

**Levels of Educational Development of The
Scheduled Tribe of North East India:
A Geographical Analysis**

*Dissertation submitted to Jawaharlal Nehru University
in partial fulfillment of the requirements
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MASTER OF PHILOSOPHY

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The dissertation entitled, “Levels of Educational Development of the Scheduled Tribes of North East India: A Geographical Analysis”, is submitted to the Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University in partial fulfillment of the requirements for the award of the degree of Master of Philosophy, This dissertation has not been submitted for any degree of this or any other university and is my original work.

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We recommend that this dissertation be placed before the examiners for evaluation.


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Dedicated To

My Parents

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CHAPTER-I

INTRODUCTION

Education is always considered as the yardstick of development in any society. Formal education imparts the cognitive degree in one's overall personality development. Education leads to the uplifting of total status which finally appears as personality. It is very much important to develop personal traits for one's upliftment, which is possible only through the formal education. Only education can lead a society in the path of development. As we can see, developed countries are in today's position only because of their knowledge power. Knowledge comes through the persistent endeavors of human being via medium of education. India, as a developing country is still lagging behind in the field of education. The tribal education, which is synonymous with the level of educational development of tribal population, is very much important for them, as they are far behind in this field as compared to the general population. It is assumed that formal education would broaden the world outlook of the tribal, equip them to meet the present day challenges, enhance the scope of economic development, contribute and, of course, allow them to participate fully in the Indian main stream¹. Tribal people inhabit close to the nature, and their way of living is simple, education hardly able to penetrate deep into their society. It's also seen that their socio-economic development is in a rudimentary stage. So, it is important to impart formal education, which can only minimize the socio-economic disparity with the general population. The tribal population

¹ Jaganath pathy, "Tribal Education : Intentions, realities, challenges and tasks; some reflections" The Eastern Anthropologist Vol. 52, no. 3, July-sept. 1999

of India is at the bottom of the societal ladder. Development of this group is also uneven. The regional disparity in development leads to the socio-economic disparity. There are various reasons that explain disparity, even among the tribes of various regions; educational disparity is one of them. Educationally, the tribes of NE India are better off than the other tribes of India. This educational disparity always attracts the attention of planners therefore; successive plan envisages the allocation for tribal education. But, still tribal education has to go long way in developmental perspectives.

In spite of various measures taken by Government, for uplifting the level of tribal education, it's in a pathetic condition in terms, of literacy. As for example, the literacy of tribal population in India is 29.6 p. c. (census, 1991), whereas for non-ST/SC, its 57-69 p.c. If we look at the state level data the problem is seen more acutely. In the north-eastern region, although tribal literacy is high, the variation is very high within the region. Say for example, Mizoram, where tribal literacy is 82.71 p.c., stood only next to Kerala in literacy, way ahead than Arunachal Pradesh, where its only 34.45 p.c. Nevertheless, the literacy level is more than the national level. Such like in female literacy, it's only 18.19 p.c. in India (1991), but the north-eastern states are far better than the national average, leading the list by Mizoram with a literacy rate of 78.7 p.c.

Levels of educational development are determined by two factors – internal and external. Internal factors such as geographical location are more or less same among the tribes, it's the external factor which outplayed the other

tribes of India with the north-eastern tribes, particularly hilly states of north-east, where Christianity, plays a crucial role.

1.1: Statement of the Problem

A very dismal picture comes out when one looks at the levels of educational development of Scheduled Tribes. It's very sad that tribes are still far away in educational development than the general population even after more than 50 year of independence, nevertheless, various policies and plans of government, unable to reduce the menace.

The tribal educational development marred with various problems. Although various scholars like anthropologist, sociologist and educationist gave lots of reasons and remedies of the problems, but in reality, the problem looming large. It may be because of the government apathy or may be unable to persuade the tribal communities. Moreover, the problems are not tackled in geographical point of view. There is very little literature on the problems. Geography plays a crucial rule in human life. So, people live in different regions need different treatment. So is the case also with education. So, geographical point of view is also important in educational development of the tribes.

The educational scenario is not same everywhere for the tribes. The tribes of north-east India are better off then the central India tribes in educational development. Notwithstanding, the situation is not same everywhere in the region in north-east India. Say for example, the level of

literacy in Mizoram is 82.54 p.c., whereas it's only 35.47 p.c. in Arunachal Pradesh. There are other instances which indicates uneven development across the region . The states have same geographical location, same kind of impetus got from state and central government, still the disparity??

