

Professional and Technical Education Scenario of the Scheduled Tribe Population in Malda District, West Bengal

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ABSTRACT

The objective of this paper is to analyse the Professional & Technical Education Scenario of the tribal people from 2012 to 2016 years in the Malda district, West Bengal. Professional & Technical education level of the tribal people have been discussed in this paper where educational rates in this level has been focused and analysed and also compared with non-tribal groups (e.g. General, OBC, SC). Some educational problems of the tribal communities have been highlighted to adopt some measures towards improvement of this educational status of scheduled tribe population in Malda district. The study is based on both secondary and primary data. The primary data has been collected from field survey with questionnaire method and interview. The processed data has been finally used for quantitative estimation of the Professional & Technical education scenario of the tribal people and placed through cartographic presentation.

It is apparent from the analysis that in Professional & Technical education level male students overtop the female numbers in the majority of the blocks but some blocks are dominated by higher number of female students over the male. In case of this education level of Old Malda, Habibpur, English Bazar, Manikchak, Gazol blocks come in prominence because all these blocks show higher percentage than other blocks in tribal education. The Present of this education status show that non-tribal groups are higher in number than the tribal people in all the levels which gives a bleak view of the tribal education in Malda district and therefore, some possible measures have been suggested.

Keywords: Scheduled tribe, Education Scenario, Quantitative estimation, Measures.

INTRODUCTION:

Professional and technical education is an education system that is closely related to the life and livelihood of the people of every country. Therefore, to make people of the country self-reliant in economic and development, there is a need for professional and technical education. Through the education that students acquire special knowledge and skills in the work of art, they are called professional education. Technical education, which teaches of students through scientific training for the use of agriculture, industry, business, trade and machinery equipment. The main goal of this education is to help children achieve such skills, so that they can live well in future life. That is, professional and technical education helps the students to become self-sufficient in achieving a suitable livelihood. In this context, Heartshron has said that “professional education is such a necessary education which in the absence of the student has to suffer from life forever” (Ghorai 2016).

Tribal communities of Malda district are commonly referred to Adivasi, and are recognized as “Scheduled Tribes” under the constitution of India. Among the Scheduled Tribes, there are some tribes who are more backward than others social category or Non-tribal people. They have been classified as Primitive Tribes. They are characterizing of low level literacy and education, Pre-agricultural level of technology and economic backwardness, Members of a tribe speak common language, reside in a common territory, common occupation and culture.

Socio-economic development in any society depend upon the educational facilities it provides (Siddique & Nasser 2004). The constitution of India gives a few directions and suggestions for the development of education in our country. The importance of education as a part of fundamental right (Chaturvedi, 2007) has been emphasized in the Article No. 26 of the Universal Declaration of Human Right (UDHR) and Article No. 45 according to the state “free and compulsory elementary education to all children of the age of six to fourteen (6-14) years”. According to Article No. 46 provides for “special care to the promotion of education and economic interests of the scheduled cast, scheduled tribes and the weaker sections of society” (Sindhu 2014).

With this view in mind of the present paper takes an attempt to reveal the different aspects of the professional & technical education scenario of the scheduled tribe population in Malda district since 2012-16. Tribal people of Malda district faces different problems in education. Therefore, some recommendations have also made in this paper to improve their educational status.

THE STUDY AREA:

The district of Malda is one of the twenty districts of West Bengal. It is situation between 24° 40’ 20” N to 25° 32’ 08 N” latitude and 87° 45’ 50” E to 88° 28’ 10” E longitude. English Bazaar situated at the Centre of the district is the chief town and administrative headquarters. The district has an area of 3733 Square km; the total populations of the district are 3988845 persons and population density of 1069 persons/per square km. There Scheduled tribe population in the district are 313984 persons which are 7.87% of total population of the district as per census 2011. In Malda District are 15 CD blocks. (Mandal & Bhattacharya 2018).

