

Beyond the Development of Tribal Community in the Shadows of Learning and Education: A Micro-level Exploration of Jangalmahal with Special Focus on a Tribal Hamlet, Jantadumur under Ranibandh of Bankura in West Bengal

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Abstract - This paper explores the challenges faced by the tribal community in Jantadumur, a village situated in the Ranibandh Block of Bankura District, West Bengal, in terms of educational access and development. The Jangalmahal region, characterized by its dense forests, geographical remoteness, and socio-economic vulnerabilities, has long been marked by educational disparities despite various governmental efforts. Focusing on Jantadumur as a case study, this research aims to assess the multifaceted barriers that hinder effective education for the tribal community, including socio-cultural, infrastructural, economic, and gender-related challenges. By employing a mixed-methods approach, the study combines quantitative data (household surveys and literacy assessments) with qualitative insights (interviews and focus group discussions). Findings suggest that while government interventions have had some impact, significant gaps remain in terms of accessibility, infrastructure, and community engagement. The paper proposes actionable strategies to bridge these gaps and foster more inclusive education for the tribal population.

Keywords: Tribal Education, Jangalmahal, Development, Barriers, Jantadumur, Mixed Methods, Socio-cultural challenges, Gender Disparity, West Bengal.

1. Introduction:

“Education is the manifestation of perfection already in man.”

– Swami Vivekananda

“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela

“Education is simply the soul of a society as it passes from one generation to another”

– Gilbert K. Chesterton

Education is a fundamental pillar of human resource development and plays a transformative role in shaping individuals and societies. Despite notable progress, India has yet to achieve the desired levels of educational attainment in the post-independence era. Particularly, the tribal population, often residing in remote, forested, and resource-rich areas—remains significantly marginalized in terms of educational access and outcomes. [8]

Tribal communities are characterized by their distinct cultures, customs, rituals, religious beliefs, and cognitive traditions, which set them apart from other social groups. Each tribal community possesses a unique cultural identity and typically experiences socio-economic marginalization, despite maintaining an eco-friendly lifestyle deeply rooted in nature. The persistent educational backwardness among tribal populations is a critical factor underpinning their reliance on traditional livelihoods, prolonged economic crises, limited opportunities, social exclusion, and political disenfranchisement.

Education serves as a catalyst for personal and societal development by fostering knowledge, skills, critical thinking, and behavioral transformation. It is particularly crucial for newly emerging or historically disadvantaged groups. India, home to the world's largest economically disadvantaged population, remains a vibrant democracy with a population of 1.21 billion, comprising diverse castes, religions, and cultural traditions.

According to the 2011 Census, India's tribal population stands at 10.42 crore constituting approximately 8.6% of the total population. [7] Tribes are recognized as one of the most backward, disadvantaged, and deprived sections of Indian society. To address these disparities, the Government of India has implemented numerous development programs and initiatives aimed at enhancing education and economic opportunities for tribal communities.

However, uplifting the educational status of tribal populations remains a formidable challenge. In response, the Government has emphasized inclusive development through initiatives such as "**Sabka Saath, Sabka Vikas**" ("Collective Effort, Inclusive Growth"), promoting development irrespective of caste, religion, or community. [7] Education, regarded as one of the most valuable assets, is crucial for nurturing the potential of tribal individuals, transforming them into skilled, resourceful members of society and fostering sustainable socio-economic empowerment. [8] [10]

Education is widely acknowledged as the cornerstone of human development and empowerment, yet its penetration into marginalized communities, especially tribal populations in forested and remote areas, remains inconsistent and fraught with challenges. In India, tribal communities (Scheduled Tribes) continue to grapple with systemic neglect in access to quality education, despite constitutional safeguards and targeted schemes.

The **Jangalmahal** region of West Bengal, encompassing parts of Bankura, Purulia, Paschim Medinipur, and Jhargram, is a geo-ecologically distinct and socially sensitive area, marked by dense forests, hilly terrain, and a significant tribal presence. [11] Within this region, villages like **Jantadumur in Ranibandh CD Block of Bankura District** reflect the lived realities of educational deprivation amidst broader narratives of tribal development.

This research seeks to explore the **interplay between tribal development and educational marginalization**, using Jantadumur as a microcosm for understanding the deeper structural and socio-cultural constraints that inhibit effective educational access and outcomes in tribal areas of Jangalmahal.

2. Statement of the Problem:

Despite several policy interventions aimed at improving education for marginalized groups in India, tribal areas like Jangalmahal continue to experience **educational marginalization**. The **tribal community in Jantadumur**, despite benefiting from government welfare programs, remains largely underserved by the formal education system. **Low literacy rates, high dropout rates, and gender-based educational inequality** continue to prevail in this region.

Various factors contribute to these issues, including **inadequate infrastructure, poor quality of teaching, language barriers, economic dependence on traditional occupations, and socio-cultural attitudes towards education**. Moreover, despite the existence of policies like the **Sarva Shiksha Abhiyan (SSA)** and **Kanyashree Prakalpa**, their **implementation gaps** in rural tribal areas raise important questions about the effectiveness of these initiatives in real-world settings.

The problem thus lies in understanding why these barriers persist and how education policies can be more effectively implemented in tribal areas like Jantadumur. This research attempts to address these critical issues.

3. Identity of Jangalmahal and Location of the Study Area:

The **Jangalmahal** region in West Bengal refers to a forested and socio-politically sensitive area located in the western part of the state. It is not an officially demarcated administrative region, but it has gained significance due to its unique **ecological, tribal demographic, and historical-political context**, especially linked with left-wing extremism (Maoist movement) in the past.

📍 Geographical Extent of Jangalmahal:

Jangalmahal primarily includes parts of the following **three districts**, and sometimes parts of a **fourth**:

1. Paschim Medinipur (West Midnapore):

- **Notable blocks:** Lalgarh, Binpur, Belpahari, Jhargram (now in Jhargram district) [24]
- Extensive forest cover and significant tribal population

2. Bankura:

- **Notable blocks:** Ranibandh, Khatra, Raipur, Simlapal, Sarenga, Taldangra, and Hirbandh
- Hilly and forested terrain; tribal hamlets dominate this part

3. Purulia:

- **Notable blocks:** Bandwan, Baghmundi, Jhalda, Barabazar
- Plateau region with dense tribal settlements and forest cover

4. Jhargram (carved out of Paschim Medinipur in 2017):

- While it was previously part of Paschim Medinipur, **Jhargram district** now stands separately and is fully considered within the Jangalmahal region.
- Entire district falls under the Jangalmahal umbrella

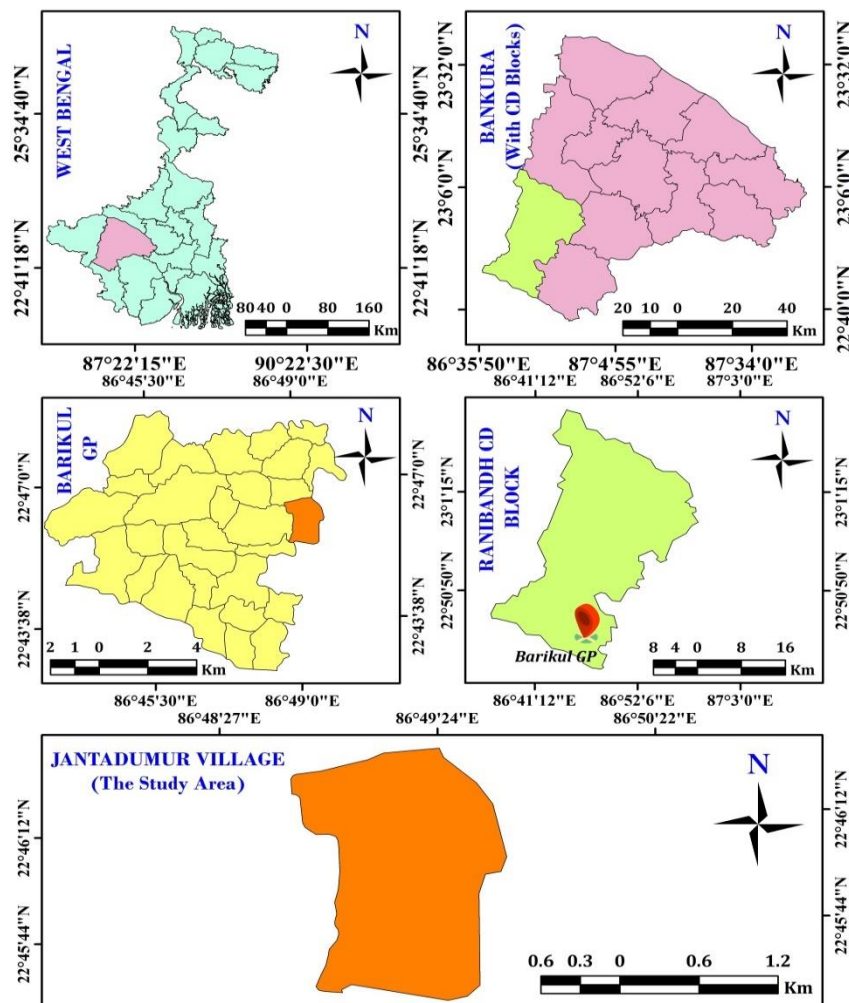
🌐 Key Features of Jangalmahal:

- Dominated by **tribal communities** like the Santhals, Mundas, Bhumijis, and Lodhas
- Forested, undulating landscape with **lateritic soil**
- **Livelihoods** often depend on forest products, agriculture, and seasonal migration
- Historically **underdeveloped** with limited access to quality education, healthcare, and infrastructure
- Was a **hotbed of Maoist insurgency** during the 2000s to early 2010s, which brought national attention to the region

🌐 The Study Area:

My study area, Jantadumur village is one of the rural segments of so called ‘Paschimanchal’ under Bankura district in West Bengal. [13] Geometrically, the study area is located in between 22°45’21”N – 22°46’32”N and 86°48’45”E-86°49’43”E. Geomorphologically, this area is one of the agro-based rural entities at the Chhotanagpur foot zone over South Bengal Basin. [13] Geologically, this is one section on the older to newer sedimentary and alluvial sub-formation of Palaeo-Mesozoic-Tertiary Sequence whereas the study area has been included of the flood plain under the influence of Kansai River and existence of dissected Chhotanagpur Plateau Fringe. From its geo-environmental background, this agro-forest based economic region is featured by dry deciduous type of ‘Sal’ Forest from the view point of vegetation, sub-tropical monsoonal features from climatic dimension and lateritic and alluvium type of soil characteristics from topographic-soil assemblage.

LOCATION MAP OF THE STUDY AREA



Source: ISGPP, IGISMAP, GPS Survey & Google Earth Imagery, 2023

Map 1: Location of the Study Area

From the view point of political and administrative background, the study area, Jantadumur village is one of the important rural forest based village having 93-households belonging to Barikul Gram Panchayat (GP) under Ranibandh Community Development Block of Barikul Police Station of Khatra Sub-division of Bankura district in West Bengal. The study area is existed under 249-Ranibandh Legislative Assembly (Schedule Caste Reserved) and 36-Bankura Parliamentary Constituency on the democratic background. [13]

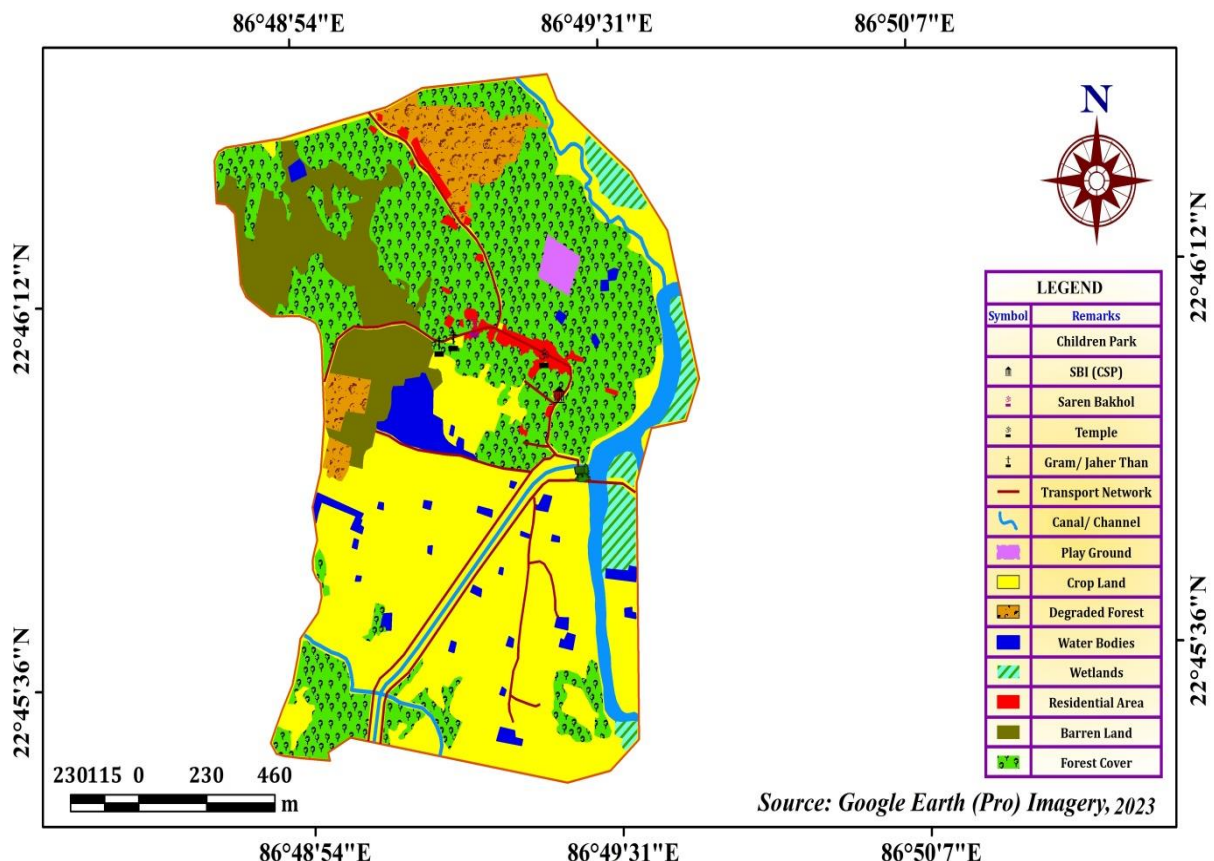
Table 1: Overview of the Study Area, Jantadumur Village

