio, tetanus, and whooping cough. But tribal parents are ignorant of these things.

3.3 Health care initiatives in Tripura

3.3.1 Rural health schemes benefits of tribals in Tripura under National Rural Health Mission (NRHM)

The implementation of various schemes in Tripura under the National Rural Health Scheme has given a reason to smile to the locals. Various health schemes under the National Rural Health Mission (NRHM) are being implemented with an aim to bring down the Infant Mortality Rate (IMR) and Maternal Mortality Rate (MMR).

"NRHM can play a very important role in tribal areas where it is still difficult to reach medical services due to inaccessibility," said L Darlong, Mission Director of NRHM, Tripura. The schemes are not only trying to create increased health awareness among the poor, but also to increase the manpower of the health department in the state. New well equipped hospitals and health centers are also being constructed in the remote of the regions to provide instant aid to the people. Further, to spread awareness, tribals are being educated through puppet shows, road shows and folk songs.

"After implementation of these schemes, there has been rapid awareness among the remote villagers about the health facilities. Similarly there has been also infrastructure development and the latest medical equipments have also been introduced," said Uttam Choudhury, a resident.

NRHM was launched by the Central Government in April 2005 to provide effective healthcare to rural population throughout the country with special focus on 18 states. (ANI)

3.3.2 Health Dept of Tripura : A brief appraisal

The Tripura government is trying its best to make the medical treatment accessible to all. In this direction, Health and family welfare department in the state should be geared up to fulfill the aspiration of common people. In case of preventive treatment, the department is so far successful in reducing death rate due to deadly meningitis. Last year, more than 60 forest dwellers and rural people died of meningo caccual meningitis. The department launched massive vaccination program and the death rate is considerably low in this year.

The government has also taken several steps to strengthen the Public Health Care system in the state. No doubt, both the central and state government is sincerely trying to ensure treatment facility for all. Lack of proper infrastructure and shortage of specialists are only few of the hurdles that the government is encountering.

Some of the doctors in rural areas are working hard. Without bothering much about infrastructure, they are sincerely trying to provide treatment to helpless poor people. Despite good efforts from government, performance of the health and family welfare department has raised several eyebrows. Comptroller and Auditor General (CAG) conducted routine audit and found

gross misappropriation of public money by the health and family welfare department. Tripura government published CAG report and gross financial irregularities are obvious.

In case of health and family welfare department, the report said, "Non-compliance with financial rules relating to maintenance of Cash Book, handling cash and drawal of money coupled with absence of supervision and internal control led to suspected fraud of Rs. 3.49 crore, out of which, Rs 1.96 crore was suspected to have been misappropriated." (Ref: CAG Report for 2009, The Government of Tripura, Page 47)

The report also revealed that concerned department did not properly maintain cashbook. There were no surprise checks and department did not conducted any bank reconciliation. Huge difference between 'amount passed to withdraw' and actual amount withdrawn is really a matter of concern. Statistical data published in CAG report shows that Rs 11,26,850 was withdrawn whereas only Rs 59,800 was passed for withdrawal resulting an excess withdrawal of Rs 10,67,050. Withdrawal of Rs. 3,66,050 was not recorded at all. (Ref. CAG Report for 2009, The Government of Tripura, Appendix 2.1A)

Further the report unveiled that the Draw and Disbursement Officer (DDO) deposited Rs. 15,74,000 in two installments in cash in SBI. However, no records regarding source of revenue and purpose of cash deposits remain unanswered. CAG team observes that health and family welfare department did not enforce provisions of financial rules in managing cash, drew money without sanction orders and lack of supervision and internal control resulted in suspected fraud of huge amount of public money.

It is interesting to note that the cashier was absconding from Jan 13, 2009 and a case was registered on Feb 7, 2009. CID is now investigating the case. Sources said that the cashier, the DDO and head of the office were placed under suspension. The state government stated that proper action would be taken against the erring officials. To prevent such misappropriation, the government will take few measures to ensure systematic and error free maintenance of accounts.

On condition of anonymity, a senior official said that benefits of government welfare policies could not reach to common people due to corrupt officials of the department. He further argued that corruption among the officials could be tracked and controlled. However, malpractices by a section of medical staffs including Doctors also need to be investigated. Services in state hospital are not satisfactory due to commission system and private practice by a section of Doctors. One should stick to one's professional ethics. Only then, corruption

can be tackled and services can be improved, he suggested.

3.3.3 State Population Policy:

The Government of Tripura announced the "State Population Policy-2000"in August-2001 with three following objectives.

1) ***Immediate objective:*** To address the unmet needs for contraception, health care infrastructure and health personnel and to provide integrated service delivery for basic reproductive and child health care.
2) ***Mid-term objective:*** To bring total fertility rate (TFR) to replacement levels through rigorous implementation of inter-sectoral operational strategies.
3) ***Long-term objective:*** To achieve a stable population by 2045 at a level consistent with the requirement of sustainable economic growth, social development and environment protection. Main endeavour will be on elimination of poverty and illiteracy and socio-economic upliftment of the people.

3.4 Impact of health and nutrition on education of tribes of Tripura

Dropping-out of school remains a concern, particularly among Scheduled Tribe households. Over the last five years, the overall drop-out rate for primary school children (Classes 1 to V) has fallen sharply, from 50 per cent in 2001-02 to 11.6 per cent in 2005-06. At the same time, ***the drop-out rate is higher among children of Scheduled Tribe families (14 per cent) and Muslim children (24 per cent in 2004-05).*** Retention in school is more difficult at the upper primary level, and the statistics show that one-fifth of the children drop out of elementary school (Classes I to VIII). Special attention has to be paid to ensure continuation of schooling, particularly among children ***from tribal and Muslim families.***

Table 11: Drop-out rates among primary and upper primary school children, 2005.06

Category	Primary (I to V)		Lower Primary and upper primary (I to VIII)	
	2001.02	2005.06	2001.02	2005.06
All	50.4	11.6	67.9	21.4
Scheduled Castes	45.7	10.3	65.7	20.7
Scheduled Tribes	65.4	13.8	78.6	27.6

Source: Directorate of School Education, Sarva Shiksha Abhiyan Rajya Mission Tripura

Tribals constitute the second largest social group in India. Access to higher education in the Tribal population as reflected by the Gross Enrolment Ratio (GER) is an issue of concern as it falls behind the rest of the population even when compared with other deprived groups. Additionally, the GER of female Tribals falls behind that of their male counterparts. These factors reflect the

inequality persisting among Tribals within Indian society. Many tribal schools are plagued by high dropout rates. Children attend for the first three to four years of primary school and gain a smattering of knowledge, only to lapse into illiteracy later. Few who enter continue up to the tenth grade; of those who do, few manage to finish high school. Therefore, very few are eligible to attend institutions of higher education, where the high rate of attrition continues. Eldest members of tribes often are reluctant to send their children to school, needing them, they say, to work in the fields.

The special commitment of the National Policy on Education, 1986 (revised in 1992) to improve the educational status of STs continues to be the major strength in launching special interventions and incentives to improve the accessibility for the tribals who live in the far-flung remote areas and remain isolated. Therefore, efforts for universalizing primary education continued, especially through the programme of Sarva Shiksha Abhiyan. In the field of higher and technical education, special provisions such as reservation of seats, relaxation in minimum qualifying cut-off percentages, remedial coaching and scholarships were being extended by the Department of Secondary and Higher Education.

1998-2008 is a period of development in the history of Tripura. From 2004 to 2009 itself total enrolment in degree college has increased from 23570 to 28917 (table13).

Table 13: Comparative statement indicating strength of students in the Colleges / institutions between 2004-05 to 2009-10

ITEM	DURING 2004-05				DURING 2009-10			
	SC	ST	GEN	TOTAL	SC	ST	GEN	TOTAL
General Degree College	3634	2717	14859	21210	4530	5388	15254	25172
Tripura Institute of Technology	0	0	0	0	128	233	389	750
Polytechnic Institute	133	242	405	780	112	205	343	660
Women's Polytechnic	17	31	52	100	51	93	156	300
Tripura Govt. Law College	51	33	146	230	21	52	157	230
Govt. Music College	15	3	132	150	11	3	136	150
Govt. College of Arts and Crafts	20	2	68	90	15	2	73	90
IASE	9	16	25	50	9	16	25	50
Tripura Engineering College (NIT)	163	298	499	960	1515			
TOTAL	23570				28917			

SOURCE: Perspective plan 2010-2020, Govt. of Tripura.

Table 14: Statement showing category wise number of job-seekers waiting in the live register of the Employment Exchanges of Tripura According to education level as on 31.03.2010

	Qualification	ST		
		Male	Female	Total
Below class VIII		9260	3939	13199
Below Madhyamik		40121	23171	63292
Madhyamik		17829	11010	28839
HS+2 stage		3941	2077	6018
B.A		1826	831	2657
B.Sc		141	78	219
B.Com		191	7	198
M.A		238	179	417
M.Sc		15	18	33
M.Com		31	1	32
B.E.Civil		35	11	46
B.E.Elec		21	12	33
B.E Mech		46	3	49
Engg. P/G. Civil			1	0 1
Engg. P/G. Elec.		0	0	0
Engg. P/G. Mech.		0	0	0
Diploma Civil		29	8	37
Diploma Elect.		8	1	9
Diploma Mech		28	0	28
ITI		347	28	375
MBBS		5	3	8
BDS		6	3	9
Veterinary Sc		3	1	4
BAMS		3	0	3
BHMS		7	1	8
Agri. Bsc		10	0	10
Agri. Msc		10	5	15
Lawyer		6	1	7
Skilled/ Semi Skilled		2465	1300	3765
Others		532	127	659
TOTAL		77155	42815	119970

SOURCE: Perspective plan 2010-2020, Govt. of Tripura, available at

The literacy rate for the total population in India has increased from 52.21% to 64.84% during the period from 1991 to 2001 whereas the literacy rate among the Scheduled tribes have increased from 29.60% to only 47.10%. Among ST males literacy increased from 40.65% to 59.17% and among ST female literacy increased from 18.19% to 34.76% during the same period. The ST female literacy is lower by approximately 21 percentage point as compared to the overall female literacy of the general population.

State literacy rate in 1991 was 60.4% and tribal literacy rate was 40.4% with a gap of 20. State literacy rate in 2001 is 73.2% and tribal literacy rate is 56.5% with a gap of 16.7. Total population of the state increased from 2,757,205 in 1991 to 3,199,203 in 2001 where as ST population increased from 853,345 in 1991 to 993,426 (which is 31.1 % of total state population) in 2001. There has been further progress since 2001. Data from the NFHS-3 conducted in 2005-06 show an overall literacy rate of 80.2 per cent for the population aged 6 and above, with literacy rates of 90.3 per cent and 78.3 per cent in urban and rural areas respectively.

This statistics along with all the health statistics clearly indicate that there is relation between the population explosion and health with higher education which is not encouraging for the tribes in comparison to the general population of the state.

4. CONCLUSION:

It is evident from the above discussions that tribal populations are affected by various social, economic and developmental constraints that potentially expose them to high rates of malnutrition and health problem which is correlated with the lower percentage of higher education of the community. The tribal of India are heterogeneous. Although scheduled tribes are accorded special status under the fifth/sixth schedules of the Indian Constitution, their status on the whole, especially their health still remains unsatisfactory. Hence, the methods to tackle their health problems should not only be multi-fold, but also specific to the individual groups as feasible as possible.

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Assessment of Nutritional Status of Tripuri and Uchai Tribal Students based on Anthropometric measurements in South Tripura, India

Prasanta Deb and P.C.Dhara

ABSTRACT

The present investigation was aimed to assess the nutritional and growth status of school age Tripuri and Uchai children of south Tripura using anthropometric measurements.

For this study 172 students having the age range of 10 to 13 years were selected at random from five different schools of south Tripura of which 104 were Tripuri and 68 belongs to Uchai tribe respectively. The subjects were divided into different age groups. Different anthropometric characteristics , viz, height, weight, mid upper arm circumference (MUAC), triceps skin folds of the subjects were measured from the subjects by employing standard updated procedures.

The nutritional status of children assessed from height for age (Gomez,1965), weight for age (Waterlow,1972),weight for height (Waterlow, et al 1977),BMI(WHO,1963) and upper arm muscle area by height (Frisancho and Tracer,1987) showed that undernutrition prevailed in these children. The average height and weight among children were found to be less than the standard recommended by the Indian Council for Medical Research (ICMR). The MUAC of children were lower in the two tribes when compared with WHO standards. The overall frequency of chronic energy malnutrition (CED) in Tripuri children (BMI<18.5 kg/m2) was 68.27 % and in Uchai children the frequency was 45.59 % based on WHO classification, the prevalence of CED among the two tribes was high and the situation may be considered as serious.

Malnutrition observed in students and at the same time interaction with them revealed that they were not aware of importance of nutrition and of balanced diet.

Socio-economic status of the two tribes was determined using modified Kuppuswami's scale and it was revealed that both the tribes belong from poor socio-economic status.

These findings may have severe public health implications. Therefore, there is a need to evolve a comprehensive approach to identify the truly undernourished child of these two studied tribal populations has been suggested from this study.

INTRODUCTION

Children are the wealth of any country. Special attention should be paid to meet the needs of this group, constituting one-fifth of the country's population (Khader,1997).The physical growth of children is reflected by different anthropometric measurements especially weight and height. The physical dimensions of the body are much influenced by nutrition in growing period of school age. Poor health and nutritional status will affect work capacity as well as cognitive functions. And it is this age group that is dynamic period of growth and development as children undergo physical, mental, emotional and social changes. Hence it is necessary to assess the nutritional status of these two demographic groups.

Tripura is one of the north-eastern states. Since information on the nutritional status of school going children of this region is lacking, the present investigation was undertaken with the objectives to assess the nutritional status of school going children of south district of Tripura, to categorize the children into different degrees of malnutrition and to compare the nutritional status of Tripuri and Uchai school age children of this region.

MATERIALS AND METHODS

Anthropometric measurements were taken on 172 school going unrelated Tribal children (Tripuri and Uchai) of five different schools. Most of our study subjects belong to lower income groups. Simple random sampling design was adhered to in drawing the sample from the tribal children. The distribution of study sample according to age and tribe is given in Table-1. The selection of the subjects was confined to rural areas of Belonia south district of Tripura, having similar dietary habits and socio-economic conditions.

Table-1 : Distribution of study subjects according to age and tribes.

Age	Tripuri	Uchai	Total
10+	14	11	25
11+	20	14	34
12+	24	19	43
13+	25	12	37
14+	21	12	33
Total	104	68	172

Data regarding general information and awareness about balanced diet was collected by personally interviewing the subjects. The age was recorded as

indicated in the school records. Different anthropometric measurements of the subjects were taken under standardized condition. The height was measured to the nearest 0.5cm without shoes using a anthropometer with head in Frankfort plane and weight was recorded using a personal weighing balance with minimum clothing to the nearest 0.1kg. the body mass index (BMI) of the subject was determined by dividing the weight (kg) by the squared value of height (meter). [BMI=weight/height2]. Mid upper arm circumference (MUAC) was recorded with the help of flexible non-stretchable steel measuring tape to the nearest 0.1 cm, using standard technique (Lee and Nieman,2003).Triceps skinfold (TRSF) of each child were measured to the nearest millimeter using the Harpendon skinfold caliper with a constant spring pressure of 10 g/mm2 .The measurement was taken over the triceps muscle and at the same previously marked point, located halfway between the elbow and the acromial process of the scapula, with the skinfold parallel to the longitudinal axis of the upper arm (Johnston et.al.,1972; Malina et.al.,1972). All sites were measured on the right side of the body. Mean of the three reading in single location was accepted.

Calculations of upper arm muscle area is based on measurements of the upper arm circumference and triceps skinfold using the formula (***Mann J,Thruswell S, 2002) :UAMA= [MUAC-(p× TRSF)]2/4p***

The height weight measurements were compared with ICMR standard and MUAC with WHO standard. Different indices computed using anthropometric measurements includes the height for age, weight for age, weight for height and BMI. Based on these indices children were classified into different degrees of malnutrition according to Gomez (1965), Waterlow (1972), Waterlow et al. (1977) and WHO (1963) classifications.

