

# Education Scenario, Formulation and Implementation for Development to the Slow Learners of the Tribes of TTAADC (Tripura Tribal Areas Autonomous District Council)

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**Abstract – Education is the parts and parcel in every steps of human life. It likes the backbone of a man. Most of the people in the world do not know its quality and power. Those who accepted to this beautiful gift are to be known the world. The blamers and unwanted persons to this education will suffer in every moment to survive in his life.**

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## INTRODUCTION

The present era is a challenging in terms to give quality education to the students. When Right to Education Act 2009 focused that the teacher's quality must equally be a priority. The central role of the teacher requires that teacher education must be of the highest quality toward achieving any educational agenda. This article provides a synopsis about the education scenario, education formulation and implementation especially to the slow learners of primary and upper primary as well secondary students of TTAADC.

The students of these TTAADC areas more than 50% are being slow learners. There are many reasons interrupt of growing tribal education in Tripura as well as TTAADC. These are the political, economic, religion, culture, environment, languages, and lack of knowledge as well as skill faculty and life style of tribal people in the state. Family background and socialization by their one's family is the major factor to develop the tribal education in Tripura. Medium of education for the primary students among the tribes is a key factor to develop Tribal education in the state. Due to lack of education awareness in time especially to the tribal people are being uninterested and hopeless to the education by the tribes of the state. In the institutions, colleges and universities are not sufficed of education awareness to grow to the tribal education in Tripura. It needs to be aware to the guardians first then to the children. 80% (percent) of tribal students at the age of 10-12 years to till the completion of their education have been needed residential institution to develop their education in Tripura. Because most of the tribal parents cannot guide and control to their children

due to lack of education and financial support. So they need the ancient education system (in Ashram under the guidance of one's control as Guru) or the residential institution at present era.

## 1. Origination of TTAADC (Tripura Tribal Areas Autonomous District Council):-

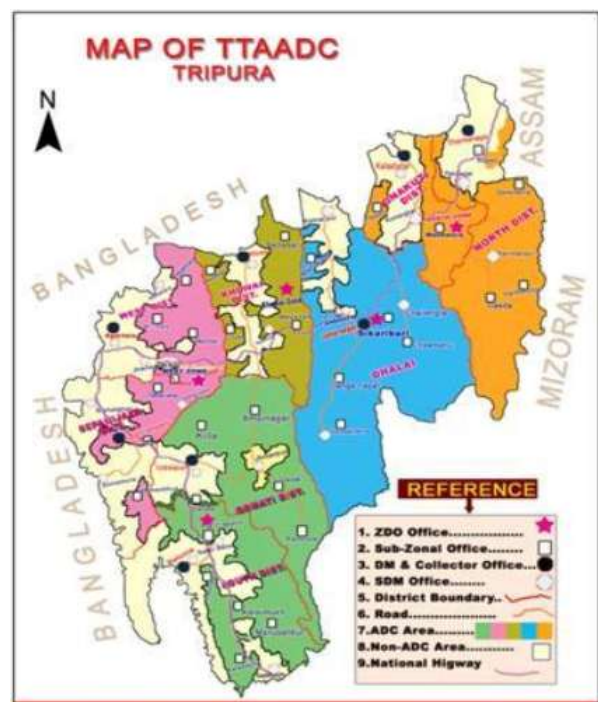


Figure- 1 Map of TTAADC (The Tripura Tribal Areas Autonomous District Council and yellow in color is Non- ADC area and the rest multicolor areas are covered TTAADC)

The Tripura Tribal Areas Autonomous District Council (TTAADC) Act 1979 was passed by the Indian parliament after a series of democratic movements launched by the Indigenous people of Tripura, under the provision of the 6th scheduled of the Indian constitution. The principal objective behind setting up the Autonomous District Council is to empower the Indigenous people to govern themselves and also to bring all round developments of the backward people so as to protect and preserve their culture, customs and traditions. But it actually came into being from 18 January 1982 and later it was upgraded under the provision of the 6th schedule to the Indian constitution with effect from the 1 April 1985 by the 49th amendment to the Constitution of India.