Particulars	Name/ Amount	Particulars	Name/ Amount
Gram Panchayat (GP):	Barikul	Male Population (2011):	263 (53.24%)
Community Development Block:	Ranibandh	Female Population (2011):	231 (46.76%)
Police Station (PS):	Barikul	Literacy Rate (2011):	354 (71.66%)
Sub-division (SD):	Khatra	Male Literacy (2011):	210 (79.85%)
District:	Bankura	Female Literacy (2011):	144 (62.34%)
State:	West Bengal	Illiteracy Rate (2011):	140 (28.34)
Country:	India	Male Illiteracy (2011):	53 (20.15%)
Pin Code:	722162	Female Illiteracy (2011):	87 (37.66%)
Geographical Location:	'Paschimanchal'/'Jangal Mahal'	Child Population (0-6)/ (2011):	50 (10.12%)
Topographic Location:	Chhotanagpur Fringe & Kangsabati Upper Course	Tribal Households (2011):	50
Nearest Town:	Ranibandh (20 km)	Schedule Tribe Population (2011):	267 (54.05%)
Connectivity:	Public/ Private Bus: Available within <5km & Railway Station: Available within 10+ km	Male ST Population (2011):	135 (51.33%)
Major ST Communities & Types:	Santhal: Murmu, Saren, Mandi, Hembram, Kisku & Hansda	Female ST Population (2011):	132 (57.14%)
Geographical Area (Hectare):	234.8 hectare/ 2.348 sq. km	Sex Ratio (2011):	878 (WB: 950 & India: 943)
Population (2011):	494	Child (0-6) Sex Ratio (2011):	852 (WB: 956 & India: 919)
Households (2011):	99	Total Workers (2011):	270 (Male=147 & Female=123)
		Main Workers (2011):	146 (Male=127 & Female=19)
		Marginal Workers (2011):	124 (Male=20 & Female=104)
		Working Participation (2011):	1:1.8 (54.66%)

Source: Census of India, 2011 [7]

LANDUSELANDCOVER (LULC) MAP OF THE STUDY AREA

[Jantadumur, Ranibandh, Bankura District, West Bengal]



Map 2: Comprehensive LULC Map of the Study Area

4. Research Questions:

- Q1. What are the current educational levels and literacy rates among the tribal community in Jantadumur?*
- Q2. What are the primary socio-economic and cultural barriers that impede educational access and retention in Jantadumur?*
- Q3. How does the tribal community perceive education in the context of their traditional livelihoods and cultural practices?*
- Q4. What are the gender-specific challenges affecting school enrollment, retention, and completion in the village?*
- Q5. How effective have government schemes and interventions (like Sarva Shiksha Abhiyan, Kanyashree Prakalpa) been in addressing educational gaps in tribal areas?*
- Q6. What are the strategies and recommendations to enhance the educational status and integration of tribal youth into mainstream educational systems?*

5. Specific Objectives:

- O1. To assess the **literacy** and **educational levels** of the tribal community in **Jantadumur**.*
- O2. To identify the **socio-economic**, **cultural**, and **institutional challenges** affecting educational access and retention in Jantadumur.*
- O3. To evaluate the **impact of gender** on school enrollment, attendance, and educational achievement.*
- O4. To examine the **perception of education** within the community, particularly in relation to **traditional occupations** and cultural norms.*
- O5. To analyze the **effectiveness** of existing government interventions aimed at promoting education in the region.*
- O6. To propose **context-specific strategies** that could improve educational access, equity, and quality for tribal communities in **Jantadumur** and similar areas in **Jangalmahal**.*

6. Methodology:

- ❖ **Study Area:** The research will focus on **Jantadumur**, a tribal village under the **Ranibandh CD Block** in **Bankura District**, located within the broader **Jangalmahal** region. This area is characterized by a predominantly tribal population living in a **forest-fringed, remote setting**, with limited educational infrastructure.
- ❖ **Research Design:** A **mixed-methods approach** will be used to gather both **quantitative and qualitative data**, allowing for a more comprehensive understanding of the educational challenges faced by the community.
- ❖ **Data Collection Methods:**
 - **Primary Data:**
 - **Household Surveys:** These will be conducted to gather quantitative data on literacy levels, school enrollment, dropout rates, and socio-economic factors influencing educational outcomes.
 - **Key Informant Interviews (KIIs):** Interviews will be conducted with **local teachers, Panchayat members, community leaders**, and **NGOs** involved in tribal development to understand the institutional and policy landscape.
 - **Focus Group Discussions (FGDs):** Separate FGDs will be organized with **tribal parents, youth groups**, and **teachers** to discuss community perceptions of education, barriers to schooling, and suggestions for improvement.
 - **Participant Observation:** Observing the **local schools, community meetings**, and interactions with **government officials** will provide contextual insight into the practical barriers and opportunities for improving education.
 - **Secondary Data:**
 - **Government Reports:** Educational reports, policy documents, and **district education statistics** will be reviewed to understand the historical context of education in the region.
 - **Literature Review:** Existing studies on **tribal education, government welfare programs**, and **Jangalmahal** will be analyzed to build a theoretical and empirical foundation for the study.
 - **Sampling:**
 - **Purposive sampling** will be used to select **households, schools**, and **informants** based on relevance to the research questions.
 - **Sample size:** Approximately **58 households**, **2–3 schools**, and **10–12 key informants** will be selected for the study.
- ❖ **Data Analysis:**
 - **Quantitative data** will be analyzed using simple statistical tools like **percentages** and **cross-tabulations** to identify patterns in educational attainment, dropout rates, and socio-economic factors.

- **Qualitative data** will be analyzed using **thematic analysis**, focusing on emerging themes from interviews, FGDs, and field observations.

7. Result & Discussion:

7.1 Religion and Caste Scenario:

Name of the Religions	No. of Households	% of Households	Name of Castes	No. of Households	% of Households
Hindu	93	100	General	27	29.03
Muslim	0	0	SC	0	0
Christian	0	0	ST	58	62.37
Shikh	0	0	OBC-B	8	8.60
Others	0	0	OBC-A	0	0
Total	98	100	Total	93	100

Source: Field Survey, 2021-2022

The data table 2 shows the religion and caste structure of the tribal households in the study area, Jantadumur where about 100% is Hindu and there is of no Muslim or other religions among the sampled households. The scenario reflects the Hindu dominated village here. The prepared data indicates the tribal influenced scenario of the sampled study area whereas 62.37% is existed as Schedule Tribe (ST) and 29.03% of them as unreserved or General category. Only 8.6% belongs to OBC-B category related to blacksmith occupation here. Schedule Caste (SC) and OBC-A categories are not observed in the study areas. Hence, it's clear that the study area is dominated by tribal population from caste background. So, the area may be considered as Tribal Community Based Area (TCBA). It should be mentioned that here tribal people are of Santhal community mainly among all ten tribal communities in West Bengal as per govt. report and various studies. This should be also notified that as per census-2011, there are 99 households in the village. But, now, in 2022, there are 93 households because of emigration of 4-ST households and 2-others from the village due to occupation and other socio-economic causes.

7.2 Tribal Categories of Santhal Community in the Study Area:

The figure 1 shows the sub-types or categories of the existed Santhal tribal community in the study area. As per survey and data, there are 7-sub types or categories of Santhal community in my village whereas Murmu sub-type is the highest (56.9%) in number and Kisku and Besra are the lowest (1.72% each) here. Saren, this category is the second highest (27.59%) here followed by Mandi (5.17%), Hembram (3.45%) and Hansda (3.45%) respectively.

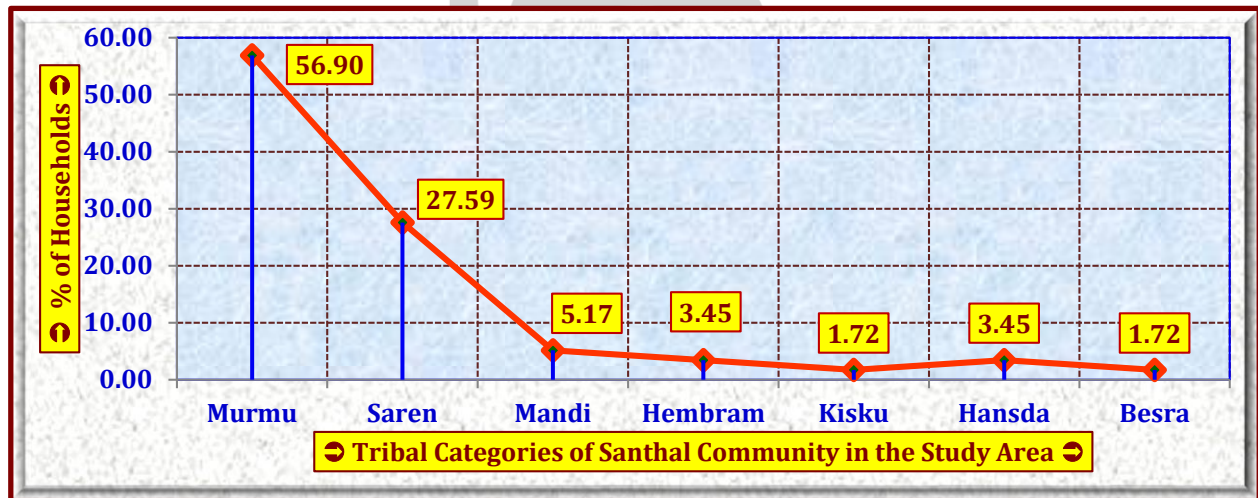


Figure 1: Tribal Categories of Santhal Community (N=58) in the Study Area (Source: Field Survey, 2021-2022)

7.3 Age-Sex Composition:

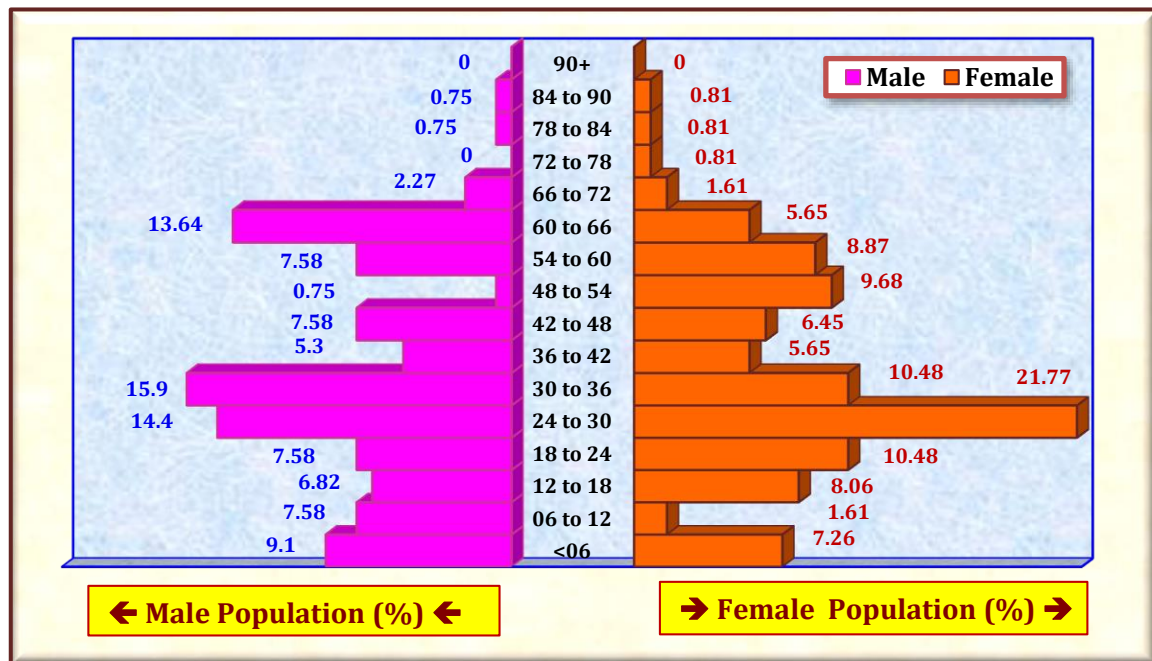


Figure 2: Age-Sex Composition (Source: Field Survey, 2021-2022)

The figure 2 show the age-sex composition in terms of age-sex pyramid of the tribal community in the study area. Since the landscape is featured by the backward communities having poor education and health status, here is observed a large amount of early young (18-24-years), younger (24-36-years) and early mature (36-48-years) population than that of late mature (48-60 years) and older (>60-years). But, child and adolescent population (0-18-years) are also higher than elderly (>60-years) in amount. From the data analysis, it is seen that dependency ratio in the existed tribal community is 40.82% whereas child and young dependent (0-14-years) and older dependent (65 or >65-years) are only 20.3 and 8.7% respectively and working age or independent population (15-65 years) is about 71% in demographic nature. This scenario may be like the developed society, but it is not satisfactory from the view point of other socio-economic dimensions of a developed or developing society. This satisfaction scenario is reflected in the ground truth because of the labourious livelihood and poor health and education status of the tribal community here.