An alternative parameters upper arm muscle area by height (UAMAH) have been found to be reliable indices of growth and nutritional status in children (Frisancho AR, Tracer D,1987; Bolzan et al.,1999 ; Erfan M et al.,2003). UAMAH is calculated according to the method described by Frisancho and Tracer.

Data are expressed as mean ± SE. They have been analyzed using the Microsoft Excel software.

RESULT AND DISCUSSION

The mean and standard error of mean of different anthropometric parameters of each age group of Tripuri and Uchai tribal children are presented in Table-2, no significant difference in height, weight, BMI and MUAC values between the two tribes was found.

When the heights of both the tribes were compared with ICMR standard of measurement, it was found to be lower in both the tribes than the standard (Figure 1a) and significant difference was found in all age groups of both the tribes ***(Table-4)***.

When weights of all the children were compared with standard weight of ICMR, it has been found that the weights in both the tribes are lower than the ICMR standard in early age groups (Figure-1b), there exists significant difference in case of Tripuri children at the age of 10+,11+ and 12+ years (Table-5).

These differences may be due to economic condition and food habits in children. Mid upper arm circumference (MUAC) of children of different age groups in both the tribes when compared with WHO standard recorded lower MUAC without any difference between the two tribal groups (Figure 1c).

Table 2: Mean ± SE of anthropometric measurements of the two tribes (N=172)

Sl.No.	Age	Tribe	Height	Weight	BMI	MUAC	Tricep Skin
			(cm)	(kg)	(kg/m2)	(cm)	folds (cm)
1	10+	Tripuri	128.39±1.46	22.64±0.563	13.80±0.463	16.86±0.11	0.46±0.02
		Uchai	129.66±1.42	27.0±0.684	16.07±0.37	17.96±0.32	0.73±0.03
2	11+	Tripuri	136.21±0.532	28.65±0.36	15.43±0.12	17.81±0.15	0.45±0.03
		Uchai	131.19±1.52	25.86±0.64	15.0±0.17	18.14±0.17	0.48±0.04
3	12+	Tripuri	142.27±1.90	35.75±1.39	17.46±0.23	20.87±0.43	0.56±0.02
		Uchai	146.34±1.14	43.29±1.94	18.62±0.44	23.26±0.29	0.67±0.03
4	13+	Tripuri	150.61±1.18	43.56±1.09	19.14±0.29	23.06±0.29	0.52±0.02
		Uchai	148.19±1.52	43.75±0.94	19.97±0.54	21.21±0.43	0.42±0.01
5	14+	Tripuri	151.47±1.33	42.48±1.22	18.41±0.26	22.85±0.36	0.63±0.04
		Uchai	156.48±1.17	49.18±0.705	21.45±0.36	25.03±0.45	0.47±0.02

Nutritional status:

Weight-for -age : 49.04% Tripuri boys and 36.76% Uchai boys are found to be under weight (Table-3)

Height-for-age : Tripuri children show higher prevalence of stunting (53.85%) compared to Uchai children (39.70%) according to height-for-age parameter **(Table-3)**

Weight-for-height : the prevalence of wasting in Tripuri children (28.85%) was higher compared to Uchai tribe (19.12%) (Table-3)

BMI : the percentage of undernutrition as assessed by BMI values is 68.27% in Tripuri and 45.59% in case of Uchai tribes.

The percentage of severe undernutrition (grade-III) is found to be more or less similar in both the tribes. (Table-3).

The chronic energy deficiency is a chronic imbalance between energy intake and expenditure. The high level of energy expenditure is required for physical activities and playing. This impact of imbalance is seen on both sexes. Since BMI is a result of complex interaction between nutritional intake, health status and physical activity pattern, the lesser intake of fat and protein might be affected in gaining weight and height among the children which attributed to their low socio-economic status (Urade BP et al., 2004).

The validity of estimates of UMA as indicators of body muscle and body protein has been evaluated by several investigators. UMA is linearly related to total body muscle.

Table-3 : Classification of grades of malnutrition according to Gomez (weight-for-age), Waterlow (height-for-age), Waterlow et al. (weight-for-height) and WHO (BMI) for two tribal groups

Types of malnutrition Tripuri	N	Normal No. %	Grade I (mild) No.%	Grade-II (moderate) No.%	Grade-III (severe) No.%	Total malnourished No.%
Weight-for-age	104	53 50.96	36 34.61	15 14.42	NIL NIL	51 49.04
Height-for-age	104	48 46.15	38 36.54	18 17.31	NIL NIL	56 53.85
Weight-for-height	104	74 71.15	23 22.11	04 3.84	03 2.88	30 28.85
BMI	104	33 31.73	25 24.04	16 15.38	30 28.85	71 68.27
Uchai						
Weight-for-age	68	43 63.23	20 29.41	05 7.35	NIL NIL	25 36.76
Height-for-age	68	41 60.29	20 29.41	06 8.82	01 1.47	27 39.70
Weight-for-height	68	55 80.88	12 17.65	01 1.47	NIL NIL	13 19.12
BMI	68	37 54.41	4 5.88	6 8.82	21 30.88	31 45.59

Upper arm muscle area by height :

Figure 2a and 2b shows that at the earlier developmental stages of height, growth curves of UAMAH in both the tribes remain around 25th percentile but Tripuri children shows UAMAH below 25th percentile of the reference data of Frisancho and Tracer, but as the height increases growth curve of UAMAH shows average values based on the statistical criteria given by A.R. Frisancho and Tracer (1987).

Table 4 : Distribution of two tribes by height versus age

Age in years	Tripuri				Uchai			
	No. of Cases	Mean (in cm)	S.D	t-Value	No. of Cases	Mean (in cm)	S.D	t-Value
10+	14	128.39	5.26	-6.889**	11	129.66	4.48	-6.206**
11+	20	136.21	2.32	-13.413**	14	131.19	5.47	-8.016**
12+	24	142.27	9.10	-3.503*	19	146.34	4.84	-2.256
13+	25	150.61	5.79	-3.666 **	12	148.19	5.04	-4.439**
14+	21	151.47	5.97	-7.661**	12	156.48	3.87	-4.465**

*(**P<0.01, *P<0.02 with respect to ICMR standard)*

Table 5 : Distribution of two tribes by weight versus age

Age in years	Tripuri				Uchai			
	No. of Cases	Mean (in kg)	S.D	t-Value	No. of Cases	Mean (in kg)	S.D	t-Value
10+	14	22.64	2.03	-15.551**	11	27.0	2.16	-6.431**
11+	20	28.65	1.56	-9.932**	14	25.86	2.30	-9.933**
12+	24	35.75	6.68	-0.898	19	43.29	8.24	3.238*
13+	25	43.56	5.32	2.448	12	43.75	3.13	3.018
14+	21	42.48	5.46	-3.702**	12	49.17	2.34	3.072

*(**P<0.01, *P<0.05 with respect to ICMR standard)*

Figure 1a

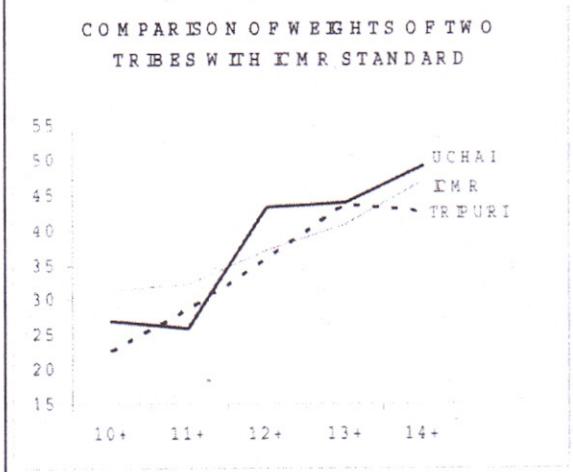


Figure 1b

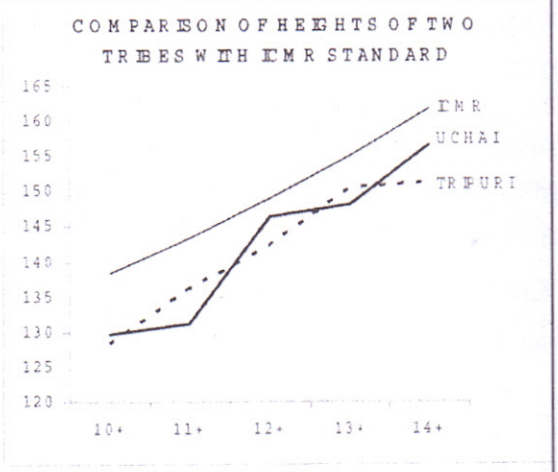


Figure1c

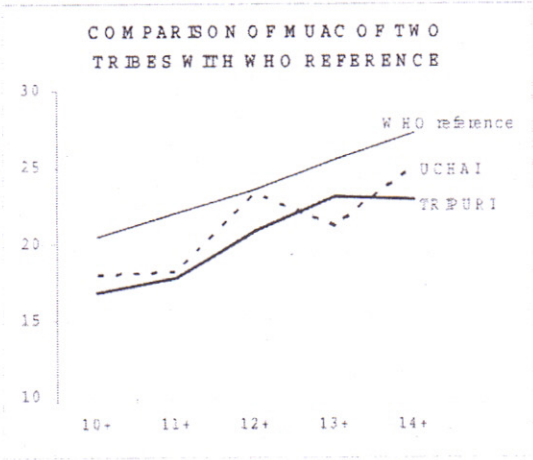


Figure 2 a

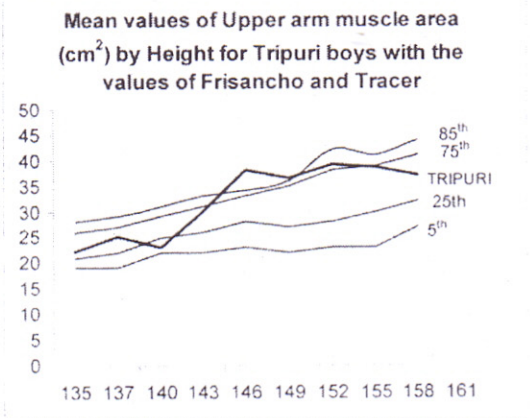
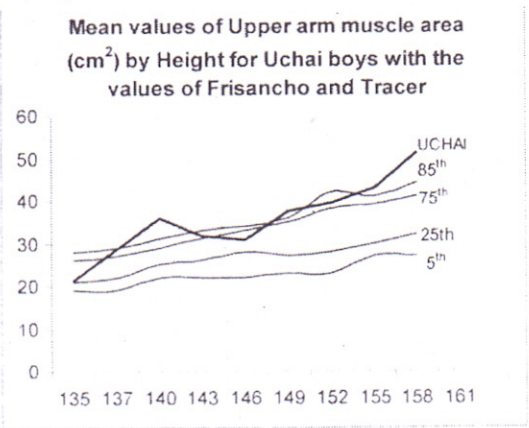


Figure 2 b



CONCLUSION

The nutritional status of the children was lower than that of the ICMR standard in terms of height in all age-groups and in terms of weight lower nutritional status was exhibited by 10 and 11 years age-group children.

Mid upper arm circumference also shows lower values compared to WHO reference values.

Nutritional status of both the tribes was below normal in terms of BMI.

Personal interview of the subjects indicates that they belong to lower income group families and were suffering from malnutrition as they were getting diet below RDA (by ICMR).

Both the tribes show malnutrition in terms of anthropometric indices viz., Height-for-age, Weight-for-age, Weight-for-height, BMI and UAMA-for-height.

Looking at the results of the study, it can be concluded that there is a need to implement intervention programme effectively to improve the nutritional status of school age tribal children of rural areas of Belonia, south Tripura. This study needs further evaluation involving more children of these age groups

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Assessing hopelessness and locus of control of trainee and non-trainee orthopaedically challenged youths – A step towards capacity building

- *Ms. Sudeshna Chakrabarti*

Abstract

Capacity building is the main focus of the modern academic so the capacity building of the students or youths with special needs should be specially considered. The objective of the present study is to compare locus of control and hopelessness between orthopaedically challenged and normal youths. Socio-demographic and clinical data were collected through a specially designed pro forma and locally adapted Beck's Hopelessness Scale and Rotter's Internal-External Locus of Control Scale were administered to all 40 subjects. Results show that orthopaedically challenged youths suffer from a greater sense of hopelessness and they posses external locus of control than their normal counterparts.

Introduction

Capacity building is one of the most challenging functions of global development. It stands for the ability of individuals, institutions, and societies to perform, function, solve problems and set and achieve objective in a sustainable manner. Nowadays, to develop or build up capacity for students or youths is the main focus of the modern academic. So the capacity building of the students or youths with special needs should also be taken care of and regarded as a step towards capacity building.

Psychological variables particularly hope and locus of control or perceived source of control are much important in building up capacity for the students or youths suffering from a bodily deformity. A study by Agarwal & Pachal (1993) showed that persons suffering from bodily deformity usually posses low self-esteem which usually affects their quality of life. Beck (1989) also showed that severe feeling of hopelessness often indicates suicidal tendency and perceived source of control is also related with it. Through training, which is a preliminary part of rehabilitation, feeling of hopelessness can be reduced and their locus of control or perceived source of control may also be changed. In this background the present study was conducted to compare hopelessness and locus of control or perceived source of control of trainee and non-trainee orthopaedically challenged youths.

Method

Operational definitions of the terms used

i) ***Hopelessness*** - hopelessness is the subjective state of despair in which no desirable expectation exist (Wolman, 1977).

ii) ***Locus of control*** - a general term in social psychology used to refer to the perceived source of control over one's behaviour (Rotter, 1966). The locus of control is conceptualized as a unidimensional continium ranging from external to internal.

a) ***External locus of control individuals*** believe that his or her behaviour is guided by fate, luck or other external circumstances.

b) ***Internal locus of control individuals*** believe that his or her behaviour is guided by his or her personal decisions and efforts.

iii) ***Orthopaedically challenged youth*** - one of the sub-division of the physically challenged. Persons suffer from a defect that is accompanied by one or another type of deformity that inhibits the normal exercise of his or her muscles, joints, or bones (Maheshwari, 1997).

a) ***Trainee orthopaedically challenged youth*** - this group includes those orthopaedically challenged youths who were coming to vocational rehabilitation centre for having training.

b) ***Non-trainee orthopaedically challenged youth*** - this group includes youths who have not received any type of training before.

Hypothesis

i) There will be no significant difference between the locus of control of orthopaedically challenged trainee youths with the orthopaedically challenged non-trainee youths.

ii) There will be no significant difference between the hopelessness of the orthopaedically challenged trainee youths and the orthopaedically challenged non-trainee youths

Sample and sample characteristics

40 male orthopaedically challenged youths who had early occurred congenital orthopaedic problem (including both 20 trainee and 20 non-trainee youths) age range between 18 to 25 years were chosen as a sample through purposive sampling technique. And they all belonged to middle and lower middle socio-economic status.

Instruments used

i) Locally adapted Beck's Hopelessness Scale (Bose & Chatterjee, 1988).

ii) Locally adapted Rotter's Internal-External Locus of Control Scale (Bose & Chatterjee, 1988)

Procedure of data collection

The whole process of data collection took a period of 2 months. Trainee orthopaedically challenged youths were selected from Vocational Rehabilitation Centre, Beleghata, Kolkata. Non-trainee orthopaedically challenged youth were selected from B.C. Roy Polio Clinic & Hospital, Kolkata. Preliminary information was obtained from subjects regarding their socio-demographic condition and diagnosis, duration, onset of illness and family of the respondents. Two questionnaires were administered with respective instructions. The average time of interview took 30 - 35 minutes.

Results

Table 1 - Comparison of mean between two groups (orthopaedically challenged trainee and non-trainee youths) on Beck Hopelessness Scale.