So, in this background, the topic has been chosen to explore the various dimension of the educational development of the tribes of the region in geographical perspective.

1.2: Problem of Educating The Scheduled Tribe

The scheduled tribes' population constitutes to the most backward segment of Indian society both socially and economically. For ages the tribal communities of India have lived in the relatively isolated pockets, or culs-de-sac away from the fertile river valleys, and outside the framework of the peasant formations². For this reason, the tribal communities are outside the Hindu caste formation. As such their exposure to the formal education is rather slow and only recently, to say, got the opportunity to keep in touch with the formal education.

The scheduled tribes are still far behind in educational level than the other communities. The gap is so widening that; it's really a matter of grave concerned, even after more than fifty years of Independence. It's because of the fact that, the tribal education itself marred with myriads of problems. The education system of India favors

² Ahmad,A. Nuna, s.c "*Tribal education-shadow of an uncertain future*", Journal of Educational Planning and Administration, Vol.1,No.1,1987

the upper strata of the society, which able to exploit the educational resources and creates disparity in the society in educational level, where scheduled tribes are the worst affected. The constitution of India provides various provisions to uplift the level of these chunks of population. Consequently, the governments have been making efforts to spread education among the scheduled tribes by extending special educational facilities in the form of schools, hostels, with free boarding and lodging, scholarships, reservation of seats in educational institutions and vacancies in recruitment to services etc.³ despite these measures, the scheduled tribes have not made any appreciable headway in literacy and education.

The tribal education is engulfed with myriads of problems. The nature of the problems can be summarized in three heads, namely; the ecological, the socio-economic and the educational.

1.2.1: The Ecological

The ecological disadvantages of the tribal habitants are one of the hindrances of tribal education. The hilly and remote areas and long distance involved in attending schools become dissuading factors. Tribal villages generally scattered around, so, it's very difficult to establish schools in each and every village and moreover, which are existing equipped with poor structure and inadequate staff. It's obvious that there is an imperative need to improve the quality of schools in tribal regions and should provide hostels and other facilities in priority basis.

³ Rathniah, E.V. "*Structural Constraint in Tribal Education: A Regional Study*", Sterling, New Delhi, 1977

1.22: The socio-economic constraint

The socio-economic factors weighed down heavily on tribal education. Most of the tribal families feel education as a burden and it doesn't help in their day-to-day earnings. As most of them depend upon agriculture and wage earnings, it acts as a barrier, because most of the families earn meagre and hence all the members have to work. Moreover, education is a hefty investment for tribal people. They expect a better reward of this investment as employment. But, as the employment opportunities are very limited, most of them remain unemployed, which make them reluctant to educate their wards. In the process these unemployed youth even lose their traditional occupations. It's really making a negative impact on them.

The socio-cultural configuration also put a big difference in the education of the scheduled tribes. Those converted to Christianity have a stronger urge for education. Moreover the children of upper economic strata are using the facilities more vividly than those who are in the lower strata. It's also seen that people who have received a modicum of education are keen to educate their own children better than those who are illiterate. Studies have also brought out the impact of the family size on the educational advancement of its member⁴

Most tribal students are first generation learners. So, parents can't supplement the educational input to their wards. Low level of female participation in education is due to the fact that sending girls to schools is a taboo.

The education system should be design such that it suits the tribal way of living. The vocational courses should be taught in the school so that it helps create jobs opportunities, which will make formal education more realistic. Female education doesn't

⁴ Sachchidanand, "*Tribal Education in Bihar*" ICSSR, 1982

get requisite attention. Female teachers should be appointed as far as possible to feel the courage among the tribal population to send their girl child to the schools.

1.2.3: The Educational constraint

The educational system poses a serious hindrance to the tribal education. The education system of India is urban middle class oriented in its structure and content. The medium of instruction is also in majority language and it's difficult for tribal students to comprehend the subject. Another factor responsible for augmenting the menace is the lack of adequate tribal teachers. Most of the teachers in tribal areas are non-tribal. So, it's very difficult for teachers to communicate with students led to mismatch in learning process. The school buildings are also distracting factors. In remote areas, primary schools are often housed in huts, with insufficient accommodation. Moreover residential and ashram schools are not able to lift up to the expectation. The tribal students of ashram schools face a large number of problems as the functioning of these schools are unsatisfactory⁵. Apart from this, the absence of coaching and guidance facilities in the schools and uncongenial atmosphere in the hostels make their plight miserable.