7.4 Nature of Occupation:

The figure 3 prepared from the survey show the nature of occupation of the sampled households in the study area. The data indicates the agriculture and labour based works as the two major backgrounds of local occupation and also life earning in terms of the tribal livelihood. Transport related activity has been a little bit of sources of economy here since a few amount of the tribal people are habitually incorporated with transport related activities at all. Service related occupations (about 5%) are not well observed in the study area due to poor effective educational status on an average. About 5.6% of the people are engaged in various forest based economic activities. Hence, the occupation as well as livelihood scenario indicates the marginal occupation reality as the bases of economy of the households here.

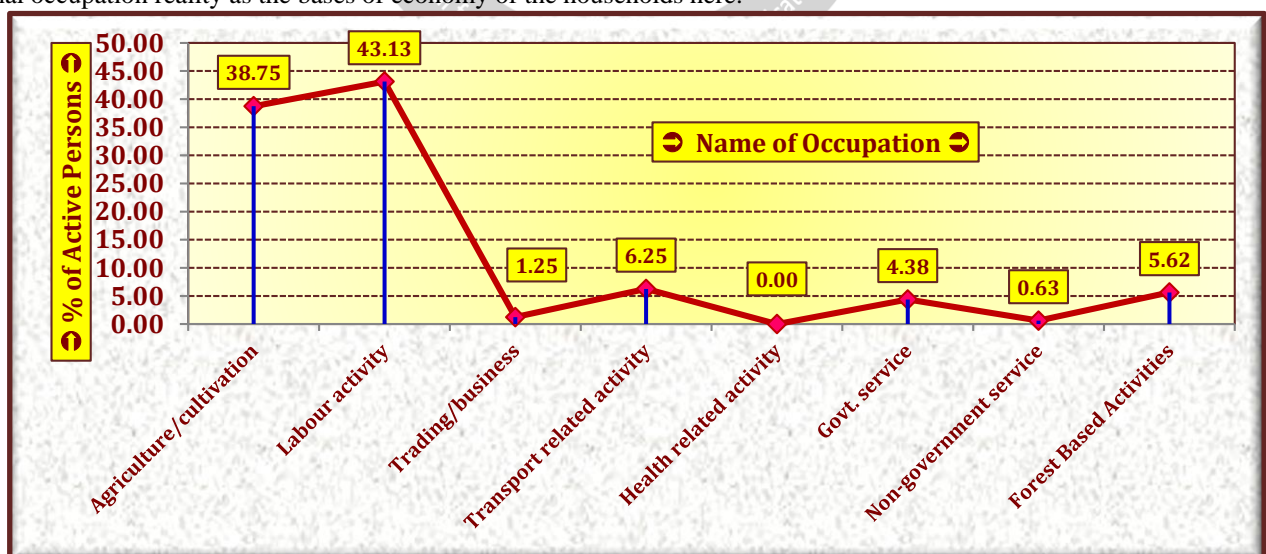


Figure 3: Nature of Occupation (Source: Field Survey, 2021-2022)

7.5 Occupational Field:

Table 3: Occupational Field			
Sl. No.	Occupational Field	No. of Active Persons	% of Active Persons
1.	Inside the village	63	39.37
2.	Inside the GP but outside the village	21	13.12

3.	Inside the block but outside the GP	20	12.50
4.	Outside the block but inside the sub-division	15	9.38
5.	Outside sub-division but inside the district	9	5.63
6.	Outside the district(inside the state)	19	11.87
7.	Outside the state(inside India)	13	8.13
8.	Outside India	0	0.00
	Total	160	100

Source: Field Survey, 2021-'22

The survey cum study reveals the occupational field of the active persons in the study area. The table 3 shows that 64.99% of the local active people are activated in their occupations in Jantadumur village, Barikul GP and Ranibandh CD Block i.e. they are engaged in their occupations in their village and surroundings. Hence it is reflected that local background is the source of the most of the people's life earning here. About 9.4% of the active persons are activated in the different parts of the Khatra Sub-division outside their block and only 5.6% are engaged in different activities in the different parts of the other sub-divisions rather than Khatra in Bankura district. Outside the district and state, unfortunately 20% of the active persons have selected their occupational field at the different corners and outside of the home state, West Bengal significantly showing their compelled occupational migrant outlook for the bread earning and livelihood against the lacking of rural employment in time.

7.6 Monthly Family and Individual Income:

Table 4: Monthly Family and Individual Income					
Sl. No.	Monthly Income Groups (Rs./-)	No. of Households	No. of Active Persons	% of Households	% of Active Persons
1.	<2500	9	22	15.52	13.75
2.	2500-5000	29	76	50.00	47.50
3.	5000-7500	8	32	13.79	20.00
4.	7500-10000	2	11	3.45	6.88
5.	10000-12500	3	4	5.17	2.50
6.	12500-15000	0	2	0.00	1.25
7.	15000-17500	1	1	1.72	0.63
8.	17500-20000	0	2	0.00	1.25
9.	20000-22500	2	2	3.45	1.25
10.	22500-25000	1	3	1.72	1.88
11.	>25000	3	5	5.17	3.13
	Total	58	160	100	100

Source: Field Survey, 2021-'22

The data table 4 reflects the monthly income scenario of the active tribal people and surveyed household in the study area. The survey shows that 13.75% of the people and 15.52% of the households belong to less than Rs. 2500/- of monthly income which is marginal influencing the poverty in nature. About 47.5% of population and 50.00% of households are under Rs. 2500-5000/- category indicating the poor family status also and about 26.9% of the people and 17.2% of the households are featured by monthly income as Rs. 5000 – 10000/- signifying lower to middle class status on economic scale. About 3.8% of the active persons and 5.2% of households are facilitated by the monthly income as Rs. 10000-15000/- which indicates the middle class economic configuration of the households whereas about 3.1% of the active people and 5.2% of the households show the monthly income as Rs. 15000 – 22500/- indicating the upper middle class economic status. Only 5% of the active persons and 6.9% of the households have given their income information under above Rs. 22500/- monthly income here. This scenario of monthly income signifies the lower and middle class based population in the study area. Hence, it's clear that the poor and marginal scenario of the people and household income reflect the backwardness of socio-economic status of the tribal community in the study area.

7.10 Educational Profile of Tribal Community in Study Area:

7.10.1 Educational Status and Levels:

Table 5: Educational Levels							
Sl. No.	Education Levels	Number of Population			% of Population		
		Male	Female	Total	Male	Female	Total
1.	Primary (0 th)	31	28	59	23.85	21.88	22.87
2.	Upper Primary (4 th – 8 th)	26	21	47	20.00	16.41	18.22
3.	Secondary (9 th – 10 th)	14	15	29	10.78	11.72	11.24
4.	Higher Secondary (11 th – 12 th)	10	7	17	7.69	5.47	6.59
5.	Under Graduate (UG)/ (13 th – 15 th)	5	2	7	3.85	1.56	2.71
6.	Post Graduate (PG)/ (16 th – 17 th)	0	0	0	0	0	0
7.	Technical Education	0	0	0	0	0	0
8.	Medical Education	0	0	0	0	0	0
9.	Management Education	0	0	0	0	0	0
10.	Diplomatic Education	0	0	0	0	0	0
11.	Others	0	0	0	0	0	0
12.	Immature to Literacy	11	8	19	8.46	6.25	7.36
13.	Illiterate	33	47	80	25.38	36.72	31.01
	Total	130	128	258	100	100	100

Source: Field Survey, 2021-'22

The data table 5 shows the various education levels of the literate people in the study area. The survey reveals that about 41% of literate people is under primary (0th) and junior high (5th – 8th) levels of education whereas 11.22% is under

secondary (9th -10th) level and only 6.6% is under higher secondary (11th-12th) level which are poor with respect to the district. A very few, 2.7% of them is under undergraduate and other levels. So, the primary and secondary education is the common education here and other fundamental and effective educational scenario is at very poor level. It is remarkable that huge dropped out situation post primary and before secondary and higher secondary educational limits are acutely observed here. Here lies the worst dignity of education in the study area.

Education indicators reveal a dual burden of **illiteracy (31.01%)** and **low educational attainment**. Only 9.3% have attained education beyond secondary level. Gender disparities persist, with female literacy lagging behind males. Critical causes of illiteracy and school dropout include socio-economic hardship (30.82%), early marriage (14.38%), and pressure to contribute economically (15.07%).

7.10.2 Showing Causes of Illiteracy or Dropped out from Fundamental/ Basic Education:

Sl. No.	Showing Causes of Illiteracy/ Dropped out	No. of Population (N=146)			% of Population		
		Male	Female	Total	Male	Female	Total
1.	Poor socio-economic background	21	24	45	31.52	29.63	30.82
2.	No earning members in the family	11	9	20	16.92	11.11	13.70
3.	Poor health situation	1	3	4	1.54	3.70	2.74
4.	Interested, but family pressure to drop out	7	15	22	10.77	18.52	15.07
5.	Early marriage situation	5	16	21	7.70	19.75	14.38
6.	Influenced by neighbours/ relatives/ friends to work in	6	5	11	9.23	6.17	7.53
7.	Not finding any pathway for job/ future from education	4	2	6	6.15	2.47	4.11
8.	Not interested to study	4	3	7	6.15	3.70	4.79
9.	Bad habits or addiction/ malpractices and dropped out from education	3	0	3	4.61	0	2.05
10.	Others	0	0	0	0	0	0
11.	No Remarks	3	4	7	4.61	4.94	4.79

Source: Field Survey, 2021-'21

The data table 6 prepared from perception survey reflect that in most of the cases (about 31%), poor socio-economic background is the reasonable factor to the dropped out situation in education here whereas no earning members in the family, poor health situation, interested in education, but family pressure to drop out, early marriage situation, influenced by neighbours/ relatives/ friends to work in, not finding any pathway for job/ future from education, not interested to study, bad habits or addiction/ malpractices and dropped out from education, etc. are also more or less responsible for this huge dropped out in education. so, it's clear that literacy rate has been increasing reflecting satisfaction level on education, but, effecting education are not being progressed with satisfaction in the study area.

7.10.3 Driving Forces of Dropped out from Fundamental/ Basic Education:

- **Low socio-economic status:** Tribals are featured by deprived socio-economic conditions traditionally. Since, most of the families belong to poor and marginal categories; today's and tomorrow's learners are not interested or tended towards academic field rather than finding out the way of life earning.
- **Tribal adaptability with habitual delight:** Ignoring the educational practices tribes give the pace on their pleasure like as move, music, dance and other sorts of excitements predominant within the society.
- **Existence of ethnic stereotypes:** Stereotype is an inherent and unavoidable which is important to systematize life. But sometimes it is used as an apparatus to institute the tale of racial or cultural or ethno-social supremacy.
- **Tribal learning disparity to authorized learning system:** Most of the tribal societies learning is a dynamic pleasurable occasion generally carried on among peers. But the existing system of instruction does not take in to account their learning style.
- **Conflicted Linguistic issues:** Tribal dialects, but a really few, have a place to Austro-Asiatic dialect family and are diverse from overwhelming non tribal dialects of India which have a place either to the Indo European or the Dravidian family. In most of the time tribes confront intense issues in language.
- **Problematic English disciplinary learning and difficulty with English mode:** Tribes face a great problem with English and consider it as the issue in practice than their non-tribal allies. They feel comfort with their territorial dialects meddling with English. Hence, they either avoid the discipline as the optional or would like to drop out from the system for rescue themselves from this learning difficulty or complexity.
- **Problematic learning to read, write and examine:** Tribes have long verbal convention and tribal culture is verbally habituated. Their history, myths and conventions are orally given down from era to era. Most of the dialect does not have scripts of their possess; their verbal convention still proceeds to exist.
- **Psychological issues:** Money related issues of the tribes constantly make them in an awfully discouraged condition. They have parcels of needs and but the implies to fulfilling them is exceptionally less. It leads to numerous mental issues as the backdrops to tribal education.
- **Academic and authoritative issues:** In spite of numerous programmes for the tribal educational advancement, receiving the benefits is very poor. Administration, authorities, organizations and institutions have been showing very impartial and progressive attitude towards the tribal education, community is unable to accept it having at the far from educated society and civilized world.