Group	Mean ± SD
Trainee	5.85 ± 2.69
Non-trainee	9.85 ± 3.56

U test was computed and it was found that the obtained value is significant at .05 level

Table 2 - Comparison of mean between two groups (orthopaedically challenged trainee and non-trainee youths) on Locus of Control Scale

Group	Mean ± SD
Trainee	8.9 ± 3.21
Non-trainee	10.9 ± 2.64

Chi square test was computed and it was found that obtained value was not significant

Discussion

The findings revealed that both the groups were internally oriented (i.e. they appear to have more faith in themselves as the makers of their own destiny). Both the group of youths believed that their own behaviour are responsible for their life events. The findings also revealed that non-trainee group of youths possess hopelessness than the trainee group. It indicates that training have a specific implication for these two groups. This may be due to that training is a

broad step towards rehabilitation of the disabled individual to adjust with his/her disability. Lost skills may be regained and new coping strategies developed so that the person achieved competence. Through training procedure, trainee orthopaedically challenged people overcome their feeling of hopelessness and took more realistic attitude towards life. Literature also showed that rehabilitation is a means to control their disability and it ultimately becomes functional by utilizing available resources which leads to better quality of life (Agarwal & Pachal, 1993).

Despite the strength the study has certain limitations like small sample size was one of the major limitations of the study. Besides this, little consideration was taken as to whether orthopaedically challenged youths were suffering from any other psychological maladaptations or psychiatric problems (depression, anxiety, etc.) and also no family interviews were possible for detailed information regarding support, encouragement and acceptance from their family members or significant others.

Though the study had some limitations this study has some important applications. Census of India (2001) showed that in Tripura there was 33,461 disabled persons. So this finding helps in designing rehabilitation and intervention programs among orthopaedicallly challenged students population in Tripura and the finding of this study also helps to establish initial rapport and engaging in therapeutic communication with the affected group.

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A STUDY ON LOCUS OF CONTROL, ANXIETY AND DEPRESSION OF TRIBAL COLLEGE STUDENTS OF TRIPURA

Dr.Anjana Bhattacharjee

ABSTRACT

The broad objective of the present study was to determine locus of control, anxiety and depression of Tribal college students of Tripura. The study was carried out at Agartala covering 100 tribal college students of 19-22 years. Among the 100 tribal students, 50 were male students and 50 were female students. Data were collected by ***Locus of Control Scale***, ***State Trait Anxiety Inventory*** and ***Beck Depressive Inventory***. Three hypotheses were formulated and they were verified by applying suitable statistical tests. Findings revealed that Male tribal students differed significantly from their counterparts in regard to all the mental health variables, i e., Locus of control, Anxiety and Depression. This further indicated that male tribal students are internally oriented; they are less anxious as well as less depressed in comparison to female tribal college students of Tripura.

Key Words: Locus of Control, Anxiety, Depression

INTRODUCTION

During the last 25 years, one of the most widely researched personality variables has been locus of control, the generalized expectancy of reinforcement as either internal or external to the self (Strickland, 1989). In psychology the term 'Locus of control' refers to a person's belief about what causes the good or bad results in his life, either in general or in a specific area such as health or academics. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an important aspect of personality studies. Locus of control refers to the extent to which individuals believe that they can control events that affect them. One's "locus" (Latin for "place" or "location") can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decisions and their life).

Internal locus of control is the expectation that reinforcement is the result of one's own effort, ability, characteristics, or behavior; external locus of control is the expectation that reinforcement is the result of chance, fate, luck, or powerful others. Those with a high internal locus of control have better control of their behavior, tend to exhibit more political behaviors, and are more likely to attempt to influence other people. They are more active in seeking information and

knowledge concerning their situation, more likely to have good study habits & positive academic attitude (Lefcourt, 1976). Internals are more likely to work for achievements, to tolerate delays in rewards and to plan for long term where as externals are more likely to lower their goals. Internals are better at tolerating ambiguous situations. On the other hand an individual with external locus of control, attributes his/her success to luck or fate. Adults with an external locus of control tends to blame out side circumstances for their mistake and credit their success to luck rather than to their own efforts. They are readily influenced by the opinions of others & more likely to pay attention to the status of the opinion holder.

Rotter (1975) cautioned that internality and externality represent two ends of a continuum, not an either/or typology. Internals tend to attribute outcomes of events to their own control. Externals attribute outcomes of events to external circumstances. For example, college students with a strong internal locus of control may believe that their grades were achieved through their own abilities and efforts, whereas those with a strong external locus of control may believe that their grades are the result of good or bad luck, or to a professor who designs bad tests or grades capriciously; hence, they are less likely to expect that their own efforts will result in success and are therefore less likely to work hard for high grades. Due to their locating control outside themselves, externals tend to feel they have less control over their fate. People with an external locus of control tend to be more stressed, more anxious and prone to clinical depression *(Elizabeth, 2007; Maltby, Day & Macaskill, 2007; & Lefcourt, 1976).*

Anxiety is generally defined as the feeling of apprehension caused by anticipation of danger, which may be external or internal. Anxiety is a diffuse, highly unpleasant, often vague feeling of apprehension, accompanied by one or more bodily sensations. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation. Excessive anxiety often related to poor academic performance.

Like anxiety another correlates of external locus of control is depression. The term depression is used very often in our day to day conversations to describe

a normal downswing of mood. Everyone become a little depressed from time to time, but sometimes the depth of depression outweighs a persons ability to cope. In contrast to the normal emotional experiences of sadness, loss or passing mood states, clinical depression is persistent and can interfere significantly with an individual's ability to function. There are varying degrees of depression. Some mild, some quite severe and debilitating. The most severe of all is the degree of depression, which leaves the sufferer feeling alone, lost, and without hope for long periods of time culminating in suicide...the only way out the sufferer can see. Many studied indicated that women are more prone to depression than man (Wilhelm & Roy, 2003; Ge & Conger, 2003). Many biological, psychological as well as socio cultural factors are responsible for more depressed feeling among women.

With the given background an attempt was made to study the locus of control, anxiety and depression of the tribal college. Tripura is a small state locked by hilly areas situated in the North-East part of India. In total 19 tribal communities (eg, Tripuri, Reang, Jamatia, Chakma, Lusai, Halam, Kuki etc) live in Tripura who constitute 31% of the total population of the state. The tribes of Tripura are economically inferior, uneducated at times and are less exposed to the modern world. Being the earliest inhabitant of the state, they have maintained a distinctive life style for centuries. Unfortunately this isolation has kept them out of mainstream and made them easy prey to exploitation (Talesara, 1994) and when they are forced to get along with the mainstream culture, they don't get adjusted easily. With the lots of reservations and programmes launched for tribal people for upliftment and to bring them into the mainstream, the mental health status that is the ability to get adjusted with new people and new situations needs to be addressed and strengthened.

In Tripura no such attempts have been made to study mental health variables among the tribal students. Hence the present study was taken up to assess their locus of control, anxiety and depression that these tribes posses so that the positive things of their culture could be enhanced and the deprivations could be identified so that they could get amalgamated with the mainstream and hence contributing to national integration.

HYPOTHESS

In accordance with the said objectives, the following hypotheses were formulated:

i) Locus of control of the male and female students differ significantly

irrespective of age or course of study.

ii) Anxiety of male and female students differs significantly irrespective of age or course of study.

iii) Depression of male and female students differs significantly irrespective of age or course of study.

METHOD

Sample:

A group of 100 tribal college students (19-22 years) were selected following incidental sampling technique from three colleges of Tripura namely, M.B.B.College, Womens College and Ramthakur College. Among them 50 were male students and the rests were female students. They were matched in terms of age and education. All of them belonged to middle socio-economic class.

Tools:

Back Ground Information Schedule - a specially designed Semi-Structured Questionnaire was used to gather information about socioeconomic and family background of the college students.

Locus of Control Scale developed by J. B. Rotter (1966) was used in the -

State Trait Anxiety Inventory (STAI) developed by C.D. Spielberger et al, (1970) was used to measure state and trait anxiety of the subjects. This inventory consists of 40 items (20 items measure state anxiety and 20 items measure trait anxiety). Minimum score in this inventory is 20 and the maximum score is 80. High score in this inventory indicates greater level of anxiety. For the purpose of the present study the trait form (Bengali version) of this inventory was used.

Beck Depression Inventory (BDI) developed by Beck et al, (1961) was used to find out the depression level of the subjects. There are 21 items in this inventory. The score in this inventory ranges from 0-63. Low score in this inventory denotes low level of depression while high score indicates high level of depression. In the present study Bengali adapted version of this inventory was used.

Data Collection and Analysis:

Objectives of the study were properly briefed to all the study subjects and then the subjects who were willing to participate in the study were covered in the study. For all the subjects self administration method was employed. Data collected from the subjects were checked and edited so that any gap or confusion identified at the preliminary stage could be clarified henceforth. The filled in data sheets were subjected to in-house through editing and scrutiny. Finally, in case of quantitative data descriptive statistics like measures of Central Tendency and

dispersions were carried out and then 't'-test was applied for verification of the research hypotheses.

RESULTS AND DISCUSSION

Findings of the Background Information Schedule revealed that all the study subjects belonged to the age group of 19-22 years. So far as demography is concerned the results showed that most of the students (71%) were residing at Agartala while 29% were the resident of rural areas. Educational background of the students revealed that 63% students were studying in humanities and 22% were studying in science and the rests i e., 15% were studing in commerce. Again among them 27% and 34% were studying in 1st year and 2nd year respectively and the rests were studying in 3rd year of their course. So far as marital status is concerned the present study revealed that all male students were unmarried while in case of female students 8% were married. Out of 50 male students 11 students (22%) were addicted in cigarette, gutka and alchohol. Surprisingly in female students also 16% were found in addiction with alcohol (2%), cigarette (6%) and betel (8%).

Family profile of the students revealed that most of them (73%) belonged to single family. So far as size of the family is concerned the results showed that 66% students had 4-6 members in their families followed by 7-9 members in case of 11% students and more than 10 members in case of 8% students. However 15% students reported that they had only three members in their families. Most of them had peaceful family environment however disturbed family environment was found in case of 16% students.

The term 'Locus of Control' is considered to be an important aspect of personality. In simplistic terms, a more internal locus of control is generally seen as desirable. Having an Internal locus of control can also be referred to as "self-agency", "personal control", "self-determination", etc. So far as locus of control of the tribal college students is concerned the findings revealed that male and female college students differed significantly ($P<0.01$) in regard to their locus of control. Therefore, the first hypothesis i.e., 'Locus of control of male and female college students differ significantly, irrespective of their age and course of study' has been accepted. Hence it can be stated that male students are more internally oriented in comparison to their counterparts (Table 1). The present findings corroborates to the earlier findings of Cains et al (1990) who also found that females have more external locus of control than do males. Schultz & Schultz (2005) also pointed out that male have a greater internal locus for questions related to academic achievement. Generally, the development

of locus of control stems from family, culture, and past experiences leading to rewards. In our society in most of the families, a female child gets less care and support in regard to health and education in comparison to a male child. Here a girl child receives external orientation through her child rearing practices. Actually here a girl is taught from her early child hood that she is the property of some other family where she will get married. She is just the guest in her parental house for the time being. Her in-law's house will be her own place. This often leads them to think externally that in her life every thing will be decided by her destiny. Hence they may become more externally oriented in comparison to males.

Table 1: Comparison of male and female college students in Regard to Their Locus of Control

Sample Group	Number	Mean	S.D.	't' Value	Level of Significance
Male Students	50	10.23	2.75	2.71	P< 0.01
Female Students	50	12.06	3.91		

So far as Anxiety level of the subjects is concerned the findings indicated that male and female students differed significantly with their counterparts (P< 0.01). Hence it can be stated that the female students possessed high anxiety than their counterparts (Table 2). In a cross-cultural study, Ben-Zur and Zeidner (1988) reported higher anxiety levels among females than males and concluded that females are more vulnerable to stress and anxiety, regardless of cultural differences. Also, given exposure to similar stressors, women appear more prone than men to manifest stress-related symptoms. This present study also revealed that male tribal students experienced significantly lower anxiety levels compared to their female counterparts.

Table 2: Comparison of male and female college students in Regard to Their Trait Anxiety

Sample Group	Number	Mean	S.D.	't' Value	Level of Significance
Male Students	50	41.9	6.23	-3.11	P< 0.01
Female Students	50	46.13	7.31		

'Depression' is a universal, timeless and ageless human affliction. It affects the way a person eats and sleeps, the way one feels about oneself, and the way one thinks about things. So far as level of depression of the tribal students is concerned the findings revealed significant effect of gender on their depressive

feeling (P<0.05). Hence the third hypothesis i.e., "Depression of male and female students differ significantly irrespective of age or course of study" has been accepted. Therefore it can be said that male students are less depressed than the female students.

Several studies have indicated that females tend to score higher on depression than males (Kessler, et al., 1994; Weissman et al., 1992). The study of Greenhaus & Bentall (1985) also indicated that right from birth women tend to have increased pressure to assume a feminine sex role, the role of home maker that requires the qualities of sensitivity, warmth and gentleness and if they accept this some what non assertive, dependent role, they may develop low self esteem and hence predisposed to anxiety and depression.

Table 3: Comparison of Male and Female College Students in Regard to Their Feeling of Depression

Sample Group	Number	Mean	S.D.	't' Value	Level of Significance
Male Students	50	14.11	4.28	-3.22	P< 0.01
Female Students	50	17.85	6.97		

CONCLUSION

So on the basis of the present findings finally it can be concluded that among the tribal college students of Tripura, male students are more internally oriented than female students. Further they are less anxious as well as less depressed in comparison to their female counterparts. To bring this culturally and socially isolated population into the mainstream it is very much necessary to take some measures particularly for the female tribal students to improve their mental health which will in turn help them to achieve academic success as well as to adjust more adequately with the outer world.

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THE IMPACT OF CORPORAL PUNISHMENT AND VIOLENCE ON ACADEMIC PERFORMANCE OF THE TRIBAL STUDENTS OF UNDER GRADUATE

Dr. Subhasis Modak

INTRODUCTION: Children of the family require love and affection from every member of the family through out their development. Not only that, he requires the same status from his immediate society also. Any kind of punishment or violence against the children infact constitutes a violation of the basic rights of children. United Nation convention on the Rights of the Children assumes that the family is the natural environment for the well-being of the children. **1** Unfortunately, the children experience different types of violence by the adults at home. **2-5** The World Health Organization (WHO) reports that 150 million female and 73 million male children have experienced sexual violence (including forced sexual intercourse) less than 18 years. **6** UN Secretary-Generals Study also reports that children also experience violence within the educational institutions.**7** In Tripura, in a sample of 320 students, it has been observed that 20.9%, 21.9% and 18.1% school children perceived psychological, physical and sexual violence respectively in Agartala township area. **8** In the school of Tripura, the punitive measures taken by the teacher, in some cases, is not very sound for the proper development of the students. Consequently, the Directorate of School Education department of the state is circulating a memo periodically. **9**

OBJECTIVES OF THE STUDY:

1) To find out the magnitude of psychological violence against tribal students.
2) To find out the magnitude of physical violence against tribal students.
3) To find out the magnitude of sexual violence against tribal students.
4) To know the academic performance of the abused students in comparison to non-abused students.
5) To formulate preventive measures for abused students for capacity building in higher education.

METHODS:

Study Area: The present study was confined to the South District of Tripura. The two colleges of the said district were selected as the study area. A good number of tribal students are attending the college.

Study Sample: A total Number of 50 tribal students of the study area had been participated voluntarily in the study. Among them number of male students were 28 and female students 22. Their age ranges from 19 to 21.

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They were studying in the 1st year of the college (just after admission). Incidental sampling technique was adopted in the study.

Study Tool: A Semi-structured Questionnaire for Children/Students was administered to the sample for collection of data. 10 The questionnaire is comprised of three sections as follows:

Section I: Background information

Section II: Nature of violence experienced by the Child/Student.

Section III: Reporting

Operational Definition:

1) Corporal punishment & Violence: It is the intentional infliction of psychological & physical along with sexual harassment.
2) Psychological violence: It means the habitual verbal harassment of a person by disparagement, criticism, threat and ridicule. In the questionnaire it includes behavior that threatens or intimidates a child such as threats, name calling, belittling, teasing and shaming.
3) Physical violence: It means any parent /caregiver act causing non-accidental physical injury which includes punishing, grabbing, kicking, hitting, choking, locking, burning and punishing the person in any painful way.
4) Sexual Violence: It means sexual exposure of contact by a person older than the victim for the purpose of sexual stimulation/ exploitation regardless of the use of force or any accompanying physical injury. In the questionnaire it includes touching of private part, fondling, penetration and rape.
5) Academic Performance: It refers to the standard of accomplishment of a student in her/his studies.