So, here is an immediate need to look into the above-mentioned factors. The textbooks, curricula and medium of instruction should be synchronized with their way of living. The teachers of the tribal areas should be adequately trained so that they understand the intricacy of tribal life and students can feel at home in schools. Only these measures can to somewhat reduce the dropout and wastage of tribal student.

⁵ Bose, A.B, "*Problems of Educational Development of Schedules Tribes*", *Man in India*, Vol-50, No-1, March 1970.

1.3: Progress of the Tribal Education

Tribes in India are occupying the lowest position in terms of educational development. For the last fifty years, educational progress among them has not only slow but has also varied widely leading to serious inter-state and inter-group disparities Tribal in India who constitutes eight percent of the total population of the country occupy the lowest position in the educational ladder with 29.6 percent of literacy (census 1991). Government has taken various measures to uplift this downtrodden population by taking various provisions. Educational uplifting is related the development process, keeping in view this aspect, the various approaches taken by the government to uplift the tribal population is discussed here.

The approach to development of tribes in India can be broadly studies under four phases. Although the first phase is in pre-Independence period and the latter three phases is in post-Independence period.

- 1. Pre-Independence period**
- 2. Community development approach**
- 3. Integrated development approach**
- 4. Tribal Sub-plan approach**

1.3.1: Pre-Independence period

Under British rule, the policy of isolationist was adopted. The British government adopted the policy of laissez-faire, partly because the task of administration was difficult

and unrewarding. So, in this situation of the policy of isolation characterized by non-intervention or limited intervention, and encourage the Christian missionaries to inter in the tribal areas. It's obvious that the Christian missionaries had done something concrete for the well being of the tribes by establishing schools, hospitals, etc. However, the underlying fact is that along with these social services, the missionaries got the right to convert the tribal to Christianity. This resulted in the large-scale conversion of many tribal groups, especially the eastern and northeastern states. So, in the British period effort to educate tribes were not significant. During the freedom movement, the nationalist tried to uplift the tribal population by opening Ashram schools in some parts of India. Nevertheless, all these limited efforts; there were insignificant educational progress among the tribes in this period.

1.3.2: Approach after Independence

After Independence, the utmost priority of the Government of India for tribal people was the welfare and socio-economic uplifting .For this the policy of respecting the tribal culture and traditions were accorded and strongly opposed any kind of interference from outside. These policies also reflected in the constitution of India. Hence, various constitutional provisions have been provided with the objective of promoting and safeguarding the interests of the scheduled tribes. The article 46 promises that “The states shall promote with special care the educational and economic interests of the scheduled tribes and

protect them from social injustice and all forms exploitation”⁶ Thus at a general level the safeguards are of two kinds: I) Protective and ii) Ameliorative and concessional

1.3 3: Community Development Approach

The period from 1947 to 1952 witnessed major changes in the approach to the total development administration. It's only 1952 onwards, socio-economic development of the tribes kick-off. During the First Five Year Plan the 'Community Development Approach' was adopted, but it was realized very soon that the entire tribal population could not be covered with a single model⁷.

1.3 4: Integrated Development Approach

A massive programme of integrated development was initiated by organizing 43 special Multipurpose Tribal Blocks during the second five-year plan in areas with Tribal concentration⁸. These programs involved an expenditure of Rs.6.42 million which formed a part of Rs.49.3 million spent on tribal welfare. Top priority was given to education. However educational progress was slow. Except in the 43 special Multipurpose Tribal Blocks, educational development of tribes was treated as synonymous with rural development. Therefore no special efforts were made to provide educational facilities or incentives to tribes. However the concessions benefit the upper crust only leading to disparities. According to Dhebar Commission (1962) the education provided in a

⁶ The Constitution of India, New Delhi Ministry of Law, Govt. of India, 1967

⁷First Five Year Plan, New Delhi, Planning Commission, Govt. of India, 1952

⁸Second Five Year Plan....., 1956

mechanical manner without much planned efforts, resulted in high wastage, stagnation and non-participation. It's more so in the tribal areas. It also suggested for the adoption of comprehensive educational model for the tribal whose problems were unique⁹

In the Third Five Year plan the expenditure on tribal welfare went up to Rs. 54.0 million and covers 500 Tribal Development Blocks. But it covers only 40 % of the total tribal population.