**2. Historical background and present condition of Tripura tribal people in Education sector:**

According to the report educated tribal people of Tripura was 258 out of 91,679 persons. That was 0.2 percent only. (Table No.1)

**Table-1 Educational Statement of the census 1901**

<b>Total Population</b>	<b>1, 73, 325</b>	
<b>Name of the Tribes</b>	<b>Population</b>	<b>Educated Tribes</b>
Tripura	75,781	107
Kuki	7,547	04
Chakma	4,510	10
Halam	2,215	Nil
Mog	1,491	137
Lushai	135	Nil

Source: Census Report 1310 T.E. (1901 A.D), Tribal Research Institute, Government of Tripura, Agartala, Re-print 1995, p.17-18.

Whereas the Literacy rate of the total population from 1901 to 1941 were 2.5% in 1901, 4% in 1911, 8.2% in 1921, 2.8% in 1931, 7.9% in 1941 respectively shown in table No. 2.

**Table- 2 Literacy in Tripura during 1901- 1941**

<b>Year</b>	<b>Total % of literates</b>	<b>Male</b>	<b>Female</b>
1901	2.5	4.5	0.2
1911	4.0	6.9	0.8
1921	8.2	14.3	1.1
1931	2.8	4.9	0.4
1941	7.9	12.7	2.5

Source: 2) Census Biharani 1340 T. E. (1931 A.D.), Tribal research and Cultural Institute, Government of Tripura, Agartala, Re-print 1995, p.60

Table-3 has shown the total numbers of educated persons among the Bengali educated persons, Tribal educated persons and English Educated persons.

**Table-3 educated people in Tripura (on the basis of the Census 1901)**

<b>Total Educated</b>	<b>Bengali Educated</b>	<b>Tribal Educated</b>	<b>English Educated</b>
4274	3511	258	324

Source: Census Report 1310 T.E. (1901 A.D), Tribal Research Institute, Government of Tripura, Agartala, Re-print 1995, p.16

Whereas the Literacy rate of the total population from 1901 to 1941 were 2.5% in 1901, 4% in 1911, 8.2% in 1921, 2.8% in 1931, 7.9% in 1941 respectively.

At present Tripura achieved the first position in literacy with 94.65% but in case of educated ground the rate is very low. Present scenario of elementary and secondary education in Tripura of tribal people in TTAADC area is miracle and unbelievable that there are more than 1400 Schools, 50,000 (approx.) out of 70,000 (approx.) students are being slow learner, they cannot read and write their lesson. We need to pay heed more and more to afford the teaching through a system in order to they become in an average position in terms of education.

**3. Impact of teaching and learning on different education policy:**

The no detention system of elementary education was a curse for the tribal students of Tripura. The no-detention policy in education (NDP) is a policy under the Right to Education Act 2009 in where no student should be failed from school until they complete their elementary education i.e. from class -1 to 8. It means any of students should be passed or promoted to the next class without evaluation. The no-detention policy doesn't encourage hard work and no guarantee of improvement in quality education. But in detention policy the students encourages and rewards seriousness about their studies. The policy of no detention was ill effect among the tribal children in the last few years. The students of those periods now could not read and write themselves. Most of the students who appeared in the Madhyamik Examination were failed and those who are going

to appear no guarantee to be passed the board examination.

#### **4. Impact of unskilled and unfit teacher recruitment policy:**

Educational qualification of primary level teachers maximum of higher secondary and down towards up to Madhyamik plucked in case of Kokborok teachers (KBT). For example 350 Kokborok teachers have been serving since long under the TTAADC government. Maximum of them were Madhyamik (Matriculation) plucked and they are unable to spell words English and Bengali both. All the KBT were recruited specially for the tribal students but failed to improvement of education quality because of such kind of teacher quality. In the rural area the primary students in different locality student numbers are very less. The numbers of students in some of schools are single digit but deployed two teachers still no improvement of student performance. It is not guilty of students. This is the lack of administration. We need to remove or terminate to all these type of quality teachers by searching his/her quality. Urgently to be recruited eligible and fit more new teachers as early as possible for better quality of tribal student education.