Procedure: At first, the tribal under graduate students were identified by personal contact. Then only those students who gave their consent to participate in the study voluntarily were enlisted for the present study. They were strictly advised to give the data in according to their perceived experiences up to Higher Secondary level. The following ethical issues were taken into account while contacting and obtaining data from the students:

- Objective of the study were briefed to the students and their consent was obtained.
- Date and time for the interview/data collection was decided as per the convenience of the students.
- Students were assured about the confidentiality of the imparted information.
- Students were informed of their freedom to withdraw themselves at any point of the interview/data collection, if they wished.

- Few of the students could not understand the meaning of some of the items, which were clarified by the author.
  In the questionnaire there was no column for writing name and address of the students. The questionnaire was administered privately after proper establishment of rapport. None of the items of the questionnaire was found incomplete.

DISCUSSION

RESULTS:

The Table-I, in the result, reveals that 44% of the sample perceived the psychological violence. But if we consider the result as gender wise category, then female students (45.45%) are more victims than male (42.86%). In case of such violence, female students perceived their school teacher or private tutor as the maximum perpetrator(36.36%) followed by father and relatives(18.18%), whereas the maximum male students perceived their father as perpetrator (31.82%)followed by teacher(22.73%)and mother(18.18). As far as the present study is concerned, the psychological violence was mostly in the forms of humiliating the student in front of others, threatening to abandon, calling names, bullying and teasing.

The Table-II shows, nearly 40% of the students reported that they were physically abused during their school - student life as far as physical violence against them in school or family is concerned. Here, the major perpetrator for female students is father (33.33%) followed by mother and relatives (25%). Male students faced such violence mostly from the father and teacher/private tutor (30%) followed by friends (20%). As far as the nature of physical violence is concerned, it was mostly in the forms of hitting or beating especially with belt, stick, cane or other object or punished in any other painful way.

Table-III indicates that 22.73% of the female students and 10.71% of the male students were reported to be victims of sexual violence/assault in their past life-span. Here, the female students were sexually abused mostly by their relatives and friends/peer members (40%) followed by teacher (school/private) (20%) while the male students were mostly by their friends/peer member (66.67%) followed by relatives (33.33%).

In case of reporting of the sexual violence, the number of such cases is very negligible as per the data shown in Table -IV. Only 37.50% of the victims reported to the parents or school authorities. None of the cases were reported to the police or Govt. /non-govt. agencies. The 62.50% of such cases were not reported

owing to a number of factors such as fear of perceived harassment by the others, threats from perpetrators.

Table-V showing that the academic performance of the abused students was not as good as compared to that of non-abused students. In gender wise performance, both male & female non-abused students secured more score in H.S examination than abused male & female students. In madhyamik examination, male non-abused students performed better than the abused male students. But in case of female students, the result is reverse.

Table I: Psychological violence as reported by the students (M=28 & F=22)

Psychological Violence perceived	Male		Female		Total	%
	f	%	f	%		
Yes	12	42.86	10	45.45	22	44
No	16	57.14	12	54.55	28	56
Frequency of Incident	N=12	-	N=10	-	N=22	-
• Almost regularly	05	41.67	04	40	09	40.91
• Occasionally	02	16.67	03	30	05	22.73
• Rarely	05	41.67	03	30	08	36.36
Perpetrators (MRP) :						
• Father	07	31.82	04	18.18	11	25
• Mother	04	18.18	03	13.64	07	15.91
• Elder sibling	02	09.09	01	04.55	03	06.82
• Teacher(school/private)	05	22.73	08	36.36	13	29.55
• Relatives	01	04.55	04	18.18	05	11.36
• Friends/Peer	03	13.64	02	09.09	05	11.36

Table II: Physical violence as reported by the students (M=28 & F=22)

Physical Violence perceived	Male		Female		Total	%
	f	%	f	%		
Yes	11	39.29	09	40.91	20	40
No	17	60.71	13	59.09	30	60
Frequency of Incident	N=ll	-	N=09	-	N=20	-
• Almost regularly	03	27.27	02	22.22	05	25
• Occasionally	06	54.55	05	55.56	11	55
• Rarely	02	18.18	02	22.22	04	20
Perpetrators (MRP) :						
• Father	06	30	04	33.33	10	31.25
• Mother	01	05	03	25	04	12.50
• Elder sibling	02	10	-	-	02	06.25
• Teacher(school/private)	06	30	01	08.33	07	21.87
• Relatives	01	05	03	25	04	12.50
• Friends/Peer	04	20	01	08.33	05	15.63

Table III: Sexual violence as reported by the students (M=28 & F=22)

Sexual Violence perceived	Male		Female		Total	%
	f	%	f	%		
Yes	03	10.71	05	22.73	08	16
No	25	89.29	17	77.27	42	84
Frequency of incident	N=03	-	N=05	-	N=08	-
• Almost regularly	-	-	01	20	01	12.50
• Occasionally	02	66.67	03	60	05	62.50
• rarely	01	33.33	01	20	02	25
Perpetrators (MRP):						
• Father	-	-	-	-	-	-
• Mother	-	-	-	-	-	-
• Elder sibling	-	-	-	-	-	-
• Teacher(school/private)	-	-	01	20	01	12.50
• Relatives	01	33.33	02	40	03	37.50
• Friends/peer	02	66.67	02	40	04	50

Table IV : Reporting of Sexual cases (N= 08)

Parameters	Characteristics	Mode of Response	
		f	%
Reporting (police/parent) N=08	• Yes	03	37.5
	• No	05	62.5
If'No',then why?(MRP)N=05	• Fear of perceived harassment	02	40
	• Threats from perpetrators	03	60
	• Social stigma	-	-
	• Unwillingness of parents	-	-
	• Disbelieve of parents	-	-
If Yes', then outcome/result N=03	• Nothing happened	-	-
	• Perpetrators arrested	-	-
	• Relative warned	02	66.67
	• Private tutor dismissed	01	33.33
	• School authority informed	-	-
	• Parents informed	-	-

Table V : Academic performance of the abused & non-abused students

Name of the Exam	Percentage of marks obtained by the students (Based on TBSE Exam)'			
	Abused Male	Non-abused Male	Abused Female	Non-abused Female
Madhyamik	38.33%	39.21%	41.23%	40.75 %
H.S.(+2 Stage)	36.20 %	42.83 %	39.42 %	43%

CONCLUSION:

The present study reveals that the academic performance in higher education may be effected by the earlier school-experience gained by the students. In this regard the violence against the students in school may hamper their normal development which ultimately hinders the process of capacity building in higher education level.

SUGGESTIONS:

On the basis of the findings of the present study & the firsthand experience of the researchers, the following areas may be suggested:

- Organizing workshop in school & panchayat is essential.
- Training programs may be arranged among the health care professionals, NGOs etc.
- A joint venture between the school & higher education department can be rendered for eradicate the violence against students from the school level to achieve the maximum capacity from the students in higher education.
- Different researches regarding this issue can be encouraged by the Tribal Welfare Department.

LIMITATIONS:

In the present study there are some limitations which should be noted. First, in the present study the sample was very small. Second, the sample was comprised of urban colleges of South District only. Thus, the diversity of the sample was limited. Third, the self-report of the participants were the main source of the study. Some students may not express the actual incidents of violence, specially sexual violence, because of their feeling of embarrassment.

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Assessment of Nutritional Status of Bengali Boys

Manoj Nath, Somnath Gangopadhaya and Gautam Chel

Abstract:

A cross-sectional study was undertaken to determine nutritional status of rural Bengali boys of age group three to sixteen (3-16), based on Body Mass Index (BMI). A total of 560 individual of West Tripura District, Tripura, India were studied. Anthropometric measurements including height, weight and BMI were under consideration for the present study. Overall, the extent of under-nutrition [Chronic Energy Deficiency (CED)-BMI<18.5] was found to be very high (88.515%). Only 10.525 % was of normal nutritional status, out of which 8.133 % was of Low weight normal nutritional status. Cent percent population of age group 3-5 was found to be suffering from CED Grade-III malnutrition. All the populations show an increase in mean values of BMI with advancing age. However, the high rate of CED is an indication of serious health problem for rural populations of Tripura.

Introduction

Children are the wealth of any country. Special attention should be paid to meet the needs of this group that constitutes one fifth of the country's population. The physical growth of children is reflected by anthropometric measurements especially weight and height. The physical dimensions of the body are much influenced by nutrition in growing period of school-going age. Poor health and nutritional status will affect work capacity as well as cognitive function.

Anthropometry has been used during adolescence in many contexts related to nutritional status[2]. It has now well established that Body Mass Index (BMI) is the most appropriate variable used to determine nutritional status among adolescence[3]. According to World Health Organization (WHO) the ultimate intention of nutrition assessment is to improve human health[4] Malnutrition (under nutrition or over nutrition) which refers to an impairment of health either from a deficiency or excess or imbalance of nutrients is of public health significance among adolescents all over the world. It creates lasting effects on the growth, development and physical fitness of a person. It is well recognized world wide that anthropometric measurements are indispensable in diagnosis of under-nutrition[5] .

Materials and methods

The data utilized for this study were collected by visiting 12 educational institutions, which comprised primary, high school and H.S. schools of different

subdivisions of west Tripura district.

The study sample consisted of randomly selected 560 individuals. The cross sectional study was designed in such a way that subjects from all socio-economic classes were represented. The ages of the subjects were collected from school register.

Heights, weights of these students were measured through standard methods (IASK manual). Height was measured using portable height rod. Weights of the students were measured using personal weighing balance with minimum clothing. From these data the BMIs of the subjects were calculated (IASK manual).

Results and discussion

Statistical analysis of the data showed the following facts:

- The height is normal for the age group 13 and 15. But the boys of age group 14 and 16 are of malnutrition status.
- All the boys of age group 13-16 years are of low body weight as compared to Indian standard. This age group is found to be of Grade I malnutrition status.
- Cent percent children of age group 3-5 are suffering from Chronic Energy Deficiency (CED) Grade III Severe Malnutrition (BMI<16).
- 92.585 percent of the children of age group 6 are suffering from CED Grade III Severe (BMI <16).
- 7.142 percent of the children of age group 6 are suffering from CED Grade I Mild (BMI 17.1–18.5).

Observed BMI	Interpretation	% of sufferer
Bellow 16	CED, Grade-III Severe	63.157
16.0-17.0	CED, Grade-II Moderate	11.961
17.1-18.5	CED, Grade-I Mild	13.397
18.6-20.0	Low Weight Normal	8.133
20.1-25.0	Normal	2.392
25.1-30.0	Obese Grade-I	0.956
Above 30	Obese Grade-II	Nil

Conclusion

- Situation is quite alarming for the age group 3-5. The Cent percent of the population is suffering from severe CED.
- Overall 88.515 % of the children as well as adolescents of the rural areas of West Tripura District is suffering from malnutrition.
- Only 10.525 % of the population of age group 3-16 is of normal nutritional status.

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subdivisions of west Tripura district.

The study sample consisted of randomly selected 560 individuals. The cross sectional study was designed in such a way that subjects from all socio-economic classes were represented. The ages of the subjects were collected from school register.

Heights, weights of these students were measured through standard methods (IASK manual). Height was measured using portable height rod. Weights of the students were measured using personal weighing balance with minimum clothing. From these data the BMIs of the subjects were calculated (IASK manual).

Results and discussion

Statistical analysis of the data showed the following facts:

- The height is normal for the age group 13 and 15. But the boys of age group 14 and 16 are of malnutrition status.
- All the boys of age group 13-16 years are of low body weight as compared to Indian standard. This age group is found to be of Grade I malnutrition status.
- Cent percent children of age group 3-5 are suffering from Chronic Energy Deficiency (CED) Grade III Severe Malnutrition (BMI<16).
- 92.585 percent of the children of age group 6 are suffering from CED Grade III Severe (BMI <16).
- 7.142 percent of the children of age group 6 are suffering from CED Grade I Mild (BMI 17.1–18.5).

Observed BMI	Interpretation	% of sufferer
Bellow 16	CED, Grade-III Severe	63.157
16.0-17.0	CED, Grade-II Moderate	11.961
17.1-18.5	CED, Grade-I Mild	13.397
18.6-20.0	Low Weight Normal	8.133
20.1-25.0	Normal	2.392
25.1-30.0	Obese Grade-I	0.956
Above 30	Obese Grade-II	Nil

Conclusion

- Situation is quite alarming for the age group 3-5. The Cent percent of the population is suffering from severe CED.
- Overall 88.515 % of the children as well as adolescents of the rural areas of West Tripura District is suffering from malnutrition.
- Only 10.525 % of the population of age group 3-16 is of normal nutritional status.

Therefore, immediate nutritional intervention programs are needed for implementation among the children as well as adolescents of the rural areas of west Tripura district. Moreover, further researches are needed among the Bengali as well as the tribal populations of Tripura to fully understand the prevalence, causes and consequences of under-nutrition.

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Gender Issues in Education and Capacity Building of Girl Students.

Dr Chandrika Basu Majumder

"Higher education is the modern world's basic education, but many countries are falling further and further behind" and it is understood that "Higher education is no longer a luxury, it is essential for survival" (World Bank, 2000). It is argued that capacity building for higher education in developing countries should be a generally accepted part of the university strategy portfolio. Unequal gender relations stunt the freedom of all individuals to develop their human capacities to their fullest. Therefore it is in the interest of both men and women to liberate human beings from existing relations of gender. ***While gender equality has been a key objective of education Policy of India for over decades,*** the dropout rates of girls, especially from marginalized sections of society and rural areas continues to be grim. Most parents in rural areas try to pay for their boys to attend the better private schools and won't fork out private tuition fees for girls even if they manage to spare enough for boys- after all boys are seen as the future breadwinners, so must be educated.

In Tripura, the increased rate of enrolment of girl students in different general degree and professional college definitely empowers them to overcome disadvantages and develop their capabilities to exercise their rights and choices. Empowerment should be viewed as a process that enables girls to assert their rights as independent human beings.

Gender Issues in Education; The Indian Context

The National Policy on Education-1986 states-

- ★ Education will be used as an agent of basic change in the status of women...
- ★ The National Education system will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.
- ★ The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.

The Programme of Action 1992 has set up different parameters of women's empowerment:

- ★ Enhance self -esteem and self confidence of women

- ★ Building a positive image of women by recognizing their contribution to the society, polity and the economy
- ★ Developing ability to think critically
- ★ Fostering decision making and action through collective processes
- ★ Enable women to make informed choices in areas like education, employment and health especially reproductive health
- ★ Ensuring equal participation in developmental processes
- ★ Providing information, knowledge and skill for economic independence
- ★ Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas

The National Policy for the Empowerment of Women, 2001 also emphaises equal access to education or women and girls. The policy in page 11 states that: Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, and create gender sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life long learning as well as development of vocational / technical skills by women. Reducing gender gap in secondary and higher education would be a focus area... Gender sensitive curricula would be developed at all levels of educational system ***in order to address ex stereotyping as one of the causes of gender discrimination.***

Tripura perspetive;

According to 2001 Census census, the population of Scheduled Tribes in the country was 84.3 million consisting about 8.19% on total Indian population.

Table : 1

Census Year	Percentage of Scheduled Tribe population
1951	5.29
1961	6.85
1971	6.93
1981	7.53
1991	8.10
2001	8.19

Literacy Rate of Tribal Population

As per 2001 Census, the literacy rate among tribal (47.10%) is found to be far below the overall literacy of the country (64.84%). The female literacy

rate among tribal is far lower (34.76%) as compared to overall female literacy for the country (53.67%).