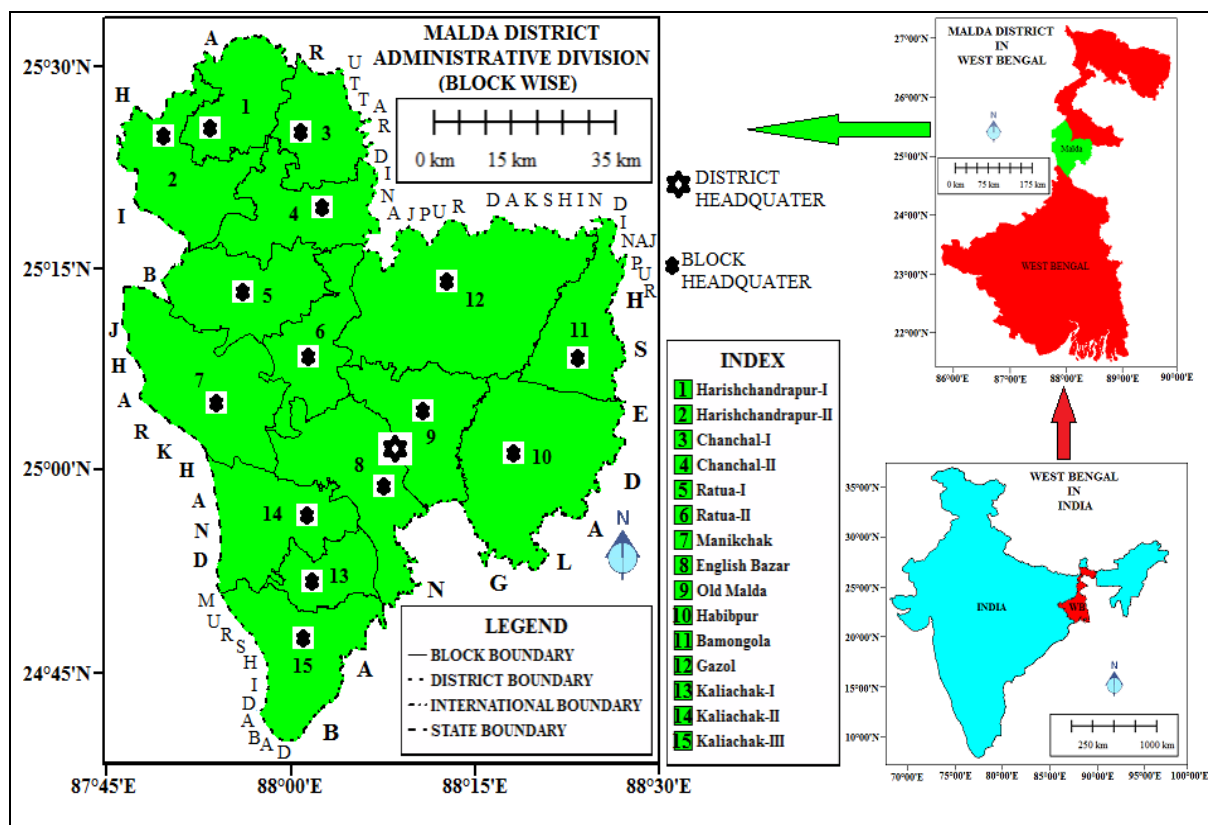


Fig. 1: Location Map

OBJECTIVES OF THE STUDY:

The present study has been conducted with the following objectives.

1. To study the education rate of tribal population in professional & technical education level.
2. To find out the blocks with gender wise education among the tribal population and the associated problems to suggest some suitable measures for professional & technical education.

METHODS AND MATERIALS:

The present research paper focuses on professional & technical education scenario of the scheduled tribe population in Malda district since 2012-16. The study of professional & technical Education scenario of the

Scheduled Tribe population in Malda district has been carried out after intensive review of the similar works or the peripheral works done by the different researchers from different regions of India (Chaturvedi, 2007), (Ghorai, 2016), (Mandal & Bhattacharya, 2017) (Mandal & Bhattacharya, 2018), (Siddiqui & Naseer, 2004) (Sindhu, 2014).

The study is based on secondary and primary data. The secondary data have been collected from census of India 2011, All India Survey of Higher Education (AISHE) and Gour Banga University (GBU) in Malda district and primary data has been collected form field survey with questionnaire method and interview. The data has been processed, analysis and results derived from Percentage, Mean and Standard Deviation (SD) of statistical techniques. The quantitative methods will be presented through suitable Bar diagrams and the block wise distribution of ST population for professional & technical education purpose (in %) of the study area used by separate Choropleth Maps in Malda district (Mandal & Bhattacharya 2018).