#### **5. Impact of languages or mother tongue on education of tribal people in Tripura:**

According to the RTE Act 2009, Chapter – V, No.29-2(f) mention that, **medium of institutions shall as far as practicable, be in child's mother tongue**, it as a fantastic and good source to teach to the children. The process of teaching to apply in practically there are impossible at present to fit or provide the teaching faculty in every institution. Because especially in Tripura there are 7 (seven) regional tribal languages present of 19 community. Examples are as the following:-

Kokborok speaking is the highest majority tribal people as Debbarma/Tripuri, Reang, Jamatia, Rupini, Noatia, Murasing, Uchai use to talk this type of language and no doubt to deploy the staff. The major problem is for the other sub-cast community viz. for Darlong and Halam community should arrange the faculty among their community. On the other hand the community among sub-cast like Molsom, Kaipeng and Hrangkhawl, Marak and Garo community, Mog community, Chakma community, Munda and Oria community so many sub-community having different languages should be deployed the fit and active teachers among their community teachers otherwise have to be arranged special language training to all the teachers for the development of primary students. Government needs to take initiative steps to be trained to all category or community members first for the education development among tribal students in Tripura.

#### **6. Impact of medium or version in education for the Tribal in the state:**

The tribal of Tripura 70% are speaking Kokborok language which the state government was recognized as official language in 1979. But this language does not in vogue for education development in primary level. Tribal students of Tripura, its lion share use study Bengali version. Though some of tribal students those who can afford money are being studied in convent missionary or Pvt. English medium schools. Due to lack of its own language lesson in primary level students be weak in every subject of make out. The government should thing to publish with their own language or mother tongue books in all subjects at least at the primary level.

#### **7. Impact of Kokborok script adaptation in education for the Tribal in the state:**

The controversy of Kokborok script is a counter part of education development among the tribal children in the state. Though the state government was recognised the Kokborok is as official language but some are used to write with Bengali script and some are with Roman script and some of interested persons propose to the government for recognition of their own system script. Currently some of tribal leaders have been demanding to accept the Devanagiri script. What does happen? Education indulges with politics. The children are being confused. It is the barrier of education development for the tribal people in the state. This does not the character of education development. Let it be free.

#### **8. Formulation of special education to the weak/slow learner students:**

All the weak learner students need to attend a special teaching education except of their regular classes. Some of students whether he/she in higher classes of 3 to 9 but cannot read himself. The basic of reading style for the senior students need to follow to the following process to able reading ability. Example:

English Alphabets *A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z* (26 Letters), the vowel *A, E, I, O, U* (5 Letters), semi vowel *W, Y* (2 Letters) and consonants are *B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z* (19 Letters). Rules of Joining with two letters between 'A' and the rest letters: -

Ab, ac, ad, ae, af, ag, ah, ai, aj, ak, al, am, an, ao, ap, aq, ar, as, at, au, av, aw, ax, ay, az and Inverse joining -- aa, ba, ca, da, ea, fa, ga, ha, ia, ja, ka, la, ma, na, oa, pa, qa, ra, sa, ta, ua, va, wa, xa, ya, za.

Between 'E' and the rest letters:- Ea, eb, ec, ed, ee, ef, eg, eh, ei, ej, ek, el, em, en, eo, ep, eq, er,



es, et, eu, ev, ew, ex, ey, ez and Inverse joining ---  
ae, be, ce, de, ee, fe, ge, he, ie, je, ke, le, me, ne,  
oe, pe, qe, re, se, te, ue, ve, we, xe, ye, ze.

Between ‘l’ and the rest letters:-

la, lb, lc, ld, le, lf, lg, lh, li, lj, lk, ll, lm, ln, lo, lp, lq, lr, ls, lt, lu, lv, lw, lx, ly, lz and Inverse joining --- ai, bi, ci, di, ei, fi, gi, hi, ii, ji, ki, li, mi, ni, oi, pi, qi, ri, si, ti, ui, vi, wi, xi, yi, zi. Between ‘O’ and the rest letters:-

Oa, ob, oc, od, oe, of, og, oh, oi, oj, ok, ol, om, on, oo, op, oq, or, os, ot, ou, ov, ow, ox, oy, oz and Inverse joining --- ao, bo, co, do, eo, fo, go, ho, io, jo, ko, lo, mo, no, oo, po, qo, ro, so, to, uo, vo, wo, xo, yo, zo.