- **Indifferent performance of tribal guardians:** Tribal guardians are mostly illiterate. They continuously appear a dreadfully indifferent attitude towards their children's education. They are curious about giving family responsibilities to their children a really early organize of their instruction.
- **Indifferent conduct of tribal teachers:** Teachers don't take much effort to move forward the instructive level of the tribal pupil. Need of communication, tall level of non-appearance within the lesson, awful result in think about, lack of consideration in classroom by the tribals are a few of the components that has expanded the uninterested demeanor of the instructors towards the tribal students.
- **Indifferent behavior of tribal pupil:** Tribal students don't like driving role of others to advise them. Hence they don't want to go to the school anymore. [29]

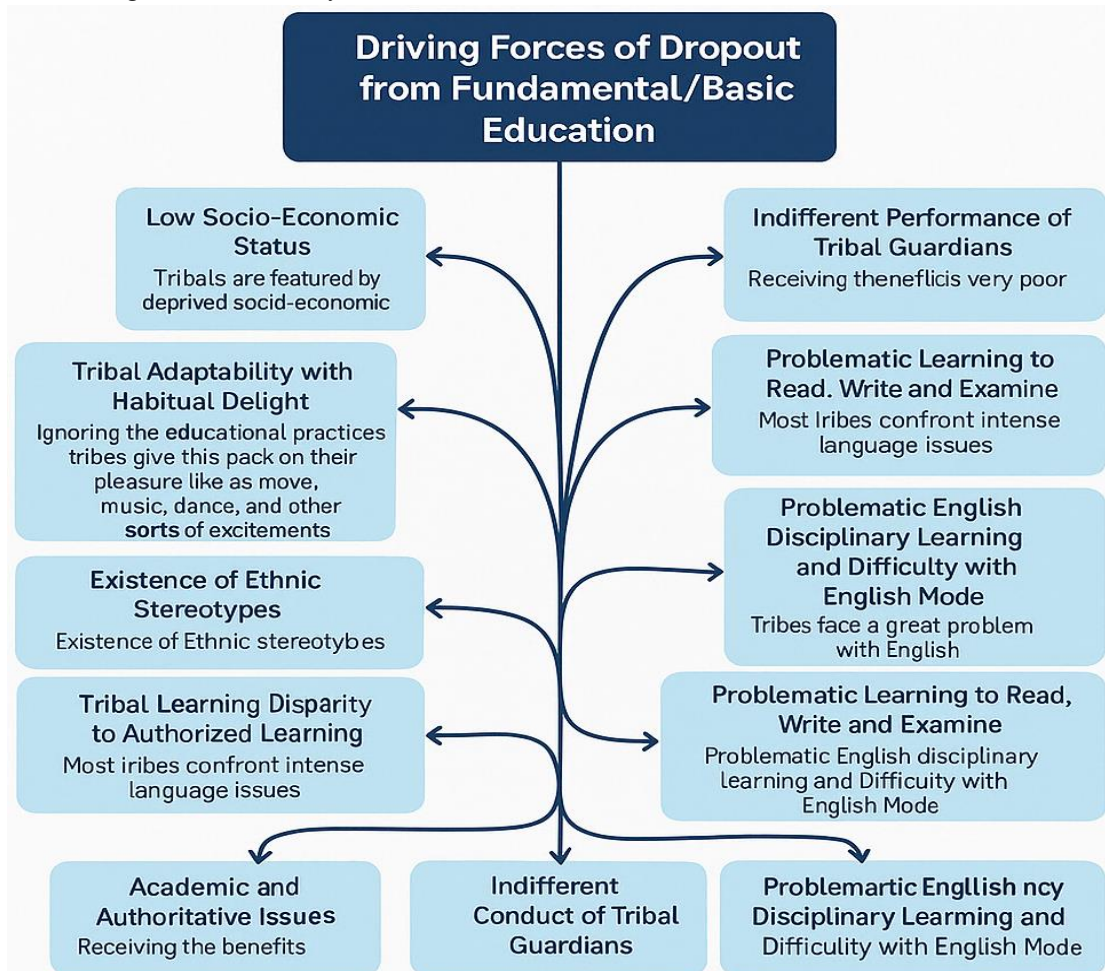


Figure 4: Driving Forces of Dropped out from Fundamental or Basic Education

7.10.4 Availability of Education Institutions in and around the Village:

Table 7: Availability of Education Institutions in and around the Village

Sl. No.	Different Educational Institutions	Purpose	Distance from the Village (km)
1.	ICDS centre	Child Health Care & Education Orientation	In the village
2.	Jantadum Primary School	Primary Education	In the village
3.	Barikul Uday Bharati High School	Secondary and Higher Secondary Education	~ 6.2 km
4.	Raipur Block Mahavidyalaya	General Under Graduate Education	~ 12 km
5.	Khatra Adibasi Mahavidyalaya	General Under Graduate Education	~ 31.9 km
6.	Pandit Raghunath Murmu Smriti Mahavidyalaya	General Under Graduate Education	~ 30 km
7.	Bankura Sammilani College	General Under Graduate Education	~ 68.4 km
8.	Bankura Zilla Saradamani Mahila Mahavidyapith	General Under Graduate Education for female only	~ 70km
9.	Bankura Christian College	General Under Graduate Education	~ 70.2 km
10.	Bankura University	General Post Graduate and Research Education	~ 78.2 km
11.	Bankura Medical College and Hospital	Medical Education	~ 68.3 km
12.	Ranibandh Govt. ITI	Technical Education	~ 18 km

Source: Field Survey, 2021-'22

The prepared data table 7 shows the availability of various types of the educational institutions available to the village residents for essential education of the family members. The survey highlights that only and ICDS centre and Primary School are in the village having poor staff and student strength. For secondary and higher secondary level education, learners must have to go to Barikul Uday Bharati High School crossing about 6.2 km and any other alternative is not there unfortunately. There are several Under Graduate Colleges for General Degree education. But these are at far away from the village. Only Raipur Block Mahavidyalaya having poor facilities and infrastructure is at 12km of the distance whereas other likely

institutions are beyond the limit having more than 30 km each. Any interested Under Graduate student must have to go more than 78km distance for his/ her Post Graduate education. No medical institution is near about the village within 10-15 km. Only one technical institution, Ranibandh Govt. ITI is situated at 18km distance from the village. Hence, it is clear that availability of academic institutions to the villagers is at very poor level and beyond their accessibility and capacity both.

7.10.5 Staff and Student Strength of Education Institutions in the Village:

Table 8: Staff and Student Strength of Education Institutions in the Village					
Sl. No.	Different Educational Institutions	Staff Strength	Student Strength		
			Male	Female	Total
1.	ICDS centre	2	23	18	41
2.	Jantadumur Primary School	2	16	13	29

Source: Field Survey, 2021-'22

The above table 8 shows the faculty and student strength of the ICDS centre and Jantadumur Primary School. The surveyed data indicates very poor strength of the student alongwith poor figure of staff and also infrastructure.

7.10.6 Beneficiaries of Different Educational Schemes in the Village:

Table 9: Beneficiaries of Different Educational Schemes in the Village		
Educational Schemes Enjoyed	Number of Beneficiaries	% of Beneficiaries
Kanyashree	18	11.33
Oasis scholarship	9	5.66
SVMC scholarship	12	7.55
Common ST Stipend/ Grant	31	19.50
Others	7	4.40
Total	N = 159	N _% = 100

Source: Field Survey, 2021-22

6.2.5 Expenditure per month for Household and Education Purposes:

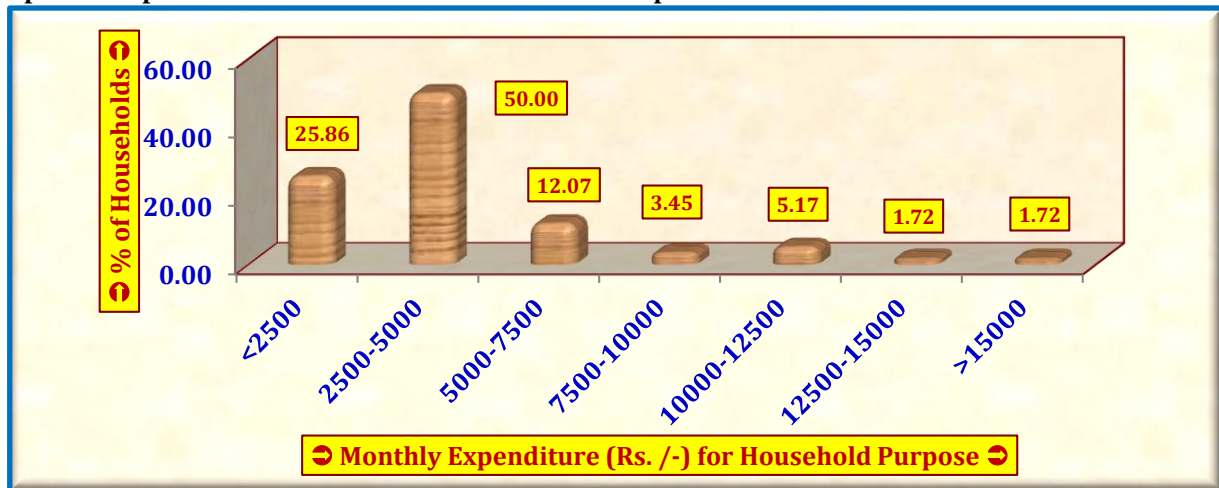


Figure 5: Expenditure (Rs./-) per month for Household Purpose (Source: Field Survey, 2021-2022)

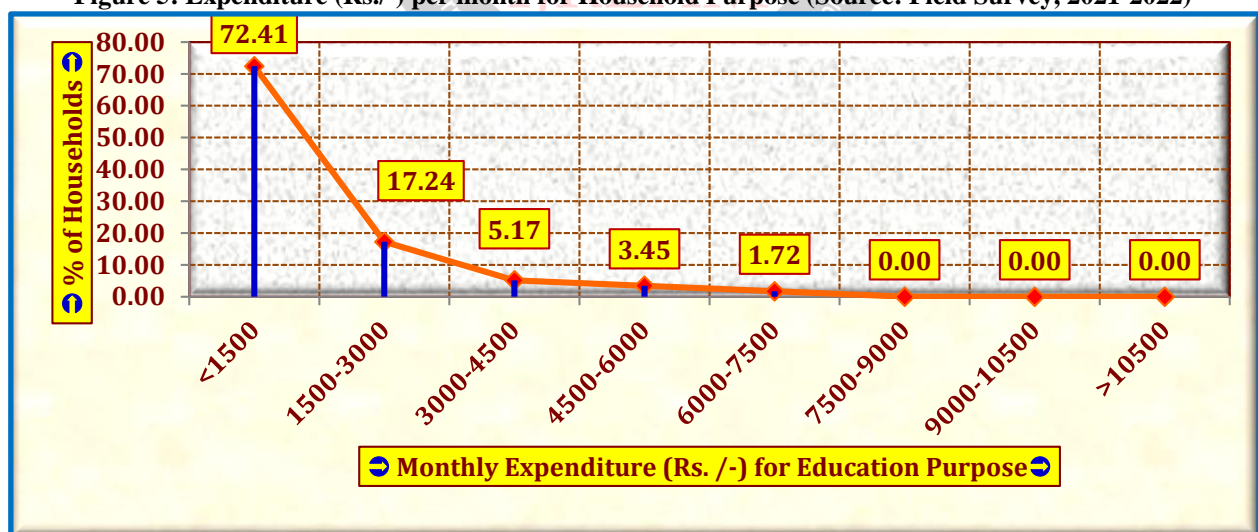


Figure 6: Expenditure (Rs./-) per month for Education Purpose (Source: Field Survey, 2021-2022)

The figure 5 shows the comprehensive expenditure (Rs./-) per month for household purpose of the tribal families in the study area. The survey reflects that about 26% of the families belong to the monthly expenditure as less than Rs. 2500/- dignifying the poverty situation whereas most the families are featured by the monthly expenditure, Rs. 2500-5000/- indicating the typical lower middle class scenario here. About 12% of the households expended monthly Rs. 5000-7500/- maintaining their middle class status while about 10.3% are featured by monthly expenditure as Rs. 7500-15000/- signifying the upper

middle class status and a little bit of the families, only 1.7% is dignified by monthly expenditure, above Rs. 15000/- reflecting the upper class relatively. So, it's clear that expenditure capability is very poor in case of the most of the tribal families in the study area.

The figure 6 demonstrates the specific expenditure (Rs./-) per month for education purpose of the tribal families in the study area. The survey shows that about 72% of the families belong to the least monthly expenditure for education purpose as less than Rs. 1500/- dignifying the lower capability of the families whereas about 17% are featured by the monthly expenditure, Rs. 1500-3000/- indicating the typical lower middle class scenario here. About 9% of the households expended monthly Rs. 3000-6000/- maintaining their middle class status while about 1.7% are featured by monthly expenditure for education as more than Rs. 6000/- signifying the upper middle and upper class status. So, it's clear that expenditure capability for education purpose drawn from total income is very poor in case of the most of the tribal families in the study area which reflect the backwardness of the education here mostly.

7.11 Different Educational Schemes of Backward Classes Welfare Department (S.T.):

Table 10: Different Educational Schemes of Backward Classes Welfare Department (S.T.) under State Government	
Education Schemes	
Sikshashree	The scheme aims to minimize the incidence of drop-out at Pre-Matric stages. Each student is paid @ Rs. 800/- p.a. through his Bank Account only. The annual family income should not exceeding Rs. 2.5 lakh.
Hostel grant for ST students residing in School attached Hostels	Each student residing in the Hostel gets hostel grant for 10 months only @Rs.750/- per month. Thus the total amount of grant for each students is Rs.750 x 10 = Rs.7, 500/- only in a year.
Ashram Hostel	Student's studying in Class I to X usually get admission subject to availability of seats. For maintenance, the students are paid Rs. 750/- per month for the entire academic year. In addition, they are given cots, bedrolls, garments, soap, kerosene by the Department.
Merit Scholarship Schemes for students reading in Classes IX to XII and V to X	Merit scholarship scheme for ST students' studying in classes IX to XII and (2) Merit Scholarship Scheme for ST girl students studying in classes V to X. V to VI – Rs.100/- p.m. VII to VIII, Rs.125/- p.m. IX to X – Rs.150/- p.m. IX to XII – Rs.400/- p.m.
Post-Matric Scholarship to ST	The students whose family income does not exceed Rs. 2,50,000/- p.a. are eligible for the scholarship. Medical/Engineering/B.Sc(Agri)/M.Phil/P.hd /L.L.M etc.: Hostellers – 1200 & Day Scholars – 550 B.Pharm/ B.Nursing /L.L.B/Hotel Management/Post Graduate Courses etc.: Hostellers – 820 & Day Scholars – 530 General courses up to graduate Level: Hostellers – 750 & Day Scholars – 300 Classes XI and XII in 10+2 system Intermediate courses/ITI/Polytechnic Courses: Hostellers – 750 & Day Scholars – 230
CS Pre-Matric scholarship to ST students reading classes IX & X	The main objective of this scheme is to encourage the ST students for continuing in classes IX & X and to reduce drop out, especially in the transition from the elementary to secondary stage. Hosteller: Rs. 750/- p.m. for 10 months only (Rs. 350/- from GOI & Rs. 400/- by State Govt.) & Adhoc Grant –Rs. 1000/- p.a. Day Scholars: Rs. 150/- p.m. for 10 months only & Adhoc Grant –Rs. 750/- p.a.
Up-gradation of Merit for ST Students reading Classes IX to XII	This scheme has been introduced to remove deficiencies in school subjects and specially for preparing ST students for competitive examinations required for entry into professional courses like Engineering and Medicine and other professional courses. Grants Amount: 19,500/- 1. Boarding & lodging charge for 10 months: 7,000/- 2. Pocket money for 10 months: 2,000/- 3. Books & Stationery: 2,500/- 4. Honorarium to Principal, expert & other incidental charges: 8,000/-
Special Education Schemes	
Ekalavya Model Residential School	To provide quality education to Scheduled Tribes Boys and Girls from Class VI to XII, seven 'Ekalavya Model Residential Schools' are functioning in the State in the following Districts (1) Bankura (2) Purulia (3) Burdwan (4) Paschim Medinipur (5) Jalpaiguri (6) Birbhum (7) Dakshin Dinajpur with funds from Government of India and the State Government.
Feeder Schools	The English Medium Primary Schools from class I to V are feeding the ST girls and boys students to Ekalavya Model Residential Schools. The students passing Class – V in the feeder schools normally join the Ekalavya Schools in Class VI. The 'Ekalavya Model Schools' under the scheme will eventually come under CBSE Board. Stipends are provided for 1500 boys and girls of these feeder schools in seven districts of this State.
Pandit Raghunath Murmu Residential Schools	Government of West Bengal decided to construct 9 (nine) residential schools for ST students in the districts of Bankura, Purulia, Burdwan, Paschim Medinipur, Purba Medinipur and Jalpaiguri from Class V-XII in the name of Pandit Raghunath Murmu, eminent cultural reformer and inventor of "Olchiki" script for the Santali language. These are Government sponsored Bengali medium recognized by the West Bengal Board of Secondary Education and West Bengal Council of Higher Secondary Education. Eight Schools have been recognized and started functioning. The Schools are managed by the School Education Department.
Belpahari Residential Girls' schools for Tribals	The residential school for tribal girls at Belpahari, Paschim Medinipur under the management of BCW Department is running. There are 380 tribal girls studying in the school from Class I to Class – XII. All students are provided free food and lodging.
Dr. B R. Ambedkar Medha Puraskar	A total 625 ST students are selected for award of Dr. B.R. Ambedkar Medha Puraskar on the basis of the result in the X – Standard examinations conducted by West Bengal Board of Secondary Education, the West Bengal Madrasa Board, ICSE and CBSC. The meritorious students of each district get the award. The prize consisting of a Cash Award of Rs. 5000/- and a Certificate of Merit is awarded in a special function.
Special educational development of ST Girls students through distribution of bi-cycles	ST girl students studying in class IX-XII in the LWE affected Blocks of Bankura, Purulia and Paschim Medinipur Districts were provided bi-cycles.