PROFESSIONAL & TECHNICAL EDUCATION SCENARIO OF THE ST POPULATION IN MALDA DISTRICT :

Professional and Technical Education (10+2+3+ Or 10+2+3+, Kothari commission 1964-66):

Table 1 and Fig. 2 reveal that the tribal professional and technical students (P&T) in Malda district are only 1.59 percent (2.36 percent are males and 0.83 percent females) in respect of total educated ST students from different education levels. In rural and urban areas of ST professional and technical students are 1.52 percent and 2.08 percent respectively out of different education levels. In rural areas the male-female students of this education level are 2.29 percent and 0.76 percent respectively. The corresponding figure for urban areas is 2.85 percent and 1.32 percent. In urban areas both male and female students are higher in number as compared to rural areas. Thus, urban areas are better position as compared to rural areas in regards to professional and technical education level.

The spatial distribution of ST students by professional and technical education has been given in Fig. 3. Fig.3a High percentages of ST total students of this educational course (above 1.96 percent) are recorded in Old Malda (3.22 percent), English Bazar (2.64 percent), Habibpur (2.63 percent), Gazol (2.09 percent) and Manikchak (2.60 percent).

Table 1: Block wise distribution of ST Students by Professional & Technical Education in Malda District, 2012-16 (in %).

SL. NO.	Name of Blocks & Municipality	Professional & Technical		
		Male	Female	Total
1	Harischandrapur-I	0.92	0.00	0.46
2	Harischandrapur-II	0.61	0.79	0.70
3	Chanchal-I	0.99	0.64	0.81
4	Chanchal-II	1.09	0.48	0.78
5	Ratua-I	1.95	0.82	1.38
6	Ratua-II	0.90	1.33	1.11
7	Manikchak	3.93	1.28	2.60
8	English Bazar	4.26	1.03	2.64
9	Old Malda	4.54	1.90	3.22
10	Habibpur	5.26	0.00	2.63
11	Bamongola	1.75	0.00	0.87
12	Gazol	2.78	1.41	2.09
13	Kaliachak-I	2.09	0.88	1.48
14	Kaliachak-II	2.10	0.93	1.51
15	Kaliachak-III	1.30	0.00	0.65
A	Rural Areas	2.29	0.76	1.52
1	English Bazar(M)	2.26	2.64	2.45
2	Old Malda(M)	3.45	0.00	1.72
B	Urban Areas	2.85	1.32	2.08
AB	Malda Total	2.36	0.83	1.59

Source: AISHE, GBU & Field Survey 2012-16.

These blocks are close to district headquarters where different types of professional and technical educational institutions are available. Medium percentages of ST peoples of the same educational course (1.08 –1.96 percent) are reported in Ratua-I (1.38 percent), Kaliachak-I (1.48 percent) and Kaliachak-II (1.51 percent). Low percentages of ST peoples of this education level (below 1.08 percent) are recorded in Harischandrapur-I (0.46 percent), Kaliachak-III (0.65 percent), Harischandrapur-II (0.70 percent), Chanchal-II (0.78 percent), Chanchal-I (0.81 percent) and Ratua-II (1.07 percent).