Between ‘U’ and the rest letters:-

Ua, ub, uc, ud, ue, uf, ug, uh, ui, uj, uk, ul, um, un, uo, up, uq, ur, us, ut, uu, uv, uw, ux, uy, uz and Inverse joining --- au, bu, cu, du, eu, fu, gu, hu, iu, ju, ku, lu, mu, nu, ou, pu, qu, ru, su, tu, uu, vu, wu, xu, yu, zu.

**9. Rule of Bengali reading for slow / weak learners**

First of all we should know the Bengali script. The script of Bengali is given below.

অ	আ	ই	ঈ	উ	ঊ	ঋ	ঌ
a	ā	i	ī	u	ū	ṛ	Ṡ
এ	ঐ	ও	ঔ	অঃ	ঊঃ	ঋঃ	ঌঃ
e	ai	o	oi	am	am	am	am
ক	খ	গ	ঘ	ঙ	চ	ছ	জ
ka	kha	ga	gha	ṅa	ca	ca	ca
ট	ঠ	ড	ঢ	ণ	ত	থ	দ
ṭa	ṭha	ḍa	ḍha	ṇa	ta	tha	da
ণ	ত	থ	দ	ধ	ন	প	ফ
ṇa	ta	tha	da	dha	na	pa	pha
শ	ষ	স	হ	ম	য	র	ল
śa	ṣa	śa	ha	ma	ya	ra	la
ষ	র	ল	ব	ভ	ম	য	ন
ṣa	ra	la	ba	bha	ma	ya	na
স	হ	ম	য	ন	ব	ভ	ম
śa	ha	ma	ya	na	ba	bha	ma

।	ি	ী	ু	ূ	ে
su (Alher)	i (mbi)	ee (mEE)	u (pU)	oo (rOO)	an (oANE)
ে	ৈ	ৌ	ৌ	ৈ	ৈ
ae (mÁke)	ae (hÁ)	o (mOv)	au (ÁUkm)	n (stRng)	

Note two components in O and Au

থক থখ থগ থঘ থঙ	গক গখ গগ গঘ গঙ	ঘক ঘখ ঘগ ঘঘ ঘঙ
থচ থছ থজ থঝ থঞ	গচ গছ গজ গঝ গঞ	ঘচ ঘছ ঘজ ঘঝ ঘঞ
থট থঠ থড থঢ থণ	গট গঠ গড় গঢ গণ	ঘট ঘঠ ঘড় ঘঢ ঘণ
থন্ত থন্ থদ থধ থন	গন্ত গন্ গদ গধ গন	ঘন্ত ঘন্ ঘদ ঘধ ঘন
থপ থফ থব থভ থম	গপ গফ গব গভ গম	ঘপ ঘফ গব গভ গম
থয় থর থল থব থশ	গয় গর গল গব গশ	ঘয় ঘর গল গব গশ
থখ থস থহ থড় থঢ়	গখ গস গহ গড় গঢ়	ঘখ ঘস গহ গড় গঢ়
থয় থং থঃ থঃ থঁ	গয় গং গঃ গঃ গঁ	ঘয় ঘং ঘঃ ঘঃ ঘঁ
চক চখ চগ চঘ চঙ	ছক ছখ ছগ ছঘ ছঙ	জক জখ জগ জঘ জঙ
চচ চছ চজ চঝ চঞ	ছচ ছছ ছজ ছঝ ছঞ	জচ জছ জজ জঝ জঞ
চট চঠ চড চঢ চণ	ছট ছঠ ছড় ছঢ ছণ	জট জঠ জড় জঢ জণ
চন্ত চন্ চদ চধ চন	ছন্ত ছন্ ছদ ছধ ছন	জন্ত জন্ জদ জধ জন
চপ চফ চব চভ চম	ছপ ছফ ছব ছভ ছম	জপ জফ জব জভ জম
চয় চর চল চব চশ	ছয় ছর ছল ছব ছশ	জয় জর জল জব জশ
চখ চস চহ চড় চঢ়	ছখ ছস ছহ ছড় ছঢ়	জখ জস জহ জড় জঢ়
চয় চং চঃ চঃ চঁ	ছয় ছং ছঃ ছঃ ছঁ	জয় জং জঃ জঃ জঁ