Source: Tribal Development Department, Govt. of West Bengal [22]

Table 11: Scholarships & Direct Benefits Transfer (DBT), Ministry of Tribal Affairs, Govt. of India

Ministry of Tribal Affairs is fully committed to the smooth and effective implementation of the Direct Benefits Transfer (DBT). DBT aims to bring transparency, eliminate misuse of funds and enable enhanced monitoring of the Schemes implemented by the Government of India. In DBT, benefit is being directly transferred to the bank accounts of the beneficiaries. Public Finance Management System (PFMS) acts as the common Platform for DBT.

Sl. No	Scheme Name	Scheme Type
1	National Fellowship and Scholarship for Higher Education for ST Students (for Fellowship)	Central Sector Scheme
2	National Fellowship and Scholarship for Higher Education for ST Students (for Scholarship)	Central Sector Scheme
3	National Overseas Scholarship Scheme	Central Sector Scheme
4	Post-Matric Scholarship Scheme for ST Students	Centrally Sponsored Scheme
5	Pre-Matric Scholarship Scheme for ST Students	Centrally Sponsored Scheme
6	Scheme of Grant In Aid To Voluntary Organization working for Welfare of STs	Central Sector Scheme

Source: Ministry of Tribal Affairs, Govt. of India [26]

Table 12: Salient Features of Schemes/ Scholarship for Tribes

Scheme Name	Salient Features of the Schemes/ Scholarship
Pre Matric Scholarship Scheme	<ul style="list-style-type: none"> Applicable to students who are studying in Classes IX – X. Parental income from all sources should not exceed Rs.2.50 lakhs per annum. Scholarships are paid @ Rs.225/- per month for Day Scholars and @ Rs.525/- per month for Hostellers, for a period of 10 months in a year.
Post Matric Scholarship Scheme	<ul style="list-style-type: none"> Matriculation/Class X or above. Parental income from all sources should not exceed Rs.2.50 lakhs per annum. Scholarship has 2 components. First is payment of compulsory fees charged by educational institutions subject to the limit fixed by the concerned State. Second is payment of Maintenance amount varying from Rs .230 to Rs.1200 per month, depending upon the course of study pursued by the student.
National Scholarship Scheme (Top Class) For Higher Education of ST Students:	<ul style="list-style-type: none"> Given to ST students for pursuing higher studies in prescribed courses in any of the 246 Premier Institutes of Country like IITs, AIIMS, IIMs, NIITs, etc. identified by the Ministry. Preference is given to girls, Divyang and PVTGs. The Scholarship is given for entire duration of the course pursued by the student. Family income from all sources should not exceed Rs.6.00 lakhs per annum. Scholarship amount includes tuition fees, living expenses and allowances for books and computer.
National Fellowship Scheme For Higher Education of ST Students	<ul style="list-style-type: none"> Scholarship is provided to 750 fresh ST students every year each year for pursuing M Phil and PhD selected on merit based on marks of Master Degree. Preference is given to girls, Divyangan and PVTGs. The Scholarship is given for entire duration of the course pursued by the student. Fellowship for M.Phil is provided @ Rs. 25000/- per month and for Ph.D @ Rs.28000/- per month. Contingency and HRA Allowance is also given to fellows as per guidelines.
National Overseas Scholarship	<ul style="list-style-type: none"> The Scheme provides for financial assistance to selected ST students to pursue Post Graduation, PhD & Post-Doctoral study abroad. Selection is based on Interview based merit list prepared by An Expert Committee. Student is given 2 years to seek admission in a foreign University after selection in merit list. Parental/family income from all sources should not exceed Rs.6.00 lakhs per annum. The Scholarship comprises of tuition fee, Annual Maintenance allowance of USD 15400, Contingency Charges of USD 1532, Poll Tax, Visa Fee, Medical Insurance, Cost of Air journey, Incidental Journey expenses.

Source: Ministry of Tribal Affairs, Govt. of India [26]

Table 13: Rate of Grants under Different Educational Schemes of Backward Classes Welfare Department (S.T)

Sl.	Name of the Scheme	Rate of Grant		Ceiling of Family Income	Quota if there be any	Duration
1.	Sikshashree to ST	Rs 800/-p.a. Per Student		Rs 2,50,000/-p.a.	No Quota	Once in a Year
2.	Hostel Grant for S.T. Students lodging in School attached Hostel	Rs 750/-p.m. Per Student		Rs36,000/-p.a.	49,500	10 Months in a Year
3.	Ashram Hostel Grant for Classes I to X	Rs 750/-p.m. Per Student +Rs 92/- p.m. for meeting other Expenses		Rs36,000/-p.a.	Number of students that can be accommodated	12 Months
4.	Post-Matric Scholarship.	Hosteller (p.m.) State rate: Gr. I Rs1200/-p.m , Gr. II Rs820/- p.m, Gr. III Rs750/-p.m & Gr. IV Rs750/-p.m G.O.I. rate : Gr. I Rs1200/-p.m., Gr. II Rs820/-p.m., Gr. III Rs570/-p.m. & Gr. IV Rs380/-p.m.	Day Scholar Rs550/-p.m. Rs530/-p.m. Rs300/-p.m. Rs230/-p.m.	Rs2,50,000/- p.a. M.C. + Fees	No Quota	12 Months
5.	Merit Scholarship (V-X) for S.T Girls	V - VI-Rs100/- p.m. VII - VIII-Rs 125/- p.m. IX - X- Rs 150/- p.m.		Rs60,920 /-p.a.	1038	12 Months
6.	Merit Scholarship(IX-XII)	Rs 400/-p.m.		Rs36,000/-p.a.	410	12 Months
7.	Up gradation of Merit (IX-XII)	Package Grant of Rs19,500/- p.a. per Student		No Ceiling	72	10 Months
8.	Feeder School	Hosteller Rs. 1000/- p.m+ Fees	Day Scholar Fees only	No ceiling	1500	12 Months
9.	Pre-Matric(CS) Scholarship for students (IX & X)	Hosteller GOI Rate Rs. 150/-p.m		Rs. 2,00,000/-p.a.	No quota	10 Months

		Rs. 350/-p.m Adhoc Grant: Rs. 1000/-p.a State Rate Rs. 750/-p.m Adhoc Grant: Rs. 1000/-p.a	Adhoc Grant 750/- p.a.		
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Source: Tribal Development Department, Govt. of West Bengal [22]

Table 14: Major Educational Schemes for Learners and Youths from the Ends of Govt. of India and Govt. of West Bengal

Central Government Schemes	West Bengal Government Schemes
Schemes for Elementary Education: <ul style="list-style-type: none"> Sarva Shiksha Abhiyan Mid-Day Meal Mahila Samakhya Strengthening for providing quality Education in Madrasahs (SPQEM) 	<ul style="list-style-type: none"> Aikyaashree Scholarship Scheme Ashram Hostel B R. Ambedkar Medha Puraskar Centrally Sponsored Pre-Matric Scholarship to the children of those engaged in Unclean Occupation Kanyaashree Prakalpa Karma Sathi Prakalpa Merit Scholarship Schemes for students reading in Classes V to XII Paray Shikshalay Post-Matric Scholarship Pre-Matric Scholarship Rupashree Prakalpa Sabooj Sathi Scheme Sabujshree Shishu Sathi Scheme Sabala Scheme for Adolescent Girls Sikhashree Scheme Student Credit Card Scheme Utkarsh Bangla Various Schemes and Programmes for Minority Communities Yuvashree (Yuva Utsaha Prakalpa) Scholarships:
Schemes for Secondary Education: <ul style="list-style-type: none"> Rashtriya Madhyamik Shiksha Abhiyan Girls Hostel Scheme National Scheme of Incentives to Girls for Secondary Education Inclusive Education for Disabled at Secondary Stage Scheme of Vocational Education National Merit-cum-Means Scholarship Scheme Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools Scholarship schemes for Minority students National Scholarships 	<p>West Bengal Swami Vivekananda Merit cum Means Scholarship is given @ Rs. 12000/- per year to the students who score more than 75% marks in the Madhyamik Pariksha and High Madrasah Final Exam. whose family income is below Rs. 250000/- per year.</p> <ul style="list-style-type: none"> Felicitation of Rank holders in MP, HS, CBSE (Class X & XII), ISCE, ISC, WBJEE: Incentives for Children with Special Needs (CWSN)
Schemes for Higher Education: <ul style="list-style-type: none"> Scheme of Apprenticeship Training National Scholarships Post-Doctoral Research Fellow (Scheme) Junior Research Fellowships for biomedical sciences All India Council for Technical Education Scholarships Department of Science and Technology grants and fellowships DST's Scholarship Scheme for Women Scientists and Technologists Biotechnology fellowships for doctoral and postdoctoral studies by DBT Scholarships /Awards at Undergraduate & Postgraduate level in various science courses at the University of Delhi Fellowships/Scholarships/Awards by the Jawaharlal Nehru University Sports Authority of India promotional schemes Empowerment of Persons with Disabilities - Schemes/Programmes Scholarship Schemes for ST Students by Ministry of Tribal Affairs Post-matric Scholarships for SC /ST students Scholarships for Minority Students 	<p>School Education Department takes initiative in connection with the identification and proper education / training of the CWSN along with the normal children in regular mainstream education system. The Dept. has the following activities in this regard:</p> <ul style="list-style-type: none"> Assessment Camps for CWSN Distribution of aids and appliances/ Need based equipments/ ICT support Escort Allowance Transport Allowance Corrective Surgery
Source: MHRD [27]	Source: [23][28][31]

7.12 Knowledge of the Local Tribal People about Govt. Schemes:

Table 15: Knowledge about Govt. Schemes

Sl. No.	Types of Govt. Schemes	No. of Respondents				% of Respondents			
		Yes	Partially	No	Total	Yes	Partially	No	Total
1.	Residential Schemes	9	19	30	58	15.52	32.76	51.72	100
2.	Infrastructural Schemes	3	11	44	58	5.17	18.97	75.86	100
3.	Agriculture related Schemes	5	9	44	58	8.62	15.52	75.86	100
4.	Labour based Schemes	10	19	29	58	17.24	32.76	50	100
5.	Health related Schemes	7	17	34	58	12.07	29.31	58.62	100
6.	Education Related Schemes	6	10	42	58	10.34	17.24	72.41	100
7.	Age Specific Schemes	9	16	33	58	15.52	27.59	56.90	100
8.	Empowerment Schemes	11	16	31	58	18.97	27.59	53.45	100
9.	Disaster based Schemes	0	4	54	58	0	6.90	93.10	100
10.	Accidental Schemes	2	4	52	58	3.45	6.90	89.67	100
11.	Tribal Development Schemes	5	8	45	58	8.62	13.79	77.59	100
	Total	N=58							

Source: Field Survey, 2021-'22

The survey on the tribal people in the study area investigates the knowledge of the respondents about various types of govt. schemes for the tribal community and area. The table 15 exposes that the schemes like residential, labour based, women related schemes, infrastructural, agricultural, health and education related, old age related, disaster oriented accidental and schemes under TSP are not well known in the area. In those cases, a little bit of knowledge has been with the people. In most of the cases, the people don't know about schemes and also its guidelines for drawing in time. This scenario signifies the backwardness of the tribal people here enforced by the ignorance and regular negligence from reliable and responsible authorities of different levels. The local representatives and leaders are also not aware of all those schemes. This is unfortunate

that the schemes are well decorated and exhibited in constitutional articles and amendments, developmental plan, bill and budgets and the declaration of vote attracting speeches, but who are at the centre of those, have been tremendously neglecting over time.