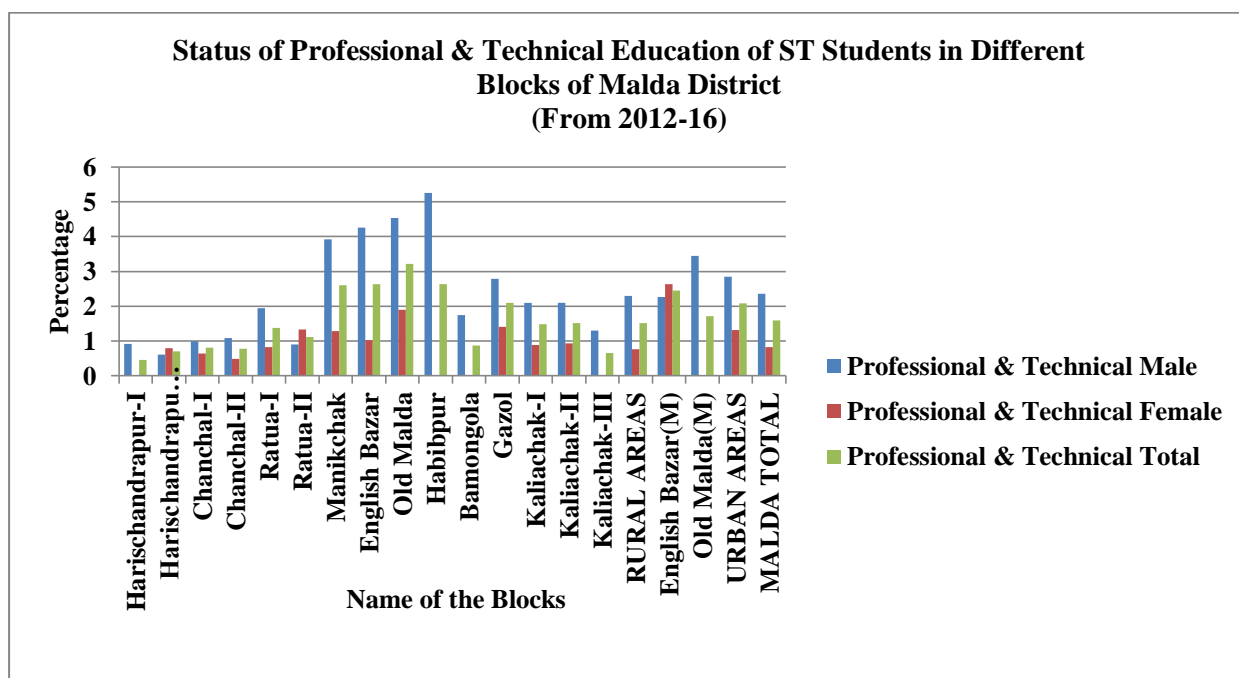


Fig. 2: Professional & Technical education status of ST students in Malda district (From 2012-16).

The distribution of ST male and female students of professional and technical education levels of males exceed over females in all the blocks of the study area. Fig. 3b shows that higher percentages of ST male students of this education course (above 3.04 percent) are recorded in Habibpur (5.26 percent), Old Malda (4.54 percent), English Bazar (4.26 percent) and Manikchak (3.93 percent) whereas it is low (below 1.54 percent) in Kaliachak – III (1.30 percent), Chanchal-II (1.09 percent), Chanchal-I (0.99 percent), Harischandrapur-I (0.92 percent), Ratua-II (0.90 percent) and Harischandrapur-II (0.61 percent). Similarly, Fig. 3c, higher percentages of ST female students of professional and technical education levels (above 1.05 percent) are recorded in Old Malda (1.90 percent), Gazol (1.41 percent), Ratua-II (1.33 percent) and Manikchak (1.28 percent) while it is low (below 0.47 percent) in Chanchal-II (0.48 percent). There are four (4) blocks namely, Kaliachak-III, Bamongola, Habibpur, and Harischandrapur-I in which ST female students of this education level are not observed.

Fig. 2 shows that the ST people of the Professional and Technical education levels of male students are higher in number than female students in most of the blocks, but in case of this education levels it is also found that females overtop in number than males in Harishchandrapur-II and Ratua-II blocks of the study area. Fig. 3 reveals from the view point of total, male and female students of Professional & Technical education level it is found that Manikchak & Old Malda blocks which are placed as high, Ratua-I, Kaliachak-I & Kaliachak-II blocks which are stands as medium and Chanchal-II is the only one block which stands as low.