**Vowel of kokborok**

**অ আ ই উ এ ও ঔ**

**Consonant of Kokborok -----**

**ক খ গ ঙ চ জ ত থ দ ন প ফ ব ম য় র ল শ স হ য় ং**

- ' -- অনিমাৰি-
- া আ-নিমাৰি ---
- ি -- ইনিমাৰি-
- ূ --- উনি-মাৰি-
- ে --- এনি-মাৰি-
- াই -- আনিমাৰি-

**10. Impact of skilled and wise teachers transferring or place of posting policy:**

Transferring system to the employees is not being well implemented. The rural areas school always have been suffering in teacher crisis comparing urban areas school. The system should be avoided. Teacher and students ratio should maintain according to the guidelines of RTE Act.

**11. Impact of economic on education of tribal people in Tripura:**

The people of Tripura called Tripuri or Tipra who are being the indigenous people of the state. These people now trodden and facing in very crisis of economic. The family and their society become disorder due to the maladjustment of working activities. The economics positions of these people are too dim to survive. The basic needs food, shelter and cloths are unexpected for them. Even some of families could not arrange their square meal in every day. But once being a generation of Tripura Kingdom how could it possible going to backward such kind of society. In this present era the situation is imagines and unbelievable. Who is the responsible of their condition? Who is the

defender of them? How do they can develop by them? This is so many questions arising in terms of stratification of those people lifestyle in the state. Maximum of tribal people do not think in advance and for future life. 80% tribal people are aimless and hopeless. They are giving more priority to any other activities than education. They use to participate in politics and religion with interest. Entertaining and enjoying very much to participate in cultural programs and in different festivals but no interest in education.

**12. How education can help to the tribal people make it ensure through the awareness:**

Education is only the way to develop to the people and their society. It is the only primary agent which can help individual overcome income barriers and expand the horizon of the community when it comes to making career choices, personal growth, build confidence and a sustained development in well-being. It is the most supreme and vital parameter for a better tomorrow of the tribal people.

An educated youth is capable of collectively bringing in significant changes and improving the whole community. Moreover, proper education will not just benefit the tribal population but benefit the entire economy of India. Furthermore, implementing effective education resources for the tribal community will either bring immediate changes in their state of living or improve their future living conditions.

Teachers, professors, educationists, officers, political leaders, Ministers and celebrities of society should spell or aware and encourage in each time while keeping lecture or speech in order to can create a Renaissance of education for both general and tribal people education welfare. I aspect as a result of tribal education will be better tomorrow in thus way.

**13. Achievement of applying the theory or policy by Sikshya Barta:**

In TTAADC areas total number of schools are 1714 according to the report of the year 2016. Out of these 1714 there were 1493 were Junior Basic School, 220 were Senior Basic and only 1 number school was Higher Secondary named Khumpui Academy under the jurisdiction of TTAADC Government. There were 65, 661 students in Primary level, 7161 were in upper primary level and 281 were in Khumpui Academy (H.S. School). And the total numbers of students in three levels were 73,040.

The team of Sikshya Barta (A Multilingual Educational News Media) surveyed in 500 schools in 2016. They were checked and tested to the students learning quality in different 500 institutions and found that 7,590 students only could able to read and write their lessons out of 20,250 students. That is 37.43% were fit to promote to the next class. 12,670 students were

counted as slow/weak learners or could not read and write their lesson themselves. According to the report the data said the slow or wear learners were of class –I to class- IX. At present some of students already appeared in the Matriculation and some of them are going to appear the Madhyamik examination. How do we could expect that all the weak or slow learners already passed out the board Examination? Can we expect to pass the board examination to all those type of quality students?