7.13 Causality of Backwardness and Its Impacts on the Tribal Livelihood in the Study Area:

7.13.1 Responsible/ Driving Factors for the Backwardness of Tribal Community:

Table 16: Responsible/ Driving Factors for the Backwardness of Tribal Community							
Responsible Causes	Magnitude Scale of Responsible Causes						
	Very High	High	Moderate	Low	Very Low	Nil	No Remarks
Moderate site suitability & unfavourable physical environmental set up	2	6	20	12	9	3	6
Huge programmes/ schemes in bill and budget, but lack in efforts and existence	13	16	18	4	3	0	4
Lacking proper leadership and representatives in planning implementation	16	19	15	3	2	0	3
Traditional ignorance from local administration in planning and development	8	11	22	7	4	1	5
Lacking the fairness and careness of concerned authorities and also govt. in the process of planning and development	12	18	12	6	5	1	4
Ignorance of the people, resource base, local issues and obstacles in planning and development	10	19	13	7	2	0	7
Long-established gaps among people, planner, politicians, policy makers and prime characters in name game of the development	13	16	12	7	3	1	6
Lack of face and facility to expose, extend and establish the local culture at the socio-cultural outdoor	11	18	13	4	5	0	7
Backward and conservative mind set up in interaction of the character and community	6	21	10	12	4	0	5
Unwillingness to come out from the traditional livelihood and lifestyle	8	13	19	6	4	2	6
Conventional socio-political conflicts and obstacles to development process	12	18	17	4	2	0	5
Habitual trend towards bad habits, crime, corruption, etc. in livelihood practices	8	15	14	10	4	0	7
Customary backwardness in education, awareness, efficiency and effectiveness	12	23	15	2	3	0	3
Zone influenced by Maoist activities and elephant migration	6	17	18	7	3	1	6
Remoteness of the region with respect to node/ core/ centre	5	16	18	9	4	0	6
Total (N=58)							

Source: Field Survey, 2021-2022

The perception survey reveals the responsible/ driving factors for the backwardness of tribal community in the study area. The causes and its magnitudes for this backwardness have been documented in the data table 16 where the responsible factors for backwardness are like moderate site suitability and unfavourable physical environmental set up, huge programmes/ schemes in bill and budget, but lack in efforts and existence, lacking proper leadership and representatives in planning implementation, traditional ignorance from local administration in planning and development, lacking the fairness and careness of concerned authorities and also govt. in the process of planning and development, ignorance of the people, resource base, local issues and obstacles in planning and development, long-established gaps among people, planner, politicians, policy makers and prime characters in name game of the development, lack of face and facility to expose, extend and establish the local culture at the socio-cultural outdoor, backward and conservative mind set up in interaction of the character and community, unwillingness to come out from the traditional livelihood and lifestyle, conventional socio-political conflicts and obstacles to development process, habitual trend towards bad habits, crime, corruption, etc. in livelihood practices, customary backwardness in education, awareness, efficiency and effectiveness, zone influenced by maoist activities and elephant migration, remoteness of the region with respect to node/ core/ centre, etc. In most of the cases, the respondents have given their responses on higher scale of factorial magnitude which indicates the responsibilities of those causes or factors to intensify and dignify the backwardness of tribal community in the study area.

7.13.2 Major Household/ Family Problems of the Tribal Community in the Study Area:

Table 17: Major Household/ Family Problems							
Major Household/ Family based Problems	Magnitude of Perception on Problem						
	Very High	High	Moderate	Low	Very Low	No Remarks	Total
Deprived/ Poor/ Very Poor/ Marginal/ Lower Middle/ Middle Class Family	17	21	10	7	3	0	58
Daily Work oriented Family	16	22	8	9	3	0	58
Poor Socio-economic Status	17	21	10	7	3	0	58
Poor Family Size	11	20	13	8	6	0	58
Poor Dependency Ratio	10	21	12	6	3	6	58
Poor Family Planning	6	18	14	10	7	3	58

Source: Field Survey, 2021-2022

The data table 17 shows the major problems faced on by the tribal households in the study area. From the survey, it is seen that the major problems like deprived/ poor/ very poor/ marginal/ lower middle/ middle class family, daily work oriented

family, poor socio-economic status, poor family size, poor dependency ratio, poor family planning, etc. are existed here. More than 50% of the respondents opined that these problems are observed at higher scale in the study area whereas about 19% of them reported these are the traditional problems here. About 21% of the tribal respondents said these problems are at low scale here whereas about 3% of them don't want to remark in this case.

7.13.3 Major Socio-cultural Problems faced on by the Tribal Community in the Study Area:

Table 18: Major Socio-cultural Problems						
Major Socio-cultural Problems	Magnitude of Perception on Problem					
	Very High	High	Moderate	Low	Very Low	No Remarks
Malnutrition of tribal community	12	17	15	7	5	2
Poor health care and facility	15	18	14	4	5	2
Poor education practice and facility	19	23	12	3	1	0
Trend towards subsistence and primitive livelihood	8	15	18	8	7	2
Mistreatment of child, women and elderly sections of society	6	18	15	10	5	4
Poor child and women health	13	17	16	4	5	3
Poor expenditure status for different socio-cultural purposes	16	19	17	3	2	1
Poor Social Overhead Capital	10	18	18	4	4	4
Acute Gender Gap in health and education	16	19	17	3	2	1
Conservativeness of the tribal community	15	17	12	8	3	3
Self-centrism of distinguished tribal people	13	18	16	6	4	1
Unwillingness to absorb the advanced lifestyle, tools, techniques and technology in livelihood	8	16	15	11	3	5
Bad infiltration of extra-culture in basic one	6	13	14	16	3	6
Traditional labour based society	13	18	14	13	9	3
Poor socio-cultural demands	12	11	19	10	3	3
Crisis in basic needs and lacking of modern amenities	15	16	13	7	4	3

Source: Field Survey, 2021-2022

The data table 18 shows the major socio-cultural problems faced on by the tribal households in the study area. About 50% of the respondents opined that these socio-cultural problems are observed at higher scale in the study area whereas about 26% of them reported these are the traditional problems here. About 19% of the tribal respondents said these problems are at low scale here whereas about 5% of them don't want to remark in this case. Hence, it's clear that the socio-cultural aspects are not good or satisfactory also in this study area.

7.13.4 Major Institutional/ Organizational Problems faced on by the Tribal Community in the Study Area:

Table 19: Major Institutional/ Organizational Problems						
Major Institutional/ Organizational Problems	Magnitude of Perception on Problem					
	Very High	High	Moderate	Low	Very low	No Remarks
Ignorance from local administration	16	19	17	3	3	0
Traditional efforts from concerned authorities	13	19	16	5	4	1
Bill-budget efforts from Regional and Central Govt.	14	17	15	7	3	2
Conflict between political and administrative institutions in the development process	16	19	10	6	4	3
Abuse of governmental schemes and projects	17	20	11	3	4	3
Corruption at different levels of action and implementation	13	21	10	4	6	4
Negative roles of representative and opponents	16	18	13	5	3	3
Gap among people, policy makers, planners, politicians and prime characters	10	19	15	8	4	2
Lacking interests from various NGOs	16	24	7	6	3	2
Lacking education, awareness and training from concerned institutions/ organizations	19	20	6	4	5	4
Slow down trend in tribal community area development	15	18	11	7	3	4
Depended leadership in various sectors	12	16	13	8	3	6

Source: Field Survey, 2021-2022

The survey reflects the major institutional and organizational problems faced on by the tribal respondents in the study area. The data table 19 shows that more than 58% stated they are highly experienced with those institutional/ organizational problems here whereas about 16% said these problems are observed at low scale. About 21% of them opined these problems are existed here moderately in the traditional way while about 5% of the respondents are not interested to remark in this case also. Hence, there is a widespread perception of institutional apathy and systemic failure. 79.31% of respondents reported the absence of sufficient government planning or intervention. Corruption, political-administrative conflicts, and lack of participatory governance were cited as major barriers to effective development.

7.13.5 Major Physical, Mental and Psychological Problems faced on by Tribal Community in Study Area:

Table 20: Major Physical, Mental and Psychological Problems						
Major Physical/ Mental/ Psychological Problems	Magnitude of Perception on Problem					
	Very High	High	Moderate	Low	Very Low	No Remarks
Poor health suffering from malnutrition and low immunity	12	17	15	7	5	2
Suffering from specific acute disease	6	16	18	7	6	5
Accidental physical distortion	3	10	12	14	13	6
Stress, depression, anxiety, irritation, etc.	12	19	13	6	3	5

Attitudes towards isolation and loneliness	13	18	16	7	1	3
Backwardness from mind set up and social adjustment	10	14	17	11	2	4

Source: Field Survey, 2021-2022

The data table 20 shows the major physical, mental and psychological problems faced on by the tribal households in the study area. From the survey, it is seen that Psychological vulnerability is high, with widespread reports of stress, anxiety, depression, and feelings of insecurity. Health vulnerability is compounded by high malnutrition rates and poor access to healthcare services.

7.13.6 Major Unsolved Problems in terms of Backwardness of Scheduled Tribes in Study Area:

Table 21: Major Unsolved Problems in terms of Backwardness of Scheduled Tribes in Study Area		
Sl. No.	Unsolved Problem Area	Key Issues
1	Education	Low literacy rates, high dropouts, minimal higher education and research participation.
2	Health	Poor access to healthcare, malnutrition, hygiene issues, lack of safe water, social barriers to health services.
3	Traditional Agriculture	Continued use of outdated methods despite government schemes.
4	Water Resources	Inadequate availability of safe drinking and irrigation water despite national water policy initiatives.
5	Forest Rights	Displacement, lack of rights over land/produce, exploitation by middlemen, and lack of forest village development.
6	Intellectual Property Rights (IPR)	Threat from global treaties (e.g., TRIPS) to traditional knowledge and biodiversity.
7	Land Alienation	Loss of land through acquisitions, fraudulent transfers, leases, mortgages.
8	Displacement	Displacement from large projects leads to unemployment, poverty, social disruption.
9	Indebtedness	Poverty-induced loans, low education, poor financial literacy.
10	Bonded Labour	Bonded labour practices still exist despite legal abolition.
11	Migrant Labour	Migration due to lack of local employment; exploitation at destination by middlemen.
12	Excise & Alcoholism	Impact of commercial liquor vending; leading to indebtedness, health issues, and exploitation.
13	Primitive Tribal Groups (PTGs)	Partial representation based on backwardness, illiteracy, and traditional practices.
14	Tribal Women	Vulnerable health, high anemia, dual burden of livelihood and household chores, high IMR/MMR.
15	Tribal Children & Girl Child	High malnutrition, poor sanitation, low school enrollment, high dropout rates, limited ICDS coverage.
16	Cultural Extinction	Rapid modernization eroding tribal culture and identity.
17	Extreme Poverty & Tribal Unrest	High poverty levels despite development programs.
18	Atrocities/Crimes Against Scheduled Tribes	High rate of unreported crimes, legal system alienation, prolonged judicial processes.
19	Ineffective Implementation of Tribal Sub-Plan (TSP)	Routine implementation with declining impact on tribal welfare.

Source: Author's Own Composition based Field Survey, 2021-'22 & Collected Data Analysis, 2022-'23

7.14 Understanding and Awareness of Tribal Population regarding the Major Education Schemes:

Table 22: Understanding and Awareness regarding the Major Education Schemes in India					
Name of the Central Educational Schemes	Perception on understanding and awareness regarding the schemes (%)				
	Absolutely known	Partially known	Known a little bit	Don't know	Total
Schemes for Elementary Education					
Sarva Shiksha Abhiyan	1.72	8.62	15.52	74.14	100
Mid-Day Meal	13.79	58.62	18.97	8.62	100
Mahila Samakhya	0.00	1.72	3.45	94.83	100
Strengthening for providing quality Education in Madrasahs (SPQEM)	0.00	0.00	0.00	100.00	100
Schemes for Secondary Education					
Rashtriya Madhyamik Shiksha Abhiyan	1.72	5.17	5.17	87.93	100
Girls Hostel Scheme	1.72	12.07	22.41	63.79	100
National Scheme of Incentives to Girls for Secondary Education	0.00	10.34	18.97	70.69	100
Inclusive Education for Disabled at Secondary Stage	0.00	5.17	20.69	74.14	100
Scheme of Vocational Education	1.72	6.90	12.07	79.31	100
National Merit-cum-Means Scholarship Scheme	1.72	12.07	22.41	63.79	100
Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools	1.72	10.34	27.59	60.34	100
Scholarship schemes for Minority students	1.72	5.17	20.69	72.41	100
National Scholarships	1.72	3.45	18.97	75.86	100
Schemes for Higher Education					
Scheme of Apprenticeship Training	0.00	0.00	1.72	98.28	100
National Scholarships	1.72	5.17	17.24	75.86	100
Post-Doctoral Research Fellow (Scheme)	0.00	0.00	0.00	100.00	100
Junior Research Fellowships for biomedical sciences	0.00	1.72	3.45	94.83	100
All India Council for Technical Education Scholarships	0.00	5.17	3.45	91.38	100
Department of Science and Technology grants and fellowships	0.00	3.45	5.17	91.38	100
DST's Scholarship Scheme for Women Scientists and Technologists	0.00	0.00	3.45	96.55	100
Biotechnology fellowships for doctoral and postdoctoral studies by DBT	0.00	0.00	0.00	100.00	100
Scholarships /Awards at Undergraduate & Postgraduate level in various science courses at the University of Delhi	0.00	0.00	0.00	100.00	100
Fellowships/Scholarships/Awards by the Jawaharlal Nehru	0.00	0.00	0.00	100.00	100

University					
Sports Authority of India promotional schemes	0.00	0.00	3.45	96.55	100
Empowerment of Persons with Disabilities - Schemes/Programmes	1.72	3.45	5.17	89.66	100
Scholarship Schemes for ST Students by Ministry of Tribal Affairs	6.90	8.62	24.14	60.34	100
Post-matric Scholarships for SC /ST students	8.62	12.07	22.41	56.90	100
Scholarships for Minority Students	1.72	6.90	13.79	77.59	100
Average (N = 58)	1.72	6.65	11.08	80.54	100