The Professional & Technical education level in urban areas both male and female students are higher in number as compared to rural areas. Thus, urban areas are better position as compared to rural areas in regards to Professional & Technical education level. This may be due to the available of higher educational institution, good transport facilities and higher awareness of urban areas peoples than rural areas. The professional & Technical education level of male students are higher education rate than female students in most of the blocks of the study area. This may be due to the female students are *marriage* before their completing of this education level but male students are continuing their education until their marriage in parallel and *late marriage* they also engaged in the works like *tuition, agricultural and non-agricultural field* and spend their

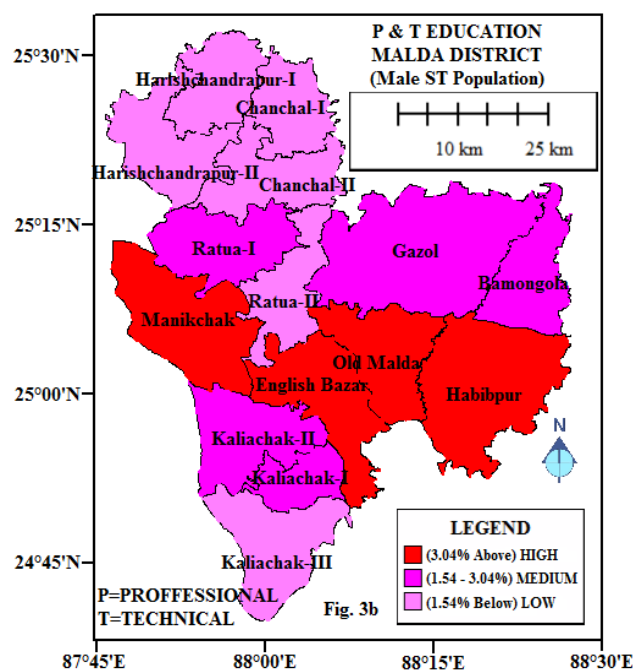
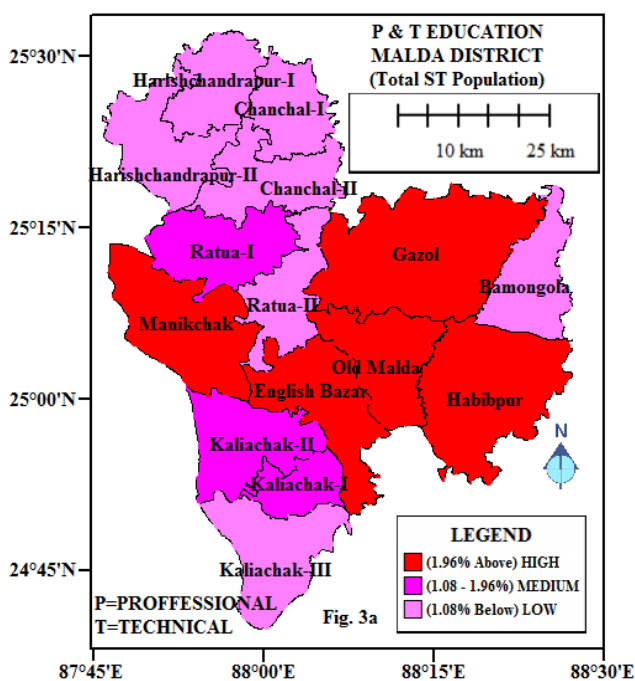
own earning on their education. Among the indigenous communities, the reasons for decreasing the rate of education of women in comparison to men are - lack of awareness about education, child marriage, lack of women educational institutions, confined in a family life, conservatism and prejudice, lack of trained female directors and teachers, lack of good health and lack of social security for women, etc. But, female students are higher education rate than male students in Harishchandrapur-II and Ratua-II blocks of the study area. These blocks are maximum female students not engaged in agricultural and non-agricultural field for family income purpose as compared to male students and continue the attendance of their Professional & Technical education. Some blocks are not found of ST female students of this education level. This may be due to the female students are *marriage* before completing their professional & Technical education and lack of awareness for women education.

Table 1a: Mean & Standard Deviation (SD) for ST Professional & Technical Education

Professional & Technical	Fig.3a	Fig.3b	Fig.3c
	Total	Male	Female
Mean	1.52	2.29	0.76
SD	0.88	1.50	0.58

Table 2b: Professional & Technical Education Status of different blocks, Malda.