Table : 2

Year	All Social Groups(Male)	Schedule Tribe (Male)
1961	40.40	13.83
1971	45.96	17.96
1981	56.38	24.52
1991	64.13	40. 65
2001	75.26	59.17

Table : 3

Enrolment of girl student in Agartala Govt Medical College

(In last five years)

Academic Session	Total Nos of Student	Nos of Girl Student	General	ST	SC
2005-2006	100	30	08	15	07
2006-2007	100	36	16	15	05
2007-2008	100	34	21	13	Nil
2008- 2009	100	34	21	11	02
2009-2010	100	169	86	67	16

Table : 4

Statement showing Enrolment of students in different General Degree and Professional College /Institutes

Year	University Boys/Girls	15Degree College Boys/Girls	T.E.College (Now NIT) Boys/Girls	Polytechnics College Boys/Girls	Music College Boys/Girls
1998-99	501/ 440	10465/6341	381 / 64	196 / 52	163 / 291
1999-00	536 / 486	10570/6959	407 / 62	233 / 53	110 / 205
2008-09	1022/ 910	14469/11294	965 / 270	752 / 505	36 / 106
2009-10	1149/ 964	13344/10950	1135/ 296	938 / 580	22/ 80

Female Literacy-Tripura 64.9 All India 54.26

e) Percentage enrolment of girl student in Tripura for the year 2003-04 was 47.55, 47.60, and ***48.36 in LP, SB, HS***, level where as in National level it is 43.2, 39.0, and 35.3 respectively.

Female Work Participation Rate in Tripura

Year 2001 ---- India 24.6 Tripura 21.1

Observations:

Reaching Out to the Students belonging to disadvantaged class: Acceleration Strategies

1. To improve enrolment status and tackle the problem of drop-out following steps should be taken into account;

a) Setting up of more Educational Institution providing educational facilities to all section of society

b) Expanding transport facilities, special incentives to poor students through scholarships, free textbook, establishing book banks etc

2. To ensure quality education to equip the educationally backward STs to enhance their employment prospects. Therefore efforts should be made to vocationalise education at higher level and also to enable them to enhance their productive capabilities in those vocations that are related to their local needs and market demands. In this regard job-oriented condensed courses of education and training must be given priority.
3. Expanding the scope of distance education so that the girls who are unable to receive formal education are able to access educational opportunities through various institutions such as IGNOU, Directorate of Distance Education.
4. Gender sensitization of both officials and non-officials, teachers and teachers educators, text books writers etc through training programmes,both pre-service and in-service from time to time so that they can work with right perspectives in handling /meeting the special needs and problems of these disadvantaged groups.
5. There must be provision of counselor who is well equipped in tackling issues related to gender, caste and class. Mere transformation in textbooks and in the curriculum and pedagogy will not change the gloomy scenario if girl's access to quality education ensuring capacity building is not ensured. Hence the infrastructure and quality of Higher Education must be brought up to the mark. A dynamic and pro-active approach to gender in education policy is highly needed.
6. Though there has been a perceptible improvement in the overall situation of these women, yet the development indicators that reflect their status imply that they are the most deprived and discriminated, when compared to their

counterpart women belonging to other communities.

7. While taking note of their plight, the Tenth Plan ***(2000-2007)*** has proposed to adopt a comprehensive strategy towards ensuring their protection, welfare, development and empowerment through extending special educational, health, nutrition, employment, legal and other services. The plan has adopted a three pronged strategy for empowering the socially disadvantaged groups:

Social Empowerment: through the removal of all the still existing inequalities disparities and other persisting problems besides providing easy access to basic minimum services;

Economic empowerment: through employment cum-income generation activities with an ultimate objective of making them economically independent and self reliant; and

Social justice: through elimination of all types of discrimination against the socially disadvantaged groups with the strength of Constitutional Commitments, legislative support ,affirmative action, awareness generation,conscientisation of target groups and change in the mind -set of the people

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Theoretical Dimensions of Capacity Building: A Sociological Approach.

Dr. Bijan Kr. Mandal

Abstract

The concept of capacity building is not unknown to the students of social sciences, scholars, field researchers, professionals, administrators and academicians. The magnitude of the problem is more acute in india than the western countries such as England, USA etc. and the developed societies. It is one of the burning problems in North-East States including,Tripura. It is because of lack of avenues of employment and the loosing impetus and attraction of students to the general theoretical education particularly in higher education which is unable to meet the interest of the students in the changing world and society.

This paper highlights the theoretical approaches of capacity building, particularly functional approaches, structural approaches and dialectical or interactionlist approaches. Endeavours have been made to show the creative, original, humanistic, positive and functional role of higher education in a stratified society to locate the status and role of a responsible social actor becoming mobile and migrated in search of availing available avenues to strengthen his/ her social position and ability. Sociologically speaking, capacity building is the process of structural and functional development of human resources in the proper direction to keep pace with the changing world with its historical backgrounds, present preparation and the future course of action with prospect. It may be in academic, administrative, technical, professional or vocational fields.. From this perspective, the success of educational system, with its all inclusive role, depends on the extent to which an individual is involved in the creative social action that transforms society through the elimination of obsolete norms, morals and customs, So to say, education as a whole and its different branches, institutions and organizations and its several faculties are inevitable part for supplying study materials of career advancement as well as capacity building. Nobody can deny the importance of capacity building for the integration, continuity and change of society from generation to generation. Inspite of this positive aspect, certain basic questions arise with regard to the success and failure of the systematic institutional arrangements able to meet the academic, professional and administrative goal. Nevertheless, beyond the vocational technical training, we are hardly able to successfully achieve and cultivate a good no. of personnels through our training system, coaching methods

and the like. Despite these limitations interalia with other factors such as poverty, ignorance, nepotism, dirty politics, groupism, terrorism, disorder and disturbance, political interference, capacity building is not a one sided phenomenon, but multi-dimensional factors and forces arc inevitable part of it. These are social environment, competitive attitude and orientation, teacher-taught relationship, urge and interest for subject, role and attitude of administrators, qualitative students, availability of books, and journals, research orientation, seminar, regular publication, professional gratification, administrative hazards and the like. However, students belonging to middle strata are the worst 'sufferers in continuation of their study and they are struggling more in the formation of their capacity building. Henceforth, estimated statistics on enrolment of qualitative students in higher education undoubtedly healthy for sustainable socio-economic development, but in Tripura, it is not up to the mark and 4.79% in 2002 and higher education faces a lotst of serious challenges. It is a new field of 'investigation and research to the scholars to show the future courses, trend and consequence of the problem of capacity building. Thus, this paper will vividly expose the theoretical foundation of the process of capacity building from the sociological perspective.

Full paper

The concept of capacity building is not unknown to the students of social sciences, scholars, field researchers, professionals, administrators and academicians. The magnitude of the problem is more acute in India than the western countries such as England, USA etc. and the developed societies. It is one of the burning problems in North-East States including Tripura. It is because of lack of avenues of employment and the loosing impetus and attraction of students to the general theoretical education particularly in higher education which is unable to meet the interest of the students in the changing world and society.This paper highlights the theoretical approaches of capacity building, particularly functional approaches, structural approaches and dialectical or interactionlist approaches.

In the functional approach, capacity building is regarded as a social process of cultivating human potential, credentials, skills and cxpertism of social actors as a part of 'Social Dynamics' of the social system for the survivality of the society from generation to generation. No society can exist, last and survive without the existence of this process. So to say, functionalists' view is to emphasise on the role performance of teacher, taught, administrator, library and available study-materials, as well as mechanism.

In the structuralist approach, structural imperatives as pillars and 'Social Statics' such as 'CRNV' and 'AGIL' are inevitable part for stability, integrity, social solidarity, equilibrium of the social system. From this perspective, existence of institutions, associations and organizations and the like are the essential infra-structures for the cuttivation of capacity building and the stability of the future generation. However, capacity building is the process of structural and functional development of human resources in the proper direction to keep pace with the changing world with its historical backgrounds, present preparation and the future course of action with prospect.

In the dialectical approach, positive and negative factors are in a phase of constant interaction and maintaining the law of unity and struggle of opposites. Way of change and direction come out from the contradiction of forces. As a matter of fact, law of quantitative into qualitative changes occurs in future course of action to substantiate the optimistic goal of better and qualitative society. As a result, new development and material progress come from the old structure. So to say, contradiction, interaction and change through the negative and positive forces of the process of capacity building is an inevitable part to show the path of development and process.

Beyond the above mentioned theoretical perspectives, no body can deny the creative, original, humanistic, positive and functional role of higher education in a sfratifled society to locate the status and role of a responsible social actor becoming mobile and migrated in search of availing available avenues to strengthen his/her position. Nevertheless, education means, "developing of and cultivating the various physical, intellectual aesthetic and moral fitculties" in an individual. Its object is to develop and awaken in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially destined. It is a social process and a significant means of socialization, which may encourage loyalty to this society, social norms and values, and may increase either support for or alienation from the social system. Indeed, the success of educational system particularly Higher Education lies in the fact that the individual is able to take scientific and rational decision about the existing political, economic, social as well as, other systems. Thus, it plays the largest role in teaching attitudes, conceptions and beliefs about the operation of different sub-systems.

In addition to above, we know that the education is the process and the result of acquisition of systematized knowledge and skills. The transfer of knowledge of all mankind's culture reaches from one generation to the next, and the mastery

of socio-historical knowledge, as reflected in the natural-sciences, social sciences, technology and art, and the acquisition of work, habits and skills -- all these are associated with education. It is essential for preparation of life and work. It is the basic means by which people come to know and acquire culture and it is the foundation of culture's development. Education, therefore, is not only an agent for transmission of culture, but also an agent of social change. While an individual is the object of socialization, and education is one of the factors of socialization, he is therefore, the subject of social action and the initiator and creator of social forms. Hence, the success of educational system depends on the extent to which an individual is involved in the creative social action that transforms society through the elimination of obsolete norms, morals and customs. Moreover, education is closely related to the upbringing or the formation of personality traits. This objective interdependence is evident: Education is a necessary and powerful factor in personality development. From this angle, education with its all inclusive role and as a whole, its different branches, institutions and organizations and its several faculties are inevitable part for supplying raw materials of career advancement as well as capacity building. Nobody can deny the importance of capacity building for the integrity, continuity and change of society from generation to generation. Inspite of these positive aspects, certain basic questions arise with regard to the success and failure of the systematic institutional arrangements able to meet the academic and administrative goal. Moreover, effectiveness and efficiency of an organization exclusively depends upon its achievement, material culture and result orientation for the future course of action. Nevertheless, beyond the vocational technical training, we are hardly able to successfully achieve and cultivate a good number of personnels through our training system, coaching methods and the like,

After acquiring competence for entering into profession or occupation, the choice and selection of the same largely depends upon the manifest function of the profession or occupation, whether that particular profession is accepted and recognised by most of the members of the society concerned. In comparison with the selection of a job of a 'Jallad' (slaughterer) or a car driver of any types, it depends upon the temperament and value system of a social actor. Primarily one prefers to accept the job of driver than the job of a jallad. If anybody is compelled. to accept the job of Jallad', it alienates the person from his peergroup, friend circle, kinship group, caste-community, economic class and the like. Moreover, it helps to develop alienation from self, fellow beings, nature of creativity and occupation and eventually 'anomic division of labour' from his society as a whole and in this way he or she becomes the part

of deviant behavior and social disorganization as a whole.

Another relating dimension is concerned with the concrete social environment where all the human qualities and potentials are evoked, exposed and embodied to develop the future prospect of life. However, career advancernent, its application and capaclty building is directly or indirectly, more or less related with the social position of an individual, relative position with group, economic class, ethnic group, caste ranking, cultural milieu, more particularly geographical mobility and migration i.e., rural to rural, rural to rurban, rurban to rurban, rurban to urban, urban to urban, urban to town, town to city, city to metropolis and the like. Then again, the assessment on capacity building or the success of it depends upon the social mobility particularly upward and downward vertical mobility of the social actors placed in a social hierarchy. It may be intergenerational or intra-generational or occupational or institutional or professional one.

It is also related with reference group theory in which social actors follow the belief, attitude and values of that group and accordingly he guides his behavior. However he may bear some sense of identity, but may not be an actual member of it or desire to join it, for example, political organizations, religions organizations or bureaucratic organizations, students organizations, teachers organizations, etc. So to say, social actors desire to become a member of the aspirational reference group to which identification and conformity to that group is an essential part of it. It is needless to mention here that confusion and complication has developed with the emergence of status group which is the result of the advancement of industrialization with the hand of unplanned and hapazard urbanization.

We know that the students community particularly in Tripura, tribal students are mostly belong to the 1st generation or 2nd one. So, whatever, we have achieved today, that is quantitative development, not the qualitative development. In other way, the more is the quantitative development, the less the qualitative one. It is due to certain negative factors such as poverty, ignorance, emphasis on land cultivation and foresty or natural resources available, superstition, lack of awareness of guardians, internal disturbance, terrorism, political game and dirty politics, nepotism, groupism, communication problem, neglecting role and indifferent attitude towards life and society, urban bias, intra-class conflict among plain and hill people, lack of proper planning, absence of proper supervision over works, low qualitative works, absence of work ethics and hardworking, passing of more leisure, bottle feeding of education and vomiting and the like, are making a mess in the career life of a student.

To highlight the picture of capacity building, it is justified to mention that Higher Education plays an important role in achieving sustainable socio-economic development. To day, society is passing through a significant economic and technological transformation, that is to say, towards globalized economy. In this changing scenario of the world only a strong higher education system can provide skilled human resources with effective and efficient guidance `based on knowledge and morality. But in modern times in India as in Tripura, the system of higher education faces a lot of serious challenges due to liberalization and entry of private sector in the field of education . Estimated statistics on the enorlment of students in higher education shows that 20% to 30% enorlment is undoubtedly healthy for sustainable socio-economic development , but in India and Tripura, the ratio is 8% to 9% and 4.79% respectively. So to say, Tripura occupies the lowest position in 2002.

Thenagain , the socio-economic segment of the students is an another important aspect in analyzing the present scenario of the capacity building .It is found that most of the catagories of students-SC,ST,OBC and general - whatever may be , admitted and enrolled in every year in general degree colleges are belonging to middle class, with certain exception of few belonging to the higher one. It indicates the general trend of admission and enorlment in the general degree colleges in Tripura, particularly in M.B.B. colleges in Agartala. Moreover, in case of certain subject such as sociology, statistic ,Psychology, Public Administration and the like are not taugh at the H.S. level, the students particularly other than SC and ST, require to get 50%of total marks i.e.250 out of 500 marks to get admission in Hons Subject . As a result of fact, departments are suffering for getting qualitative students except the SC and ST where marks are not a barrier to get admission in any Hons . Subject . However, it is justified to say that comparatively qualitative student at 45% scored of marks are required for getting admission in Hons. Subject beyond the boundary of any group - SC,ST or others. Otherwise, capacity building in Hons . Subject is a difficult task for the future course of academic development and the continuations of cultural transmission frome one generation to another. In this light, the achievement scenario that the no. of students particularly tribal students enrolled and admitted in every department with their hons . Subjects in the last few years and the no. of students passed out with their Hons. Subjects in the last few years and the no. of students passed out with their Hons . Subject or able to retain their Hons. Subject shows the new way of thanking of research in the field of capacity building . Unnfortunately , it is found that out of total no. of enrolled hons. Students (for getting stipend, scholarship , houserent etc. only)in

the development in the last year, hardly 5%to6% are able to retain their Hons. Subject. However, it is a new field of investigation to highlight the problem of capacity building with its present trend and consequence.

With the above analysis, it is justified to mention that the capacity building is not a one sided phenomenon, but multi-dimensional phenomena are inevitable part of it.

1. Social environment for realization of rights and duties of both teacher and taught.
2. Teacher and taught relationship more institutional and formalistic(Where exclusion of ideals and values) thanthe 'guru'-disciples relationship of the past .
3. Urge and interest of students for interaction and subject.
4. Role and attiude of administrators more bureaucratic and dehumanistic ;role conflict of teacher with the role conflict of offcer .
5. Availability of books and journals on the subject concerned.
6. Research orientation seminar and regular publication wing for encouraging the community concerned.
7. Absence of reward for successful role performance.
8. Lack of professional gratification, Duty for duty's sake or service only, absence of commitment for teaching.
9. Administrative hazards and over criticism or negative remarks than constructive positive thinking.
10. In class teaching, mcq (multiple choice questions)objective type, short question type methods, Repetation Tests and class test ,Tutorials ,Group discussion, Assignments paper, project papers etc are required for developing interest on the subjects.