Source: Field Survey, 2021-'22 & MHRD [27]

Table 23: Understanding and Awareness regarding the Major Education Schemes in West Bengal

Name of the State Govt. Educational Schemes	Perception on understanding and awareness regarding the schemes (%)				
	Absolutely known	Partially known	Known a little bit	Don't know	Total
Aikyashree Scholarship Scheme	3.45	12.07	17.24	67.24	100
Ashram Hostel	5.17	8.62	20.69	65.52	100
B R. Ambedkar Medha Puraskar	0.00	0.00	6.90	93.10	100
Centrally Sponsored Pre-Matric Scholarship to the children of those engaged in Unclean Occupation	0.00	0.00	0.00	100.00	100
Kanyashree Prakalpa	17.24	29.31	22.41	31.03	100
Karma Sathi Prakalpa	0.00	3.45	10.34	86.21	100
Merit Scholarship Schemes for students reading in Classes V to XII	5.17	17.24	18.97	58.62	100
Paray Shikshalay	0.00	5.17	17.24	77.59	100
Post-Matric Scholarship	5.17	12.07	20.69	62.07	100
Pre-Matric Scholarship	10.34	18.97	22.41	48.28	100
Rupashree Prakalpa	20.69	32.76	27.59	18.97	100
Sabooj Sathi Scheme	29.31	32.76	22.41	15.52	100
Sabujshree	1.72	6.90	12.07	79.31	100
Shishu Sathi Scheme	0.00	5.17	10.34	84.48	100
Sabala Scheme for Adolescent Girls	1.72	5.17	17.24	75.86	100
Sikshashree Scheme	1.72	5.17	6.90	86.21	100
Student Credit Card Scheme	6.90	17.24	20.69	55.17	100
Utkarsh Bangla	3.45	10.34	13.79	72.41	100
Various Schemes and Programmes for Minority Communities	0.00	5.17	12.07	82.76	100
Yuvasree (Yuva Utsaha Prakalpa)	1.72	5.17	5.17	87.93	100
West Bengal Swami Vivekananda Merit cum Means Scholarship	5.17	17.24	13.79	63.79	100
Felicitation of Rank holders in MP, HS, CBSE (Class X & XII), ISCE, ISC, WBJEE	0.00	3.45	5.17	91.38	100
Incentives for Children with Special Needs (CWSN)	0.00	0.00	3.45	96.55	100
Average (N = 58)	5.17	11.02	14.24	69.57	100

Source: Field Survey, 2021-'22 & [23][28][31]

Table 24: Understanding and Awareness regarding Important National Policies cum Schemes for Education in India

Important National Policies cum Schemes	Perception in %			
	Known	Known a little bit	Don't know	Total
SHREYAS Scheme: Scheme for Higher Education Youth in Apprenticeship and Skill (SHREYAS)	0.00	1.72	98.28	100
NEAT Scheme- National Educational Alliance for Technology (NEAT)	0.00	0.00	100.00	100
EQUIP- 'Education Quality Upgradation and Inclusion Programme (EQUIP)'	0.00	0.00	100.00	100
DHRUV- The Pradhan Mantri Innovative Learning Programme	0.00	5.17	94.83	100
NISHTHA- National Initiative for School Heads and Teachers Holistic Advancement	0.00	3.45	96.55	100
PARAMARSH	0.00	0.00	100.00	100
SHAGUN	0.00	1.72	98.28	100
UDISE+ Unified District Information System for Education Plus	0.00	0.00	100.00	100
RISE- Revitalising Infrastructure and Systems in Higher Education (RISE)	0.00	0.00	100.00	100
IMPRESS- Impactful Policy Research in Social Sciences	0.00	0.00	100.00	100
SPARC- Scheme for Promotion of Academic and Research Collaboration	0.00	1.72	98.28	100
LEAP-Leadership for Academicians Programme	0.00	1.72	98.28	100
ARPIT- Annual Refresher Programme In Teaching (ARPIT)	0.00	0.00	100.00	100
Pradhan Mantri Vidya Lakshmi Karyakram	0.00	0.00	100.00	100
Institutes of Eminence Scheme	0.00	1.72	98.28	100
Samagra Shiksha Scheme	0.00	0.00	100.00	100
Sarva Shiksha Abhiyan	6.90	29.31	63.79	100
Rashtriya Madhyamic Shiksha Abhiyan (RMSA)	0.00	6.90	93.10	100
Rashtriya Uchcharat Shiksha Abhiyan (RUSA)	0.00	15.52	84.48	100
Unnat Bharat Abhiyan (UBA)	0.00	8.62	91.38	100
SWAYAM-Study Webs of Active Learning for Young Aspiring Minds	0.00	6.90	93.10	100
Saksham Scholarship Scheme	0.00	3.45	96.55	100
Swayam Prabha	0.00	3.45	96.55	100
Shala Darpan Portal	0.00	0.00	100.00	100
All School Monitoring Individual Tracing Analysis (ASMITA)	0.00	0.00	100.00	100
Global Initiative of Academic Network (GIAN)	0.00	0.00	100.00	100
IMPRINT India	0.00	1.72	98.28	100
Ishan Uday and Ishan Vikas	0.00	0.00	100.00	100

Shodhganga	3.45	6.90	89.66	100
Vidya Virta Abhiyan	0.00	1.72	98.28	100
Diksha Portal	1.72	5.17	93.10	100
Margadarshan	0.00	1.72	98.28	100
JIGYASA	0.00	3.45	96.55	100
Maitreyi Yatra	0.00	0.00	100.00	100
Madhyamik and Uchchar Shiksha Kosh (MUSK)	0.00	3.45	96.55	100
National Testing Agency (NTA)	1.72	3.45	94.83	100
Average (N = 58)	0.38	3.30	96.31	100.00

Source: Field Survey, 2021-'22 & [29]

Table 25: Understanding and Awareness regarding Major Schemes for Tribal Education in West Bengal as well as India				
Major Educational Schemes for Tribals	Perception in %			
	Known	Known a little bit	Don't know	Total
Major Educational Schemes of Central Govt. for Tribals				
National Fellowship and Scholarship for Higher Education for ST Students (for Fellowship)	5.17	15.52	79.31	100
National Fellowship and Scholarship for Higher Education for ST Students (for Scholarship)	8.62	18.97	72.41	100
National Overseas Scholarship Scheme	0.00	3.45	96.55	100
Post-Matric Scholarship Scheme for ST Students	12.07	24.14	63.79	100
Pre-Matric Scholarship Scheme for ST Students	15.52	27.59	56.90	100
Scheme of Grant In Aid To Voluntary Organization working for Welfare of STs	0.00	6.90	93.10	100
Major Educational Schemes of State Govt. for Tribals				
Sikshashree	10.34	22.41	67.24	100
Hostel grant for ST students residing in School attached Hostels	31.03	32.76	36.21	100
Ashram Hostel	5.17	18.97	75.86	100
Merit Scholarship Schemes for students reading in Classes IX to XII and V to X	15.52	29.31	55.17	100
Post-Matric Scholarship to ST	18.97	25.86	55.17	100
CS Pre-Matric scholarship to ST students reading classes IX & X	13.79	27.59	58.62	100
Up-gradation of Merit for ST Students reading Classes IX to XII	8.62	20.69	70.69	100
Major Special Educational Schemes of State Govt. for Tribals				
Ekalavya Model Residential School	1.72	10.34	87.93	100
Feeder Schools	0.00	0.00	100.00	100
Pandit Raghunath Murmu Residential Schools	0.00	3.45	96.55	100
Belpahari Residential Girls' schools for Tribals	1.72	10.34	87.93	100
Dr. B R. Ambedkar Medha Puraskar	0.00	12.07	87.93	100
Special educational development of ST Girls students through distribution of bi-cycles	15.52	22.41	62.07	100
Average (N = 58)	8.62	17.51	73.87	100

Source: Field Survey, 2021-'22 based on the Scheme Information of the Ministry of Tribal Affairs, Govt. of India & Tribal Development Department, Govt. of West Bengal [22] [26]

Awareness regarding national and state education schemes is extremely poor. Approximately **80.54%** of respondents were unaware of most central schemes, and **69.57%** were unaware of state government initiatives. Awareness was marginally better for local initiatives like Kanyashree and Sabooj Sathi, but remained critically low for higher education and vocational schemes.

7.15 Estimation of HDI of the Study Area with respect to District, State and Country:

Table 26 : Estimation of HDI of the Study Area with respect to District, State and Country									
Administrative Units at Various Scale	Life Expectancy (Years)	Expected Years of Schooling	Mean Years of Schooling	Log Gross National Income per capita	Health Index (HI)	Educational Index (EI)	Income Index (II)	Human Development Index (HDI)	Remark
India#	67.24	11.88	6.655	8.793	0.727	0.552	0.633	0.633	Medium
West Bengal#	69.48	11.77	6.226	8.567	0.761	0.534	0.598	0.624	Medium
West Bengal**	-	-	-	-	0.700	0.690	0.430	0.610	Medium
Bankura*	66.49	11.77	5.556	8.295	0.715	0.512	0.557	0.589	Medium
Bankura**	-	-	-	-	0.670	0.620	0.260	0.520	Medium
Jantadumur Village***	60.67	8.16	3.034	6.435	0.626	0.328	0.276	0.384	Low

#indicates the data from www.globaldatalab.org. [25]

* indicates computed data based on various literary, administrative and website surveys from different relevant departments, organizations and institution.

**indicates the data taken from Department of Planning and Statistics, Govt. of West Bengal [21]

**indicates the computed data based on Field Survey as per UNDP Parameters for HDI estimation. [21]

Source: District Human Development Report, Bankura (2007) & Field Survey, 2021-'22

Jantadumur exhibits an alarmingly low HDI of 0.384, significantly lower than Bankura District (0.589), West Bengal (0.624), and India (0.633). Critical deficits are observed across health (0.626), education (0.328), and income (0.276) components, confirming the multi-dimensional poverty and underdevelopment.

7.16 Human Vulnerability for the Tribal Community in the Study Area:

Table 27: Assessment of Human Vulnerability for the Tribal Community in the Study Area

Major Dimensions of Tribal Community	Major Dimensional Indicators	Present Status	Weightage on Indicator Specific Vulnerability at 5-Point Scale	Dimension Specific Vulnerability Indices (DSVI)	Human Vulnerability Index (HVI)
Demographic Dimension	Ethnicity & Race	Backward & Traditional	2.89	Demographic Vulnerability Indices (DVI) = 55.32	
	Population Distribution & Density	Less populated with low density	2.12		
	Children under 5-years & Older Persons above 60-Years	Not high, but not better	2.54		
	Sex Ratio	Traditional	2.86		
	Dependency Ratio	Moderate to good	2.61		
	Population with Disability	Specifically in child & older population	2.43		
	Female-headed Households	Rare occurrence	2.84		
	Migration	Traditional emigration for labour based life earning	3.88		
	Man-Land Ratio	Under Population	2.38		
	Family Size & Family Planning	Good family size, but poor family planning	3.11		
Residentia + Dimension	Land Ownership	Poor to marginal land ownership	3.32	Residentia + Vulnerabi lity Indices (RVI) = 58.28	
	Housing Density	Low housing density	1.87		
	Housing/ Domestic Infrastructure	Poor infrastructure mostly	3.18		
	Community Infrastructure & Facilities	Poor to moderate	3.09		
	Descent Standard of Housing	Poor to moderate	3.11		
Economic Dimension	Physical Capitals	Degraded forest resource based, but not good from climate, water, soil and land	2.99	Economic Vulnerability Indices (EVI) = 72.68	
	Human Capitals	Quantitative Man> Qualitative Man (man>MAN)	3.27		
	Utilization of Resource	Overuse, abuse & misuse > good use	3.39		
	Income below Poverty Level	Dominantly found	4.12		
	Per Capita Income & Purchasing Power	Very low to low	4.08		
	Employment & Working People	Higher working people, no good employment opportunity	3.78		
	Wage & Salary	Not good (Bonded labour based marginal & traditional wage mainly)	4.12		
	Man Power in Secondary Sector	Not good	3.66		
	Labour Force in Service Sector	Very poor	4.32		
	Female Share in Economic Activities	Not good, but traditional participation of tribal women in primary economic activities	3.15		
	Descent Standard of Household Economy	Poor	3.28		
	Contribution in Rural Regional Economy	Not specific - negligible	3.45		
Social Dimension	Illiteracy, Schooling & Knowledge	Very Poor to poor	4.12	Social Vulnerability Indices (SVD) = 83.94	
	Gender Gap & Inequality	Higher	4.08		
	Child, Women & Elderly Care	Not good	3.37		
	Health Infrastructure & Facilities	Very poor	4.68		
	Nutrition & Immunity	At poor level	4.12		
	Social Expenditure Capacity	Low to very low	4.12		
	Social Exclusion & Policy	At poor level	4.54		
	Social Security & Quality Life	At poor level	4.48		
	Social Overhead Capital	Poor	4.34		
	Social Organization & Roles	Not dominantly & constructively found	4.12		
Cultural Dimension	Cultural Capital	Not good	4.34	Cultural Vulnerability Indices (CVI) = 86.04	
	Socio-cultural Participation	Indigenous & conservative	3.87		
	Communication & Technical Skills	Poor	4.54		
	Cultural Expenditure Capacity	Poor	4.45		
	Cultural Organization & Roles	Not dominantly & constructively found	4.31		