Status	Fig.3a	Fig.3b	Fig.3c
	Total	Male	Female
High	1.96 – Above	3.04 – Above	1.05 – Above
Medium	1.08 – 1.96	1.54 – 3.04	0.47 – 1.05
Low	1.08 – Below	1.54 – Below	0.47 – Below



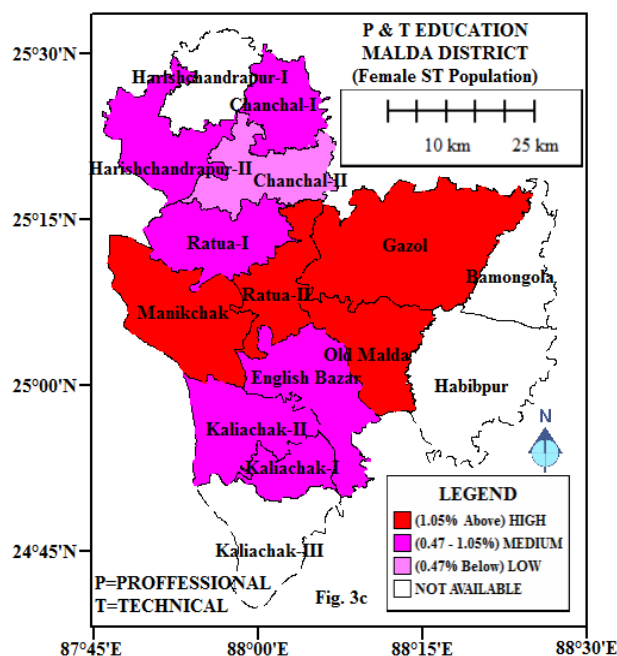


Fig. 3: Education status of Professional & Technical ST students of different blocks of Malda district.

Problems of Scheduled Tribe Community for Professional & Technical Education:

Table 2, indicates that Professional & Technical education status of the scheduled tribes of Malda district is lowest of all the non-general categories (all through 2012-2016) which are an indication that ST population in Malda district is highly behind among all backward classes. This backwardness and slow progress of the tribal people are associated with some important problems found in this area which has been discussed below.

Table 2: Professional & Technical Education report for Enrolment in social category for the year of 2012-13, 2013-14, 2014-15 & 2015-16 of Malda District (in %).

Category	2012 – 13 years	2013 – 14 years	2014 – 15 years	2015 – 16 years
GEN	60.16	58.72	56.37	55.21
SC	21.74	22.13	23.91	24.07
ST	05.63	05.21	05.06	05.71
OBC	12.47	13.94	14.66	15.01

Source: AISHE, GBU & Field Survey 2012-16.

Lack of planning: Institutions of professional and technical education have not been well-established in view of the demands of the industries. The lack of employment is increasing so that the number of skilled craftsmen needed in different industries is not being established with the help of this reason, which will increase the unemployment problem of the society.

Lack of suitable planning: Among the indigenous communities in Malda district, lack of suitable plans for the expansion of professional and technical education. Because of the demands of industry in the country, professional and technical education institutions were not well-established in Malda district. The lack of employment is increasing gradually as these educational institutions are not established in the context of how much skilled labour need in different industries. As a result, unemployment problems are increasing in the society.

Problem of linguistic: A major problem in professional and technical education is linguistic problems. There is a lot of debate about which language will be the medium of this education. Because all books of professional and technical education are written in English language. As a result, it is very difficult to understand the tribal students of Malda district.

Lack of appropriate teachers: The rate of salary of the teachers of the professional and technical education institutions is comparatively lower than the workers of employed in the industry. As a result, they join the high pay rate as an industry worker. For this reason, lack of appropriate teachers in professional and

technical education institutes is one of the main problems.

Lack of Money: At present, due to rapid technological progress, there is a need for better workshops and laboratories for those related knowledge. But lack of necessary workshops, library and laboratories in the educational institutions because of lack of funds, the students cannot get the latest knowledge.

Lack of connectivity with industry and factories: Educational institutions do not know what kind of trained staff is required because of lack of direct connections to industry and factories with professional and technical education. For this reason, many ST educated workers are deprived of employment opportunities.

Lack of training to working teachers: Those who teach in the professional and technical education institutes do not have special training during their working period. The teacher is not able to educate the students about the new technology due to the advancement of science and technology, as teachers are not trained on the industries and factories. As a result, the knowledge that students are learning is outdated and poor.