Conclusion:

In brief, Capacity Building is that part of human development and the development of human resources for preparing the future generation and better society which require the concrete social environment with available facilities and avenues for the realization of "those conditions of social life without which no man can seek in general to be himself at his best" It awares the social actors both only about his also adout his duties towards his family, fellowbeings, community ,village, ,blocks, districts and the like .So to say " Human development, if not engendered is endangered" For the future society its stability , integrity, social solidarity and maintaining social equilibrium or status quo. Thenagain. Human development means not only the development

of materials and civilization, but also the development of moral and intellectual status with positive attitude. Outlook and sprit of an individual towards his society , in particular and also his nation in general . Political socialization and participatory socialization are the mechanisms for awakening and developing a sense of belongingness and sentiment of nationalism by which every section for our society can take part in the nation building and come in close contact with main stream of social life . Nevertheless , human capital can not be saturated as like as material products which are produced in factory or industry. It is the part of productive system related with creativity, and its application in social life and helps to develop the positive society and inspire the social actors for building his career as well as becoming assets of our society.

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IN QUEST OF AN INDEX OF HUMAN CAPACITY BUILDING : A THEORETICAL EXERCISE

Tapesh Ranjan Chakraborty and Amiya Kumar Pan

The capacity building is both an end and mean of socio-economic development. The concept of capacity building is a modern jargon replacing the conventional concept of education and training. The pace and pattern of modern development is so fashioned that it weds with the uncomprising objective of sustainable development. Sustainable development affords to strike a compromise in between the intergenerational and intragenerational equity with at least undiminished consumption standard of the generations to come and without further deteriorating the existing parameters of environment. Keeping it distinct in the mind, the concept of education and training seems myopic and a broader concept of capacity building comes into existence which underlines the innate significance of balanced and rhythmic development of different sectors, sections and communities in the long run perspective.

Recognising the opportunity cost of capital, an index of human capacity building is to be formulated to facilitate the planners and policy makers to maximize the capacity building of human being of all hues subject to the resource constraint. There are relentless debates and discussions in different seminars and symposiums regarding the concept, utility and actualization of capacity building and no wonder that academia and intelligentsia along with the executives are keen in arriving at a consolidated idea from their own style of perception of the problem.

So an index of human capacity building is to be formalised in such a fashion so that a simplistic yet intriguing formula can be forwarded to most of the scholars and researchers.

The proposed index will also throw light on the minimum irreducible dimensions of capacity building of human beings but it is not as easy as pumping a balloon or sucking a lollipop. Only a few indicators are to be earmarked for sincerely working out a formula. The indicators with respect to some vital dimensions of capacity building do not rule out the importance of rest of the dimensions, but it simply tries to overcome the nitty-gritty of social phenomena where scientific logic occupies a back seat, an unpredictable sandwich of quantitative and qualitative perspectives are to be viewed with the behaviourial logic.

It cannot be vouchsafed that MDI, HPI or similar measures are very popular for at least three characteristics of simple arithmetical formulation, adoption of proxy

or dummy indicators rendering representation of a particular dimension throwing light on the indices, easy comprehension and manageable inter temporal and inter spatial comparisons as the values of those indices got arrested within 0 and 1.

For constructing the component indices based on carefully selected indicators the following formula is adopted in formulating Human Development Index (HDI) etc.

$$\text{Component Index} = \frac{\text{Actual Value-Minimum Value}}{\text{Maximum Value—Minimum Vaiue}}$$

This technique definitely facilitates the value to lie within the range of 0 and 1. But the Human Capacity Building Index (HCBI) conceived in the present presentation will abandon this with respect because the issue of capacity building is more micro and less macro in character. There is at least one explanation that the issue of human capacity building deems befitting in the cases of uneven socio economic development being manifested inter-sectorally and intersectionally. The diagnosis and prescription on the package of human capacity building must be explored at the micro level in particular and macro level in general.

Capacity building with respect to human beings is undeniably a multidimensional concept. The concept of human capacity encompasses myriad dimensions some of which are overlapping, interacting and nebulous, some of which are yet to be explored.

TOOLS AND METHODOLOGY:

Keeping this in mind and keeping the sum total achievements of human beings as an outcome of some vital dimensions again in mind, four indicators can be shortlisted:

(a) Educational indicator (Ij)

(b) Entertainment indicator (Ij)

(c) Economic indicator (Ij) and

(d) Physical indicator (I4)

For quantifying the educational, entertainment, economic and physical capacity building indicators proxy ratio variable/variables are adopted. The ratio of the number of elements in a subset and the number of elements in the superset is always less than or equal to unity. Again the arithmetic mean of proper

fractions (<1) is also a proper function. Considering these simple arithmetical logics the value of the proposed Human Capacity Building Index (HCBI)must be positive and lie between the close intervals of 0 and 1 in toe with HDI, HPI or similar other indices. Nonetheless two indicators of educational indicator and economic indicator are to be determined by assigning varying weights to the relevant sub indicators for intricacy of the problem thereby resorting to the weighted arithmetic mean.

EXPLANATION AND FORMULATION OF INDICATORS:

Like HDI, the educational indicator (I]) is composed of two sub indicators :)a) Adult Literacy Rate (In) with 2/3 weight and (b) Combined Enrolment Ratio (1_{12}) with 1/3 weight. This indicator will represent the educational capacity building which is nothing but a reflector of perceptive capacity as well as reacting capacity of human beings with the broader environment. Adult literacy rate assumes double weight in comparison with combined enrolment ratio as the former component embodies well educated and enriched persons also.

Thus, I_1 = 2/3 x Adult Literacy Rate + 1/3 xCombined Enrolment Ratio

= $2/3xI_{11} + I/3xI_{12}$

Entertainment is an expanding subject and precisely it encompasses the area of arts and crafts, music, drama, sports and similar other endowments. Entertainment capacity has two facts: to entertain and to be entertained. Both of the facts require human capacity building by skill formation by feasible and systematic training. Some of the leisure times are to be devoted for fruitful entertainment frequently at a cost, imparting upon the personality formation and enrichment. This in turn facilitates other dimensions of human existence and development. Thus the fruitful utilization of average hours for entertainment and the average hours available as leisure will determine the **entertainment indicator (Ii)**

AvaragsSutsrtainmsntHouri Now, $I_2 = \frac{\text{Average Entertainment Hourl}}{\text{Average Leisure hours}}$

When the 'degree of development increases, average entertainment hours per se also increases harmoniously and vice versa. The entertainment hours which have social values only by some well accepted criterion instead of pure private values are to be recognized in the formation of this indicator.

The economic indicator (I3) is definitely the premier indicator. It is composed

of two very familiar components: (a) APS or Average Propensity to Save and (b) Employment Ratio. Though property income and labour income jointly determine the economic capacity or well being but property income is relevant mainly to the upper tail of the income distribution. The labour income is omnipresent in the overall income distribution and a labour income is manifested by incidence of employment ratio. There exists positive relationship between APS and employment ratio. APS is considered as sub indicator simply because more economic capacity is exhibited by more APS. But the employment ratio must get precedence over the APS as the former is the cause and later is the effect. So 1/3 weight is assigned to APS and obviously 2/3 weight is assigned to the employment ratio to dispense justice to both of the sub indicators or components.

Considering I_{31} = APS = Total Savings / Total Income

and 1.12= Total employment / Total workable population [3 can be compartmented as :

$$I_3 = 1/3 \times APS + 2/3 \times \text{Employment Ratio}$$
$$= 1/3 \times I_{31}, +2/3 \times I_{32}$$

The last but not the least, **physical capacity building (I_4)** is a sine qua non for gathering and extending of the all round capacity of human beings. Physical capacity, in the effective sense, gets manifested by physical fitness and consequent working capacity. No wonder, the ratio
of total consumption expenditure less medical expenses for a given population can be earmarked as the physical capacity building indicator (I^).

$$\text{Thus, } I_4 = \frac{\text{Total Consumpetion less Medical Expenses}}{\text{Total Consumption Expenditure}}$$

AN ELEMENT OF VALUE JUDGMENT:

The four proxy indicators have facilitated to quantify the issue of capacity building arithmetically but there is at least one missing dimension failing of which the HCBI cannot be cemented. An element (€) is to be incorporated which will render the representation of value judgment. Same HCBI can correspond to more than one socio- economic zones / sectors/ areas / countries with varying economic resources. The economic resources of a particular zone or something may be abundant and in that case the opportunity cost of capacity building exercise is almost zero. Conversely, for a resource scarce zone or something the opportunity cost of capacity building (p) is almost equal to the eco-

nomic cost of capacity building (e) . If C is treated as equal top/e, € = 0 and C = 1 for the former and later respectively. So, there should be a mathematical arrangement for punishing the former and rewarding the later by incorporating power term (2 -C) to the arithmetic mean of the four indicators.

In extreme cases C can be 0 or 1, but it is most likely that G assumes values in between 0 and 1 depending on the degree of resource scarcity or abundance.

FORMULATION OF HCBI AND CONCLUSION:

Now the formula of HCBI can be formalized:

$$HCBI = (I_1+I_2+I_3+I_4)\,2\text{-}C$$

$$= (2/3 \text{ x } JH + 1/3 \text{ x } II2 + i, +]/3\text{x } I31 + 2/3 \text{ x } J32 + j4)2\text{-}e$$

Where € =p/e and 0<HCBI<1

Two things to remember:

(a) If 0 < € <1, the value of HCBI will behave differently. This means it will underestimate the actual value attainable by simple arithmetic mean of indicators.

(b) If € =1, the value of HCBI will behave as conceived. This means it will behave purely like simple arithmetic mean.

To conclude, the greater the capacity building, the greater will be the value of HCBI and vice versa. However HCBI is a small move to the big direction.

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DIMENSIONAL PROBLEM OF TRIBAL STUDENTS IN HIGHER EDUCATION - A STUDY ON TRIPURA

Rajib Mallik and Mrinmoy Paul

Abstract:

The paper overviews the problems of tribal students in higher education. The paper also discusses the problem of students with in the family and outside the family which create hurdles for the tribal students in higher education. Various factors that affects Tribal education, like : attitude of other students, social factors, economic factors, lack of facilities, nature of habitat, number of teachers, environment of family, communication, etc. have been discussed in this paper.

Introduction:

Tribe's are closely and emotionally related to their lands and forest. Tribes do have to face a number of problems due to their isolated residences situated in remote areas. They have been facing problems, such as: road, drinking water, electrification, hospital facilities, educational facilities etc. In Tripura also Tribal students are facing lots of problems in higher education. The government also has scheme of sponsoring tribal students in colleges of excellence, outside the state.

Objectives:

o To understand the problem of tribes students in Higher Education.
o To find out Various factors that affects Tribal education
o To offer suggestion for developing tribal education

Methodology:

The study is based upon both primary as well as secondary data. For primary data, a questionnaire was designed to capture data on various parameters. The data collected by asking question from tribal students. The sample size of this study is 100. The secondary data were obtained from various text and reference books, internet and various reports.

Factors affecting Tribal Education:

- **Attitude of Other Students:** Environment factor is one of the crucial factors for the development.
- ***Social Factors:*** More allocation of funds and opening of colleges do not go far in providing education to the tribal's.
- ***Economic Factors:*** Since most of the tribal people are living in poverty, it is obstacle for them to participate in higher education.
- ***Lack of Interest in Formal Education:*** Tribal student are taught through the same books which from the curriculum of non-tribal student.

- ***Lack of Facilities:*** One of the major problems in tribal education is that of language. Most of the tribal languages and dialects are in the most rudimentary stage and there is hardly any written literature.
- ***Nature of habitat:*** Most of the tribal villages are scattered. This entails long travels to attend colleges.
- ***Number of teachers:*** Most of colleges the teachers' numbers are not sufficient.
- ***Environment of family:.*** Most of the tribal parents are agricultures and labours; they have little knowledge relating to modern world and modern environment.
- ***Communication:*** Due to isolation tribal facing problem for expressing modern and regional languages. So the students are facing problem for discussing their doubt with teachers.

Result and Discussions:

a) Various factors influencing tribal Education:

Table:1

Factors	Total No of Respondents	Factor wise No of Respondents	Factor wise % of Respondents
Social Factors	100	4	4%
Economic Factors	100	46	46%
Number of Teachers & Course Curriculum	100	24	24%
Attitude & Nature of Habitat	100	2	2%
Family Environment	100	12	12%
Communication & Transportation	100	12	12%

Source: Field survey

The major factor affecting the tribal education is Economic Factors and followed by Number of Teachers & Course Curriculum, Family Environment and Communication & Transportation. According to the survey, Social Factors and Attitude & Nature of Habitat have the less affect on tribal education.

b) Different types of govt. support(s) availed by the Tribal students:

Table: 2

Types of govt. support	Total No of Respondents	Type wise No of Respondents	Type wise % of Respondents
Stipend	100	60	60%
Hostel	100	18	18%
Reservation	100	56	56%
Age Relaxation	100	00	0%
Special Coaching	100	4	4%

The major factor affecting the tribal education is Stipend and followed by Reservation & Hostel facilities. According to this survey no one has availed the age relaxation facility & Special coaching facility availed by the students are also very less.

Conclusion:

The major problems faced by the tribal students are economic; no. of teachers course curriculum. Government should provide adequate grants for education of tribal. Hostel facilities to tribal students should be surveyed and improved. Tribal welfare department may design and launch new programmes to generate employment opportunities for tribals. The Director of Employment and Training may provide effective career guidance service to the tribal students so as to help them to make a self assessment of these abilities, aptitudes and plan for the career.

Suggestions:

1. Economic supports should be given to the tribal students in terms of Merits scholarship, Attendance scholarship etc.
2. Sufficient No. of Skilled & Trained Teachers should be provided.
3. Educated tribal youth should be recruited as a teacher and posted in tribal areas.
4. Teachers should buildup and maintain close relationship for the development of tribal students.
5. Course curriculum should be modified.
6. Library facilities, Books, Learning materials etc should be available for the tribal students
7. Class room lectures should be provided in regional language.
8. Better transportation should be arranged for the remote villagers.
9. The attitude of the tribal parents toward education should be improved through

proper counseling and guidance.

10. Hostel facilities with all amenities should be provided to the tribal students.
11. Educational campaign should be organized in the remote areas.
12. Vocational institutes should be implemented for the tribal students for creation of new avenues.

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Role of Counseling and Social Welfare for Capacity Building of Tribal Students in Higher Education in Tripura

Aparna De

Students encounter three major transitions related to their higher education experience: ***the first,*** into higher education; the ***second***, through their collegiate life; and ***finally***, the move from higher education into the workplace and their careers. Considerable support must be available when necessary. Higher education must provide academic and career counseling programs as a central function to assist students in preparing for their life work, employment, and careers beyond higher education.

As per 2001 Census, population of Tripura is 31, 99,203. Among them 30.95% is Scheduled Tribe. Among the Scheduled Tribes there are 19 different communities and the major bulk of them speak in 'KOK-BOROK' language which is the recognised second official language of the state. Among all STs, 56.5% of the population has been recorded as literate and merely 9.5% of total literates among STs are having educational level of Matric/Secondary and above.

The percentage of tribal students in higher education is negligible in comparison to plainsmen of this state. Basic causes of the low percentage in higher education is lack of opportunities to get higher education, long distance from home to higher education institutions, lack of awareness, language problem, poverty, lack of proper guidance and counseling.

Proper counseling and social welfare activities can play an important role for upliftment of the present status and also capacity building of tribal students towads higher education in Tripura. United Nation's Development Programme has defined "capacity" as "the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner".

- ***Role of counseling in capacity building of Tribal students in Tripura:*** What is counseling? Traxler considers counseling as a help which enables "each individual to understand his abilities and interests, to develop them as far as possible and to relate them to life-goals and finally to reach a state of complete and mature self-counseling as desirable member of the social order."
- ***Significance of Counseling:*** The core aim of counseling is to help job-seeking youth, realistic career notions, in conformity with their capacities, aptitudes and social settings, so that they do not, in their adult life, end up as career failures.