According to the Right to Education Act 2009 the teachers and students ratio should be 1:20. The TTAADC government were failed to manage the guidelines of RTE Act 2009. Because according to the report the total number of permanent teachers was 3631 and CT (Contract Teacher) 2331 and the total number of teachers were 5962. But the required teachers in primary level schools of 1493 institutions were 8958, for upper primary schools it should be 1980 number of teachers was required in 220 schools.

The condition of school teaching system in TTAADC areas was critical in those periods and even now also cannot change its symptoms. The Sikhya Barta (A Multilingual Educational News Media) in collaboration with Arjunchand Welfare Society (NGO) was involved to develop to all the slow learner education with an innovative theory applied and succeed. According to the report there were 446 students enrolled to take a special coaching class to progress their reading and writing quality. 402 students were regularly used to come in the classes and had completed the course. The data is given in the table No. 4

**Table No.4 Education Quality Survey Report by Sikhya Barta**

Sl.	Name of schools	Class	Enrolled	Date of joined	Reading eligibility	Date of course completed	Report by
1.	Bidhya Chandra Para High School, Radhapur, Khumlung, West Tripura	II - IX	20	03/11/16	Nil	10/12/16	
2.	Janmejoyanagar H.S. School, Janmejoyanagar, West Tripura	I - VII	31	02/11/16	NIL	11/12/16	
3.	Tripura Public School, Kalabaga, Champalaganagar, West Tripura	V - IX	17	01/11/16	NIL	14/12/16	
4.	West Nali Chhara High School, Julai, Dhalai Tripura	I - IX	19	05/11/16	NIL	15/12/16	
5.	North Maharanipur SB School, Khowai, Tripura	III - VI	35	05/11/16	NIL	12/12/16	
6.	Balaram H. S. School, North Maharanipur, Khowai, Tripura	V - IX	37	01/11/16	NIL	10/12/16	
7.	Mama, Mama Bazar, Dhalai Tripura	III-VII	38	05/11/16	NIL	12/12/16	
8.	Madhu Choudhary, Simna, West Tripura	II - IX	71	25/10/16	Nil	30/11/16	
9.	Raj Chantai, Keshong West Tripura	V - IX	18	02/11/16	NIL	11/12/16	
10.	Belhari High School Belhari, West Tripura	III - IX	43	01/11/16	NIL	14/12/16	
11.	Guruchran High School, Champalaganagar, West Tripura	V - VIII	11	05/11/16	NIL	15/12/16	
12.	Parba Devendra Nagar JB School, West Tripura	I - V	33	05/11/16	NIL	12/12/16	
13.	Dornbur Nagar, Gandachara, Dhalai Tripura	V - IX	55	01/11/16	NIL	10/12/16	
		Total	446				

## **CONCLUSION AND RECOMMENDATION:**

- It needs to form a primary committee to arrange individual and family counseling in every month for the development of tribal education in India.
- For the progress of the tribal community, there is a dire need of educational bodies that blend well with the tribal background and lifestyle.
- In the initial stages, the medium of instruction should be one that is familiar to them, and then gradually, they can be encouraged to take up regional languages.
- Tribal education should not be restricted to only learning but should suggest the responsibilities of the concerned individual towards his entire community.
- RTE Act, 2009 is committed to ensure free and compulsory education to all the children at the age 6-14 years, Class-I to VIII till now. It needs to be extended up to Class-XII.
- To aware properly to all the tribal guardians about Right to Education and have to give more power to the teachers to take the necessary step for developing the tribal students for better future them. Some of the guardians willingly not to send to their children to school. Such kind of cases need to tight the law and in necessary to be informed or FIR in the Police against the guardians forcefully bound for the development of the tribal education.
- For 60% tribal students are compulsory to stay in the residential school and needs to create a good environment in the hostel compound for the welfare of tribal students.
- For 20% tribal students are required Meal of two times in the school instead one time as Mid-Day meal.

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