Lack of necessary infrastructure: The educational infrastructure required for the management of professional and technical education is not available in the Malda district educational institutions. As a result, indigenous students cannot learn properly.

Socio-economic problems: Several studies have highlighted socio-economic problems as the major problems for the slow growth of tribal professional & technical education by the following factors like extreme poverty, confinements within their culture, lack of awareness programme for tribal education, poor transport facilities and victim of different kinds of disease.

From the above discussion, due to problems of professional and technical education, the progress of this educational system has been hampered. Therefore, the education progress will only take place if government measures are taken to solve those problems.

Recommendation for The Development of Professional & Technical Education in Malda District:

From the field study and discussion with tribes, the following measures can be recommended to improve the professional & technical education status of Scheduled Tribe population in Malda district.

Needed of Good planning: Provide of professional and technical education in a well-planned manner. Education needs to be arranged in educational institutions keeping in view the needs of the current issues and the needs of the future.

Awareness: Development of awareness programme for the tribal families about the professional & technical education facilities provided by the government.

Reservation: Reservation for admission in professional & technical educational institutions for ST students.

Residential educational institution: Established of the residential professional & technical educational institution for tribal backward area.

Availability of facility for educational institution: Availability of physical facilities for professional & technical educational institution, like - hostel, class room, teacher room, seminar hall, play field, library, laboratory, computer room, can tin, sanitation, different types of teaching learning materials (TLM) etc for the tribal areas educational institution.

Arrangements of Employment: After learning from these educational institutions, students should be especially careful not to be unemployed. That is, these educational institutions will have to provide employment opportunities to the students.

Coordination with different levels of education: It is necessary to coordinate among the professional and technical education institutes at different levels of education.

Arrangement of Training and Refresher Course: The training and refresher courses for the working teachers in these educational institutions will be provided.

Advanced of workshops and laboratories: These educational institutes require of advanced workshops, libraries and laboratories to provide the latest technical and professional education. Through this, the students will be able to acquire of advanced knowledge and skills.

Recruitment of Qualified Teacher: Professional and technical educational institutions have to be appointed to the appropriate qualification teachers.

Teaching of Regional Language: Professional and technical education should be arranged through regional language or mother language for ST in Malda district.

Grant-in-aid of Government: Government funding should be done to overcome the obstacles of professional and technical education institutions, so that educational institutions can use modern equipment.

Improvement of curriculum standards: A timely curriculum will be developed by improving the standard of professional and technical education institutes.

Arrangement of Research: To improve the quality of professional and technical education, to create interest in research among the ST students and to provide scholarships for ST students to this education level of research.

Various Scholarship and stipend: Special facilities of various scholarship and stipend should be provided to the tribal students of professional & technical education levels.

Education Policy: Formation of a separate professional & Technical education policy for tribal people. It will be possible to improve the quantitative and quality standards of this education, giving the importance to the above-mentioned issues to solve the problems of professional and technical education in Malda district.

FINDINGS AND CONCLUSION:

- i. From the above discussion it is apparent that the professional & technical education level of ST students are very low education rate than non-tribal students in Malda district.
- ii. This education level of ST male students is higher education rate than ST female students in most of the blocks of the study area.
- iii. The ST female students in Professional & Technical education level overtop the males in Harishchandrapur-II as well as in Ratua-II blocks.
- iv. The ST female students of Professional & Technical education level are not observed in Harishchandrapur-I, Habibpur, Bamongola and Kaliachak-III blocks of the study area.
- v. There is significant difference of Professional & Technical education in between the rural and urban areas. It will be worth mentioning in this context that tribal people live maximum in rural areas, but low level of higher education rate is found in same areas as compared to urban areas where tribal people live in minimum number.
- vi. From the view point of total, male and female students of Professional & Technical education level it is found that Manikchak & Old Malda blocks which are placed as high, Ratua-I, Kaliachak-I & Kaliachak-II blocks which are stands as medium and Chanchal-II is the only one block which stands as low.
- vii. The slow progress of the tribal Professional & Technical education in Malda district is caused by the various educational problems, like - Lack of planning, Problem of linguistic, Lack of appropriate teachers, Lack of Money, Lack of necessary infrastructure and Socio-economic problems etc.

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