Counseling provides the following services:

- ***Help in the proper choice of careers:*** We are living in a highly complex and rapidly changing world of work. The young students in colleges and universities need to be informed about various job opportunities available before them and the requirements, responsibilities and the nature of work involved in them, so that they could measure themselves up to them and develop and crystallize their occupational goals. They need to be helped in making meaningful occupational selection and preparation for an entry into them to have a fulfilling and rewarding career.

  The need for helping the tribal students in the choice of a proper career is further enhanced due to the fact that, majority of tribal students in colleges and universities are the first generation learners. In their family, they have no one with an experience of college and university education background to guide them in the choice of a career. With a right to the best education available, and a wide range of jobs open to them, these students need mature help in making a judicious occupational choice.
- ***Help the students in vocational development:*** The process of vocational development covers almost the entire span of life of an individual. Counseling needs to be provided to the colleges and universities to help the tribal students in the process of vocational development by making it possible for them to gain knowledge about themselves, their abilities, interests and needs as well as knowledge about the world of work.
- ***Motivate the youth for self-employment:*** Considering the magnitude of educated job-seekers flowing into the job market in every year, it is essential that a sizeable fraction of enterprising youth is initiated into careers of self employment. Some agreements needs to be instituted in the colleges and universities to identify the deserving cases fit to take up self employment, educate them how to proceed about the job of setting up a venture, help them through the cooperation of the concerned agencies in this sphere to prepare technically sound and economically viable projects and guide them to overcome the teething troubles after the commencement of the venture.
- ***Identify and motivate the students from weaker sections of Society:*** Tribal students being from the weaker section have their own problems and needs. They experience difficulty in adjustment with the peers, teachers and the environment. To communicate, make friends, utilize the time profitably, make the best use of lectures, and make an effective use of library and others facilities available all pose problems for them. Counseling is essential for them to adjust and utilize the available facilities properly.

- ***Help in checking wastage and stagnation:*** The average pass percentage of tribal students at the graduate and post-graduate level in Tripura is about 9% of total tribal literate persons. Many of students, unfortunately dropout, get pushed out and fall out of the system. There is another unfortunate side of this problem - majority of tribal students pass in the third division, which is low qualification for the world of work. The poor achievement may be due to reasons like lack of proper study skill and effective study habits, lack of the knowledge for making full use of knowledge, for making use of the facilities provided and so on. Counseling is necessary to check the huge wastage of time and money and also huge state expenditure.
- ***Help the students in their period of turmoil and confusion:*** The students undergo a great deal of turmoil and searching to give meaning to their lives. They have their conflicts and anxieties. When this education does not enable them to get immediate employment, they feel lost and bewildered. For tackling this entire situation successfully, they need someone to sort out the problems and enabling them to develop realistic expectations.
- ***Ensure proper utilization of time spent outside the classroom:*** The manner in which students spend their non-class hours affects their success in achieving both academic competence and personal development of all types. It is therefore, essential that, institutions of higher learning provide positive direction to students by influencing how they can use those non-class hours. The programme of counseling can meet this need.
- ***Role of Social welfare activities for capacity building in higher education of the tribal students:*** Social welfare initiatives taken by the government and non-government organizations play a vital role to left out the basic causes of low percentage in higher education and capacity building. The govt. of Tripura has already taken some welfare initiatives for the tribal students, like providing free education, educational stipend, educational materials like book, begs etc., hostel facilities, reservation in higher education including technical education.

  25 Points Tribal Development Package (1999 to 2002) and 37 points special package for development of STs - HIMSWKANG (2003-2007) are the remarkable welfare programmes of the government of Tripura in the field of educational development for the tribal of the state. The government of Tripura also arranges merit award programme in each year for Madhyamik examination toppers among the tribal candidates to encourage the toppers as well as others who are in study.

Measures may be taken for capacity building of tribal students in Tripura:

1. ***Appointment of Counselor:*** At least one counselor should be posted in each college and University for guiding students especially the tribal students.
2. ***Sufficient Hostel Facility:*** Number of hostels needs be increased with the schools of the interior areas with adequate facilities of health care, sports, recreation and cultural activities.
3. ***KokBorok knowledge of teachers:*** As 'KokBorok' is the second official language in Tripura and 30.91% people speak this language, teachers should also know this language and teachers training on this language should be made compulsory. This will help in giving proper guidance by making a good rapport to tribal students. Books and reading materials in Kok-Borok should be made available in college and University libraries.
4. ***Teachers Role:*** Teachers should be more sympathetic and sincere in teaching to the tribal students.
5. ***Role of NGOs:*** Non-Government organizations should come forward for vocational training to the educated tribal people.
6. ***Role of Financial Institution:*** Bank and other financial institutions should come forward to provide educational loan to tribal students in simple terms & conditions and provide loan for self employment.

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DEVELOPMENT OF EDUCATION POLICY AMONG THE TRIBAL RACES: PROBLEMS AND PROSPECTS

Dr. Rajesh Bhawmik

Abstract

Education is one important instrument by which one can develop him/herself, society, community, state and as well as country. Education can be implemented among the tribal people through formal, informal and vocational programmes. Formal education may not be an only one real component to play in a reasonable level of social and economic development among the tribal people of Assam. Not only Assam, North-Eastern region having a good number of tribal people of different communities and everyone should become educated.

The hundred percent enrolments at primary level is not the proper policy without introducing any vocational training programme. Even the special emphasis may be given on the study of local livelihoods, food habits, local marketing organization, tastes in art and design, etc. so that one can may take interest in studies from KG to PG level.

Key words: Vocational training programme, role of cultural education, education for heritage development.

INTRODUCTION:

Capacity Building is to make a community competent to take up education as a means to reach the goal of self sufficiency.

It is stressed in this paper, that the different types of folk motifs and designs available to us in various forms can't be used for the analysis of various societies and culture of Tripura. In case of old tastes, content analysis is not a method to be dispensed with. For example, a folktale can be interpreted from different angles as different levels of materials are identifiable in a text and for interpretation it is necessary to distinguish those levels.

In old texts, we can explore the representation of the society at the time of collection and sedimentation of earlier periods. But in case of new texts field work is possible and produces the best results.

In Tripura, a mix populace is cited in every district as there are four (4) districts and nineteen (19) scheduled tribes which are usually residing in various parts in this state. Some regions are not for a few different tribal groups but these pockets are very limited. Such as, ***Ratanpur***, a subdivision of Belonia in South Tripura has a specific village for ***Uchoi tribe.***

Where the plain land is found like in Assam and Tripura, a mixed culture is established from the inception of the states. A study from Imphal city also shows the mix culture of various tribal people and non-tribal people of that state.

"...True happiness results from a feeling of harmony between the self and its environment - the inner environment of capacities and feelings and the outer environment of social and physical factors - and e alone is 'efficient', i.e. makes a good job of his life, who finds in his work and vocation an opportunity for the joyous expression of his powers. This view demands a recovery of our faith in Man as the central figure in all our efforts and a realization that the highest and truest meaning of life is to be found in the pursuit of 'spiritual' values. It is a matter of personal faith with me that this can only be achieved if we try to awaken and release this Creative Impulse in the man and women, the children and adolescents of our country, and its free expression, individually and nationally, is made the inspiration of our education."

FINDINGS:

While making research on tribal arts and crafts I have realized that there is an inherent concept of management to complete the objects which are needed to be developed scientifically to make it broad based where mathematics, philosophy, psychology, literature, technology, folklore, etc. are hidden.

The following customary situations have been found in every tribal family or in a village or society:

1. ***Tong-Ghar:*** A tribal family usually resides in a tong-house which is mainly made of bamboo, cane and wood. They live in a forest or in a remote hilly area. A wide growth of bamboo and wood is found in the North-Eastern India and it is available in the deep forest. So they use bamboo and wood to make their dwellings.
2. ***Agriculture:*** Agriculture is the main occupation of a tribal family. Either they do cultivation by jhuming or shifting process, with different methods and in different seasons.
3. ***Fishing:*** Almost every tribal community is skilled in fishing by their several fishing traps. Fishing trap is made of bamboo in each case but each tribal community has its own shape and design of the trap. Somewhere men and women both are engaged in this occupation.
4. ***Domestic animals:*** Common domestic animals like pig, hen or cock are found in every tribal family or community. Some tribal families earn their livelihood by sale of the animals.
5. ***Language:*** Every tribal community has its own language. Again, in Nagaland, there is a common language named 'Nagamese' spoken by all Naga people. In Tripura, there are 19 (nineteen) tribal communities and 'Kokborok' is the principal language spoken by all these tribal communities.

6. ***Domestic articles:*** 'Dao' and 'Basket' are generally used by every tribal family. 'Dao' is made of iron blade and wooden handle. Every tribal family prepares a bamboo, cane made basket for its daily use.
7. ***Collection of firewood:*** As a head of family, a tribal man goes to collect firewood from deep forest. The house wife keeps the collected firewood on the top of fireplaces where the smoke exploits the inner pith and juice from the firewood. Consequently, this dried wood is used in the rainy season.
8. ***Dry fish:*** They collect small or big fishes from pond, agricultural field or in the rainy season during the flood. The tribal women place them over a fireplace hung by string or keep them in a small storing basket for drying.
9. ***Local liquor:*** The male folk are engaged in hunting, fishing, cultivation and to collect articles of daily need while the female folk prepare rice beer for sale and domestic consumption. Local liquor is one of the important parts of daily consumption.
10. ***Colour scheme:*** Tribal people are fond of the primary colours like red, blue, yellow. Simultaneously, they use deep and dark colours also like black, deep blue, deep brown, etc. But in case of clothes they always use light colours on deep background.
11. ***Hunting:*** Hunting is also one of the daily activities among other activities. All communities are very much skilled in the use of the bows and arrows. Some communities also have dexterity in the use of spear and sword which are very common in Nagaland, Manipur and Arunachal Pradesh etc.
12. ***Uses of headgears and necklaces:*** In a tribal community, men and womenfolk always wear a headgear in every specific festival, ceremony, anniversary or any cultural function. The shape and form of each headgear may vary from community to community. But in case of necklaces only the womenfolk wear it.
13. ***Pattern of house:*** The tribal houses are made in a triangular shape due to natural calamities accruing in the hilly areas. Most of the houses are made of bamboo and thatch on a wooden structure. The house platform is based on bamboo plaited strips or on a wooden plank and that type of scaffolding supports several bamboo posts. A very peculiar type of staircase is used with a single wooden piece.
14. ***Design and motif:*** Every tribal community has a particular design on their dresses. Designs and motifs are based on natural objects like mountains, trees, flowers, leafs, animals, Sun, Moon, stars etc.

15. ***Cradle:*** The cradle is used for infant to sleep. To make cradles they use a special kind of thick and hard bamboo. Sometimes, cloth is used to make the cradle.
16. ***Mortar and pestle:*** Mortar and pestle are used in their daily life. Its shape and size are different according to their requirements. Somewhere it is like a bamboo pipe with a knot and bamboo stick is used.
17. ***Uses of gourd:*** A vegetable named gourd has a vital role in tribal society though it is used in the North-Eastern region. It has variety of functions. A gourd is used to store country liquor and also as a part of a musical instrument. It is used also in the non-tribals areas. This is also used to store salt especially by the Bengalis. Moreover, the vaishnabs among the Bengalis or Assamese use this gourd as a part of a musical instrument both with string and without string. Among the tribals it is also used as a spoon to serve soup at the time of meals. Sometimes, it is used as a country liquor pot and they take the liquor using a thin bamboo pipe as a straw. It is also used for storing seeds.
18. ***Local made musical instrument:*** In North-East India, there is an ample scope to make various kinds of musical instruments and the people of hills make and play on drum, bamboo flutes, string instruments like 'Chongpreng', 'Serenda' and so many instruments made of bamboo and wood. Simultaneously, they use some jungle leaves to create an indigenous sound.
19. ***Uses of beads:*** Jewellery made of beads, has different sizes and colours. In case of making necklaces, the beads are used in a greater number. Even in waist belts, finger rings or wrist belts, beads of different sizes and designs are used by the traditional artisans. The tribal communities perform their cultural dances, traditional or ritual ceremonies by wearing jewelleries made of beads.
20. ***Uses of feathers:*** Feathers in a headgear makes it more attractive. Headgears are necessary to perform tribal traditional cultural activities.
21. ***Rain shelter:*** Rain shelter is found mostly in every tribal community. These tribal groups use the bamboo made rain shelter with jungle leaves or the palm leaves etc. when they work in 'jhum'.
22. ***Jhum cultivation:*** The 'jhum' cultivation is one of the main occupations among the North-Eastern tribal groups. The 'jhum' is not practiced by every tribe. It has different processes - from selection of the field to harvesting. Both men and women folk in the tribal community work in 'jhum'.
23. ***Mask:*** The Monpa tribe in Arunachal Pradesh uses this kind of mask during its mask dance. Different sizes of masks are used in different ways. Some

wooden small masks are used for basket and even very small figures mask are used for locket in a necklace. All these images are made of wood.

24. Looms: Every tribal community has indigenous looms which have different local names. A woman artisan is found in every tribal family who weaves clothes for all members of the family.

PROBLEMS:

a) To uplink with the missing link of the people of the North-Eastern region, we must realize that the indigenous culture is fading away fast.

b) ***Anthropological studies are yet to begin*** as the people are unaware about their identities.

c) Till now only a few number of students are coming to the field of visual art though they have a good sense in creative arts.

d) Due to the lack of design in syllabus and curriculum - tribal studies are not included properly in KG to UG.

SUGGESTIONS:

a) To develop a capacity building, bamboo, cane and wood ***cultivation*** is required for short - term return.

b) Personal counseling is necessary among the tribal students in micro level.

c) Different kinds of NGO's, SHGs and Government efforts should be provided to the new generation.

d) To improve a capacity building some ***awareness programmes*** should be taken in the different parts of Tripura as well as remote area.

e) To create an awareness regarding ***heritage development,*** the youth must be inspired to uphold their traditional artifacts.

f) To take further initiatives to establish heritage museum, libraries, etc. in every districts of Tripura as well as sub-divisional level.

g) To create awareness about indigenous culture since the grass root stage of education the students should be given thorough lessons regarding their own cultural artifacts.

h) Since Government is the only employer in the North-Eastern region, ***vocational training programme is*** the need of the hour to make tribal youth independent.

i) To develop a capacity building among the tribal students by introducing a vocational ***training programme such as surface water conservation.***

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Role of Art, Culture and Literature in Capacity Building of Tribal Students in Tripura

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Abstract: Ours is land highly rich cultural heritage. Mother India is pluralistic composite culture which has been enjoying all high tributes and appreciation from the dawn of world civilisation. Its assimilations power has been so strong and effective that whatsoever race, community, caste, creed and colour entered became part of it. Unity in diversity is mother India's virtue. Mother India is rich in art, culture and literature. These play prominent part in capacity building of not only tribes but all its other dwellers. Our state Tripura is proud mother of remarkable traditional culture heritage of Bengali and Indo-Mongloits. We know that literature is the mirror of society. Here, one gets information, information paves way to thoughts, thoughts lead to actions, actions enable ones to make habit, habit leads to attitude and attitude builds ones personality and the personality decides one's destiny. All these come from an individual's interest, attitude and values. Therefore, change in students' behaviour is must to fill the gap. It is need of the hour to seek for change. Thus, the researcher's aim ***for capacity building of*** tribal students of Tripura is through education of art, ***culture and literature.*** Capacity building of the tribal students in simple words is a process of gaining a positive change in terms of quantitative as well as qualitative values of life in a particular area, religion, locality, community or sector. It is broad-based and multidimensional in nature. Tribal should be able to know the good and evil. They must know the justification of ways of god to man. One must not barter one's soil to Satan like Dr. Faustus to the neighbouring countries' ill motives since these hinder the capacity building. Thus, this change is an attempt to bring out the change in the behaviour of the tribal students by dragging out the best from their within to develop their body, mind and spirit which may be attained by flawless and selfless expression of truth and beauty through art, culture and literature. William J Long says that, "literature humanises the humanity". ***The researcher also would like to highlight the obstructions/ barriers and remedies for the development of students.*** This paper also aims to build the capacity of students through some excerpts of swami Vivekannd, Milton, Wordsworth, Keats, Tagore, Aurobindo, and Kamla Das etc. The study will highlight the desire of the students' for being self-reliant, self-sufficient, decision-maker, brave, courageous, powerful, initiative taker and fundamental rights seeker ***to place self in country.***

Introduction: - Capacity building in simple words is a process to gain a

positive change in terms of human values of life in a particular area, region, locality, community, sector or group of people. It is broad -based and multi-dimensional in nature. It provides better opportunities for the inhabitants of Tripura. They must be made aware of good and evil to justify the ways of God to man. Anti national, rebellious, nether and disruptive activities hinder capacity building. Before discussing the role of art, literature and culture for the noble purpose it would be proper to know the reasons for lacking, need for developing and obstructions in capacity building of Tribal students.