Psychological Dimension	Life Satisfaction & Happiness	Not good, featured with scarcity & crisis mainly	4.49	Psychological Vulnerability Indices (P _s VI) = 84.75
	Feelings to Security & Safety	Not good, feeling uncertainty & unsafe mostly	4.38	
	Understanding & Awareness on Psychological Needs	At poor level	4.07	
	Feelings the Requirements for Physical, Mental, Psychological & Environmental Health	Not good	4.01	
Political Dimension	Understanding & Knowledge about Human Rights	At poor level	4.67	Political Vulnerability Indices (P _o VI) = 86.73
	Politics, Power & Freedom	Not good	4.54	
	Political & Civic Participation	At poor level	4.23	
	Leadership & Gender Empowerment	At poor level	4.34	
	Political Organization & Roles	Not dominantly & constructively found	4.12	
	Political Interactions & Integration in Development & Management	Not good	4.12	
Institutional Dimension	Plan-Policy-Programme-Practice	At poor level having conflicts & gaps mostly	4.01	Institutional Vulnerability Indices (IVI) = 81.86
	Administration & Wellbeing	Not good	3.87	
	Code & Conducts of Institution & Governance	Not good	3.67	
	Planning & Strategy Making in Development & Management	Not good performance	3.87	
	Politico-administrative-institutional Coordination & Co-operation	At poor level having conflicts & gaps mostly	4.08	
	Infrastructure, Facilities & Services for Security, Safety & Livability	Not good	4.12	
	Public-Private Partnership, Plan, Programme & Practice	At poor level having conflicts & gaps mostly	4.34	
	Ensuring Public Participation in Empowerment, Development & Management Processes	Not good	4.42	
	Education, Training & Awareness by Govt. for Proper Development and Management	Not good	4.54	
	Intra and Inter-administrative and Institutional Integration & Activation	At poor level having conflicts & gaps mostly	4.01	
N.B.: Data compilation and analysis have been done based on the perception survey on target and focus characters (N=85) like tribal people (58), academician and expertise (7), administrative, representative and leadership characters (9) and people from other communities (11)				
Source: Field Survey, 2021-2022 and Semi-Qualitative Data Analysis, 2022-2023				

The study constructs a comprehensive **Human Vulnerability Index (HVI = 75.15)**, highlighting extreme vulnerabilities across social, economic, residential, cultural, psychological, and political dimensions. Cultural vulnerability (CVI = 86.04) and political vulnerability (POVI = 86.73) are especially high. Chronic issues include poor health, malnutrition, weak infrastructure, traditionalism, social exclusion, administrative neglect, and psychological distress.

7.17 General and Specific Opinion on the Problem Management as per Perception Survey:

Table 28: General and Specific Opinion on Problem Management

Major Efforts & Actions	Major Aspects for Problem Management	Response	
		Yes	No
Education, Awareness, Training, Scope & Facility	Basic knowledge and education for understanding Tribal Community Development Plan and Programmes	74.14	25.86
	Knowledge about various running schemes or projects for tribal community and area development	87.93	12.07
	Emphasizing the roles or participation of tribal people in planning and development	82.76	17.24
	Training or rehearsal programmes to tackle the problems/ issues in the area	77.59	22.41
	Preparing mentally or physically to protect own self or own family or own property from various problems/ issue?	72.41	27.59
	If there are sufficient response, recovery, prevention, mitigation and preparedness efforts from Govt. for managing the problems/ issues?	20.69	79.31
Plan, Programme, Project, Scheme and Action	If there are sufficient plans and programmes from Central and State Government to develop the tribal community and influence area?	20.69	79.31
	If there are sufficient projects and schemes from Central and State Government to develop the tribal community and influence area?	29.31	70.69
	If there are sufficient actions for implementing the plan, programmes, projects and schemes from Central and State Government to develop the tribal community and influence area?	25.86	74.14
	If there are any obstacle/ resistance/ interruption in running schemes, projects and programmes? If it is, what are those?	32.76	67.24
Roles of Community, Institution, Organization and	Are you satisfied in response to the planning, development and management for the tribal community and the influenced region?	20.69	79.31
	Are you satisfied about the Govt. role overall in these perspectives?	15.52	84.48
	If there is adopted any contemporary planning or effort for permanent management of recent problems/	17.24	82.76

Government	issues relating tribal community?		
	If there are the sufficient relevant efforts from NGOs for the tribal community and the influenced region?	3.45	96.55
N = 85			

Source: Field Survey, 2021-2022

There is conducted the perception survey to justify and assess the major efforts and actions from different sites for the management of the issue here. In this case also, the tribal, non-tribal and institutional respondents have been considered for understanding the management of tribal backwardness. Prepared data table 28 enlightens three segments of this survey here including (i) the education, awareness, training, scope and facility, (ii) plan, programme, project, scheme and action and (iii) roles of community, institution, organization and government. There is overwhelming demand for:

- Better education and awareness programs (74.14%)
 - Increased training and capacity-building (77.59%)
 - More effective government intervention (only 20.69% currently perceive government efforts as sufficient)
- However, NGO involvement in the area remains negligible (only 3.45%).

8. Major Findings:

Table 29: Major Findings			
Sl. No.	Thematic Focus	Major Findings	Supporting Data
1	<i>Demographic Structure</i>	Predominantly Hindu Scheduled Tribe community, mainly Murmu subgroup among Santhals.	Hindu: 100%, ST: 62.37%, Murmu subgroup: 56.90%
2	<i>Occupational Profile</i>	Livelihoods confined mainly to primary sector; minimal migration for work.	39.37% employed within the village; 13% outside GP/block
3	<i>Income Scenario</i>	Severe economic deprivation; majority live below poverty line.	65.52% households earn below ₹5000/month
4	<i>Education Status</i>	High illiteracy rate, low higher education attainment, and critical gender gap.	Illiterate: 31.01%, Higher education: <10%
5	<i>School Dropout Causes</i>	Economic hardship, family pressure, early marriage, poor health.	Socio-economic hardship (30.82%), Early marriage (14.38%)
6	<i>Awareness on Education Schemes</i>	Very low awareness of both Central and State educational schemes.	Average "Don't Know" responses > 70%
7	<i>Health and Nutrition</i>	Poor health indicators, high malnutrition, weak healthcare access.	High malnutrition, health vulnerability index (high)
8	<i>Human Development Index (HDI)</i>	Extremely low HDI compared to district, state, and national averages.	Jantadumur HDI: 0.384 vs. India HDI: 0.633
9	<i>Social Vulnerability</i>	Acute social exclusion, poor child-women-elderly care, limited social overhead capital.	Social Vulnerability Index (SVI): 83.94
10	<i>Cultural and Psychological Vulnerability</i>	Traditionalism, fear, mental distress, resistance to change prevalent.	Cultural Vulnerability Index (CVI): 86.04; Psychological Vulnerability Index (PSVI): 84.75
11	<i>Governance and Institutional Challenges</i>	Administrative negligence, lack of tribal participation in planning, corruption.	79.31% respondents feel insufficient government efforts
12	<i>Livelihood Diversification</i>	Extremely limited; dependency on traditional agriculture and labor persists.	Lack of alternative income sources documented
13	<i>Migration Pattern</i>	Mostly internal, labor-oriented seasonal migration; no out-migration abroad.	No migration outside India reported
14	<i>Policy Awareness and Political Integration</i>	Minimal understanding of political rights and entitlements; weak civic engagement.	86%+ unaware of national education and empowerment schemes
15	<i>Human Vulnerability Index (HVI)</i>	Composite vulnerability is extremely high.	HVI estimated at 75.15

Source: Author's Compilation, 2023-'24

9. Policy Recommendations and Coping Strategy for Proper Management of the Traditional Backwardness Issue in the Study Area:

Based on the findings of this micro-level investigation into the tribal hamlet of Jantadumur, the following **recommendations** are proposed to address the critical vulnerabilities and promote sustainable and inclusive development:

1. Strengthening Educational Infrastructure and Access:

- **Policy Highlight:** Launch special "**Tribal Education Mission**" with flexible, localized curricula incorporating Santhal language and culture.
- **Strategy:**
 - ❖ Establish additional residential schools and mobile learning centres within 3–5 km of tribal settlements.
 - ❖ Appoint tribal educators and peer mentors from within the community.
 - ❖ Expand and actively promote awareness about state and central educational schemes through door-to-door campaigns and village-level education fairs.

2. Livelihood Diversification and Economic Empowerment:

- **Policy Highlight:** Design and implement a "**Livelihood Plus Programme**" focusing on non-farm activities and modern skills training for tribal youth.
- **Strategy:**

- ❖ Introduce vocational and skill development programs tied to local resources (e.g., handicrafts, eco-tourism, agro-processing).
- ❖ Ensure easy access to microfinance and self-help group (SHG) formation with special incentives for tribal women entrepreneurs.
- ❖ Foster linkages with government employment guarantee schemes (MGNREGA) with priority quotas for tribal areas.

3. Health and Nutrition Improvement:

- **Policy Highlight:** Integrate a **"Tribal Health Outreach Programme"** within the National Health Mission (NHM) framework.
- **Strategy:**
 - ❖ Conduct regular mobile health camps, particularly focusing on maternal, child, and geriatric health.
 - ❖ Establish village-based nutrition gardens supported by Anganwadi centres.
 - ❖ Enhance immunization drives and awareness about sanitation and hygiene practices.

4. Social Inclusion and Governance Reforms:

- **Policy Highlight:** Operationalize a **"Tribal Empowerment and Governance Framework"** for bottom-up participation.
- **Strategy:**
 - ❖ Institute Tribal Development Councils (TDCs) at Gram Panchayat levels to involve tribal representatives in local decision-making.
 - ❖ Ensure transparency and accountability through social audits of tribal welfare schemes.
 - ❖ Strengthen grievance redressal mechanisms dedicated to tribal issues at block and district levels.

5. Cultural Revival and Preservation:

- **Policy Highlight:** Initiate a **"Cultural Heritage and Identity Programme"** for indigenous communities.
- **Strategy:**
 - ❖ Organize annual tribal cultural festivals with state support to showcase traditions and crafts.
 - ❖ Support community radio and digital platforms for the promotion of tribal languages, folklore, and histories.

6. Building Awareness and Psychological Wellbeing:

- **Policy Highlight:** Launch a **"Tribal Mental Health and Awareness Campaign"** as a flagship under the National Mental Health Programme (NMHP).
- **Strategy:**
 - ❖ Set up counseling centres staffed with culturally-sensitive counselors.
 - ❖ Promote life skills education, stress management, and substance abuse prevention programs, starting from adolescent age groups.

Table 30: Recommendations as per Major Focus Area of the Tribes	
Area	Recommendations
Education Access	Establishing mini schools/bridge education centers for early learners; incentivize tribal parents through mid-day meals and stipend for girl child.
Curriculum Integration	Including tribal language, folklore, local history and cultural knowledge in the curriculum to make learning more relevant and inclusive.
Teacher Recruitment	Appointing trained local tribal youth as para-teachers to reduce absenteeism and bridge cultural gaps in pedagogy.
School Infrastructure	Improving access to functional school buildings, sanitation (especially for girls), clean drinking water, electricity, and digital facilities.
Adult & Women Literacy	Launching adult literacy programs through NGOs, SHGs, and Gram Sabhas with flexible timings.
Scholarships & Higher Ed.	Ensuring awareness and availability of pre-matric, post-matric, and higher education scholarships; set up local resource cells for career counseling.
Vocational Training	Integrating skill development (bamboo crafts, sal leaf products, etc.) with education under schemes like PMKVY.
Community Participation	Strengthening School Management Committees (SMCs) with genuine tribal representation and decision-making power.
Source: Author's Composition, 2023-'24	

Table 31: Recommended Strategic Actions for the Tribal Development	
Major Strategic Pillar	Recommended Action Points
Inclusive Policy Advocacy	Advocating for policy changes at the district and state level based on micro-level evidence from Jantadumur to influence planning for other hamlets in Jangalmahal.
Culturally Relevant Pedagogy	Designing learning modules blending tribal wisdom with mainstream content; invite tribal artisans and elders as community educators.
Education-Livelihood Linkage	Promoting agro-based and forest-product-based entrepreneurship through school-to-skill pipelines (e.g., bamboo craft → entrepreneurship modules in school).
Decentralized Governance	Empowering local Panchayat and SMCs to undertake micro-educational planning and budgeting; use GIS-based micro-planning for coverage of hamlets with schools.
Technology & Digital Bridge	Using solar-powered smart classrooms and mobile learning vans to reach remote areas; integrate tribal dialect-friendly audio-visual content.
Monitoring & Sustainability	Establishing Village Education Monitoring Committees; use participatory monitoring tools like community report cards, and ensure convergence with existing schemes (SSA, TSP).
Source: Author's Composition, 2023-'24	

10. Conclusion:

The tribal community of Jantadumur, though rooted in rich indigenous heritage, stands today at a fragile crossroads of socio-economic vulnerability and marginalization. The findings poignantly reveal that poverty, educational deprivation, poor health, and institutional negligence have compounded to produce a cycle of disadvantage. However, the resilience and potential within the community are indisputable. A future where the tribal people of Jangalmahal can actively participate in and benefit from India's development story is not only desirable—it is achievable. A transformative change demands a **paradigm shift**: from "**development for tribals**" to "**development by tribals**". Policies must evolve beyond top-down welfare to truly participatory, culturally-responsive, and rights-based approaches. Strategic investments in education, livelihoods, health, and governance—rooted in respect for indigenous identity and aspirations—can unlock the path to sustainable development. The study presents a grim yet realistic portrait of the persistent marginalization and vulnerability faced by the tribal community of Jantadumur. Education, while recognized as a potential catalyst for change, remains severely underutilized due to socio-economic barriers and systemic neglect. The entrenchment of traditional livelihood patterns, coupled with institutional failures, perpetuates a cycle of poverty and exclusion. Thus, with focused efforts, genuine political will, and meaningful community engagement, Jantadumur can emerge as a **beacon of inclusive rural transformation**, setting an inspiring example for tribal hamlets across India and beyond. Holistic, participatory, and context-specific interventions—especially targeting **education, livelihood diversification, healthcare, and institutional accountability**—are urgently needed to break this cycle and foster sustainable development in tribal hamlets like Jantadumur.

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