Some of the Tribal communities in Tripura:-Tripura is the proud mother of remarkable traditional cultural heritage of Indo-Aryans and Indo-Mongolians like the Bengali and the Tripuris, the Reangs, the Jamatias, the Notias, the Kukes, the Halams, the Chakmas, the Moghs, the Lusais and other tribes. They play prominent part in preserving the old cultural heritage and capacity building.

Reasons for lacking in capacity building in Tripura are: Lack of money, lack of developed society, lack of education, lack of interest, inferiority complex, discrimination and language barriers etc. Now, question arises what is the need of capacity building?

Need of Capacity Building: - It is to make them be aware of fundamental rights like education, equality, religion, right against exploitation etc. This can be done only through flawless, selfless, expression of truth and beauty through art, culture and literature as explained by Matthew Arnold and T.S Eliot. We know that fine arts are closely related to the greatest of all arts, the art of living. A revolving stone of the river and sea-shore always shine brightly and get new form, why so? It's for change of time, place and action. Change is the law of nature. It is an attempt not only in art, culture, language and literature but also social, economical, moral, cultural, ethical, political and spiritual values. It is to bring out the change in behaviour of Tribal students by developing human values. A man feels joy par excellence by their appreciation only. It has been very aptly said in Sanskrit that, ***"Rassollaso bhavenityam chitra shilp pradarshane."***

Barriers in Capacity Building are: - Physical barriers, economical barriers, language barriers, caste, creed and colour barriers, psychological barriers, political barriers etc.

Role of Art, Culture and Literature:-MF Hussein, John Milton, Swami Vivekananda, RN Tagore, Sri Aurobindo, Sarojini Naidu, Chinua Achebe, Martin Luther, Salman Rushdie and many more writers, artists, educationists and social reformers brought change in the society through art, culture and literature only.

Art enables one to understand others' culture. Art is a very deep expression

of attitudes and outlook. We understand too little of either art or culture on its own via so called immediate experience. Art portrayed during Durga Pooja enable to know victory of good over evil and victory of Durga over Mahisashur, Rakatbeej, Chand-Mund etc. Now, we are showing such art in eliminating terrorism through killing of Ravana by Rama, Kansa by Krishna and fight to finish Osama by Obama. Art if expressed in proper manner may develop skills. Thus, art and culture in festival celebration play prominent part in building capacity.

The worship of fourteen deities popularly known as Kharchi Puja which is celebrated in July at Agartala develops unity and integrity. Ker and Garia Pooja are Tribal festivals. These are celebrated at the interval of fortnight. The guardian deity ***of Vastu Devata Ker*** is philanthropist and works for general welfare of people. It is the festival of state brotherhood and save the people from all climatic diseases. It is symbol of socio-economic development as represent hunting, fishing, food gathering, cutting, singing, offering to god and enjoying together.

Thus, art can express cultural values; no culture is homogenous or has gone untouched by the world. The purest seeming instances of cultural values are often products of complex strands of interaction. Art has always been affected by cultural contact this may involve imitations that at first seem crude and derivative but later involve into distinctive art forms and paves the way to literature. In this regard TS Eliot in his ***'Notes on the Definition of culture'*** proposes that the highest levels of culture should be gained by a small section of society - the elites. According to him, these elites are then to be the guiding light for the rest of society in perfection and improving the state of culture. This culture is being transmitted by English literature, the implication is that culture is not something that grows from within the society but something that is superimposed on society and occupies the realm of the aesthetics.

Literature humanises the humanity. Certain works of literature are seen as the repository of universal values that one and all have to acquire if they have to call themselves cultured. It is a way in which certain ideologies are promoted at the cost of others for purposes that have in fact not much to do with either literary culture or with dissemination of power and knowledge. It is also an expression of noble urges. Tripura University is doing such in its true spirit by including Milton, Tagore, Aurobindo, Sarojini Naidu, Chinua Achebe, Shakespeare, and many more literary dignitaries in syllabus for capacity building.

FR Leaves is responsible to a great extent for promoting the idea of the great tradition in his essay ***"English and the Universities,"*** "that English is one of the only means of continuance of culture." He further notes that, "if culture is

dependent upon English for its survival and sustenance, English is dependent on the university to make it a subject of services and specialised area of study". Then why there are hindrances for not following English in teaching learning process as emphasised by mother organisation for academics.

Swami Vivekananda said, "Stand up, be bold, be strong and take the whole responsibility on your own shoulders and know that you are the creator of your own destiny, all the strength and ***succour*** you want is within yourself." He said, what makes a man stand up and work? "Strength, strength is goodness, weakness is sin. Do not teach them Christianity, do not teach them other religion; teach them only ***religion of fearlessness"***. He also said that, "stand up, and fight it out, whatever the outcome. Let the whole world stand against us. Death means only change of garment. What of it? You are infinite, deathless, birth less. it does not befit you to be a slave. Arise, awake, stand up and fight".

John Milton said, "Fallen cherub, to be weak is miserable doing or suffering". He also wrote, "What though the field be lost all is not lost the unconquerable will". So, my dear students if you have the spirit of doing hard work, who will stop ***you not to achieve the allotted seats.*** They will learn that freedom fighter Mahatma Gandhi said, "Do or die".

Swami Vivekananda said, "It is our own mental attitude which works the world what it is for our own thoughts make things beautiful or ugly the world is in our own mind". See how he was inspired by John Milton. Milton said, "receive thy new possessor: one who brings a mind not to be changed by place or time, the mind is its own place, and in itself can make a heaven of hell and a hell of heaven". He further writes, "to reign is worth ambition though in hell better to reign in hell, than serve in heaven"

Tripura Government is trying to bring faculties from all corners of country for all round-development. Open your heart and mind. Learn to see the things in proper light. The poem prescribed in your syllabus may teach you the love of Sarojini and Govinda Rajalu Naidu. Understand the courage she has shown when women could not raise their veils. Guru Rabindra Nath Tagore prayed during English regime to take his countrymen to the world of freedom, courage, fearless, where man could raise their head with dignity. Tagore said, "Where the mind is without fear and the head is held high... into that heaven of freedom O! My Father let my country men awake.*" **Thus, literature has a lot to imbibe, inculcate and build capacity oriented aptitude in you***. Sri Aurobond's soul has the power of deathless suns. His sun never sets. Thus, awake your inner self, no time to be sleeping angels.

This life is short. The vanities of the world are transient, ***but they alone live who live for others.*** We hate because we do not know others. We do not know others because we hate them. You are the gentle dew that falls unseen and unheard and yet bring into blossom the fairest roses of intellect. Mahatma Gandhi Said, ***"education*** is an overall development of the students the development of the body, mind and spirit". Swami Vivekananda said, "The education which does not help the common mass of people to equip themselves for the struggle of life, which does not bring out strength of happy character a spirit of philanthropy, and courage of a lion is it worth the name". Understand the true spirit of literature which is full of power to give such education. It builds your endurance, persistence and will power. Tennyson in ***'Ulysses'*** said,

"Moved earth and heaven, that which we are
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive to seek, to find and not to yield."

The twentieth century saw many examples of arts playing a powerful role, sometimes eliciting harsh reprisals and censorship, even death. Many prominent authors have created work while in prison. The ***Fatwa*** against Salmon Rushdie prompted by his book ***'The Satanic Verses'*** is the best known case; it illustrates complex issues of the post-colonial era. Rushdie, Indian expatriate living in London, writes in the language of colonial rulers, English. His huge book combines allusions to Islam and to Hindu Theology with contemporary social critic interspersed with magical realist senses. Taslima Nasreen a Bangla Deshi authoress too changed many minds.

Remedial Measures in Capacity Building are:- Encouraging interest in social, economical, moral and cultural values by organizing seminars, workshops, training, exhibition, festival celebration, conducting talent oriented workshops, research programmes, training on art, drama, culture, literature, maintaining library with valuable books for references, changing notes oriented study, avoiding pond-culture and inculcating values of broad-mindedness, faith, sincerity, devotion, will power and self confidence to develop self and society like a young boy Akhil Gogoi in Assam. Students must have spirit that, "I will drink ocean, at my will; mountain will crumble up." Have that sort of energy, will power and hard work to reach to the goal by putting such seminars into action. ***Our mother of academics resolution of teaching all subjects in English is a foresightedness to develop. The resolution should not be objected. It must be accepted to face the national competitions***. There must be holistic spirit. The Hozagiri,

Tripura, Mog and other cultural dancer students should not be marked typically.

Conclusion: - At last, I would like to conclude that only service to be done by the college teachers and higher education dignitaries in the capacity building is to give them education of art, culture and literature also ***for overall development***. They must be imbued with novel ideas for the development of their personality by inculcating human values. ***This is important need of the hour and then the rest will follow automatically.*** Our aim is to put the chemicals together; the crystallisation will come in the law of nature. We know that sun can give heat and light to the whole world but he can not do so when the clouds shut out his rays.

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Spirituality: An Ultimate quest for Capacity Building

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What do we understand by the particular word 'capacity' especially when it is related to the act of capacity building? In other words, if capacity building is a conscious act or conscious effort of human mind then what exactly do we mean by the word 'capacity'? One connotation of the word 'capacity' according to Oxford Dictionary & Thesaurus is the "mental power". I would like to concentrate on this particular aspect of human mind for which a man is rational – for which a man can be differentiated from other man. The mental power of a man can help him to attain supreme level of capacity building. This can be considered as the mental health and the mental nutrition of a man and without the understanding of Classical Indian Philosophical concept of spirituality the condition of mental health of a person cannot be recuperated. To those who realise the true kinship between life and theory, Indian philosophical theories and popular thoughts become way of life, an approach to spiritual realization. In this context I want to elucidate briefly the two concepts viz. the concept of yoga and Nishkamakarma which can be considered as the central teaching of Bhagavadg?ta. However there are so many substantial thoughts of Indian philosophy which can be worthwhile in this particular field. To enhance the mental health of a person I find the understanding of those concepts are important and the mental power of a man can enable to attain him to reac-h the ultimate quest of realization – the ultimate quest of capacity building.

We can explain the term 'capacity' in two ways. One is the capacity of our body and the other is the capacity of our mind. To improve the capacity of our body as well as mind, we have to go through Yoga or other physical activities viz. games and sports and other activities like NCC, NSS, rock climbing etc. These are the activities by which we can maintain the good health of our physical body and without having good health anything cannot be achieved whether it is material or spiritual. In this regard Swami Vevakananda says 'I need those young people whose material bodies will be like iron, only those people can devote themselves to the service of others for the sake of humanity'. Good health is the container of having beautiful mind and with this mind-body combination we can purify our self and reach to the level of ultimate truth. So the capacity or the sustainability of our body and mind is important to attain the

Oxford Dicnory and Thesaurus edited by Julia Elliott with Anne Knight and Chris Cowley, Oxford University Press, 2006, P. 99

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supreme level of capacity building. In this context we can discuss briefly the Patanjali Yoga philosophy which is known to Raj Yoga. Yoga is defined as the cessation of the modification of chitta. Yogashchittav?ttinirod?ah . This cessation is through meditation or concentration which is also called Yogah samadhih. Chitta means the three internal organs of Sa?khya. These are buddhi or intellect, aha?kara or ego and manas or mind. Chitta is the same as antahkarana. For me the capacity building of our body and mind advocates control over the body, restrain of our mind. The physical body is not destroyed by it; on the other hand, it recommends its perfection or purity. A pure mind needs a sound body. Sensual attachment and passions distract the body as well as the mind. They must be captured. To overcome them Yoga gives us the eight fold path of discipline (Astangic Marga). These are Yama, Niyama, ?sana, Pra?ayama, Pratyahara, Dhara?a, Dhyana and Samadhi. I am not going into the details of these but the intension of this paper is to see the parallels between the ultimate capacity building and Yogashchittav?ttinirod?ah.

We have seen how the ultimate capacity building of our body and mind is related to Yoga. To enhance the capacity of our mind or to excel the inner power of our mind we can discuss the concept of Nishkamkarma from Bhagavadg?ta. In this regard we will discuss the philosophical dialogue between Krishna and Arjuna from G?ta. In the battle field of Kuruk?etra Arhuna encounters his near and dear friends and relatives as his enemies, but he has enormous affection and love to them. He is faced by a terrible temptation and passes through as intense inward agony. He has to fight with his enemies but he can't. He shrinks from his duty (swadharma). His conscience is troubled, his heart is torn with anguish, his bow and arrows are slept from his hand. If to slay is to sin, it is a worse sin to sly those to whom we owe love and worship. He decided not to fight because it was batter for him to die himself but not to slay his near and dear friends. We all know after the philosophical dialogue between Krishna and Arjuna, Krishna was able to motivate Arjuna to fight for his duty. I think this is the perfect example of capacity building by which lord Krishna is able to change or purify the mind of Arjuna for maintaining his own duty for the sake of duty. It is not the negation of action but renunciation of action in a detach spirit.

Now let us see, what are the logical arguments, by which Krishna is able to make Arjuna to fight against evil. It may be exercise to increase the mental

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Shri Patanjal Yoga Darshanam,K.M.Y.M Samati, Kaivalayadhama, Lonavla, P 2

A Critical Survey of Indian Philosophy, Chandradhar Sharma, Motilal Banarsidass , Delhi, 1964. pp.171-172

Indian Philosophy, Volume-1, Second Edition, S. Radhakrishnan, Oxford University Press, New Delhi, 2008, P.443

capacity of a person and we can apply this in our ordinary life also. First of all Arjune is not able to fight against his near and dear friends and he will not kill them simple because his love and affection to them. Krishna replies that 'who are you to kill them, they are already died. Everything is determinate by the inevitable low of nature. The end is already decided by the supreme power of God, we the finite beings are only means of it. If we apply this particular thought in our ordinary life then nobody can distract our self to build up capacity in our mind.

The second argument of lord Krishna by which he is able to explore the mental capacity of Arjuna to fight against evil is the eternal theory of soul. No one is able to destroy the imperishable soul that which pervades the entire body. For the soul there is neither birth nor death at any time. He has not come into being, does not come into being, and will not come into being. He is unborn, eternal, ever-existing and primeval. He is not slain when the body is slain.

"na jayate mriyate va kadachit
naya? bhutva bhavita va na bhuya?
ajo nitya? sasvato'ya? pura?o
na hanyate hanyamane sar?re."20

Thirdly the central teaching of Bhagavadgi?ta is Nishkamakarma. Desire binds man. He should therefore act in such a way when action does not bind him. It is not negation of action but performance of action in a detach sense. It is not Nai?karma, but Nishkamakarma. The giving up is not of action itself, but of interest, desire, fruit, attachment regarding action. And without knowledge in a true sense, renunciation of desire and attachment is not possible. So only a true jnani can perform Nishkamkarma. The Bhagavadgi?ta transforms the Vedic theory of sacrifices and reconciles it with true spiritual knowledge. The sacrifices are attempts to develop self-restraint and self-surrender.

Bhagavad-g?t? As it is, A. C. Bhaktivedanta Swami Prabhup?da, The Bhaktivedanta Book Trust, 2001, P.101

Bhagavadg?t? Chapter 2, 20.

A Critical Survey of Indian Philosophy, Chandradhar Sharma, Motilal Banarsidass, Delhi, 1964, P. 35