The Fourth Five Year Plan emphasized the need to develop a system of education, which could meet the requirements of economic and social development along with the culture and economic needs of the tribes. An important strategy adopted was the establishment of primary schools at close proximity to tribal habitation; middle and secondary schools were located at a central location with residential facilities. Special attention was sought for training of teachers in rights perspective with respect of tribal culture and life. Attention was paid to such aspects as introducing science education, improving the methods of teaching mathematics and imparting vocational education¹⁰.

1.3.5: Sub-Plan Approach

The weakness in policies and programs of earlier Five Year plans for Tribal Development have been tried to amend in Fifth Five Year Plan through Sub-Plan Approach. Its main objective was to narrow down the gap between tribal areas with other areas and improving the quality of life.

⁹Report of the scheduled areas and scheduled tribes commission, Vol.1 New Delhi; Govt. of India, 1962

¹⁰Fifth five year plan, 1975-78, New Delhi, Planning Commission, Govt. of India, 1977

Significant changes in approach were seen in this plan. The Fifth Five Year Plan equally emphasized the importance of qualitative expansion and qualitative improvement of education of tribal communities. Opening of pre-primary schools in tribal dominated areas were mooted. Emphasis also given in organizing of short-term training and orientation programs for District Education officers and teachers to NCERT to get familiar with tribal culture and life. Non-formal education for out of schools children was strongly suggested. Along with those mentioned above, establishing hostels, etc. and providing remedial coaching and counseling and guidance in vocations was paid attention. Pre and post metric scholarships, free books etc. accorded priority.

The Sixth Five Year Plan estimated coverage of scheduled tribe population was more than 75 percent. The Union Government allocated funds under various ministries for tribal development and substantial rise of funds were seen. This plan also laid emphasis on non-formal education (including adult education), for those otherwise remain illiterates. So opening of various non-formal and adult education centers for out of school students were suggested. Sensitive handling of curricula and reading material by governments is also suggested. Tribal culture and ethos should be taken into accounts while preparing the syllabi for formal education. Teacher training and orientation programs were also mooted. For the first, besides offering the usual incentive, paying compensation to tribal parents for opportunity costs was suggested as inducement for better enrollment¹¹.

The Seventh Five Year Plan too has accorded high priority to education. In this plan emphasis was given to female literacy. Further, it urges toward the qualitative improvement in the form of providing required infrastructure, provision of equipment and

¹¹Sixth five year plan 1980-85, New Delhi, Planning Commission, Govt of India, 1981

building up of teachers cadres according to the norms of minimum needs programmes. The conventional education is not in consonance with the tribal ethos, it has limited acceptability to the tribes. In some cases alien content and curriculums has led to high dropout and stagnation¹².

In the Eight Five Year Plan priority has been accorded to the existing programmes of pre-Matric and post Matric education of scheduled tribes to be continued and residential schools, including ashram schools are to be expanded. As envisaged in National Policy on Education, 1986, opening of primary schools in tribal areas get high priority. The socio-cultural milieu of the scheduled tribes should be taken into consideration while developing the curricula and devising the instructional materials in tribal languages at the initial stages with arrangement for switching over to the regional languages. Special emphasis is laid on establishing the Anganwadis, non-formal and adult education centers in tribal areas. A provision of Rs. 1250 crores has been made for special central assistance to Tribal Sub plan.¹³

In the Ninth Five Year Plan has the motto 'Reaching the unreached' through removal of the existing problems of inaccessibility by providing residential schools in the remote and far-flung tribal areas. It also extended the special concession like free education, free supply of books, uniforms, scholarships etc. This plan has put special efforts to vocational education both at middle and high schools and also encouraged higher and technical/professional education amongst the tribes. It also suggested providing more opportunities for these groups to appear in the competitive examination

12Seventh five year plan, 1985-90, New Delhi, Planning Commission, Govt. of India, 1986

13Eight five year plan, 1992-97, New Delhi, Planning Commission, Govt. of India, 1993

and get into the stream of planning and decision-making process through expansion of pre-exam coaching services¹⁴.

The National Policy on Education, 1986 has also accorded high importance to the education of scheduled tribes with particular emphasis on universalisation on elementary education.¹⁵

The above policies and programmes show that the approach for tribal development along with tribal education has gone considerable changes. But the programmes and policies adopted for tribal education are largely based on a macro-perspective without giving into the tribes specific or region specific attention.

1.4: The Study Area

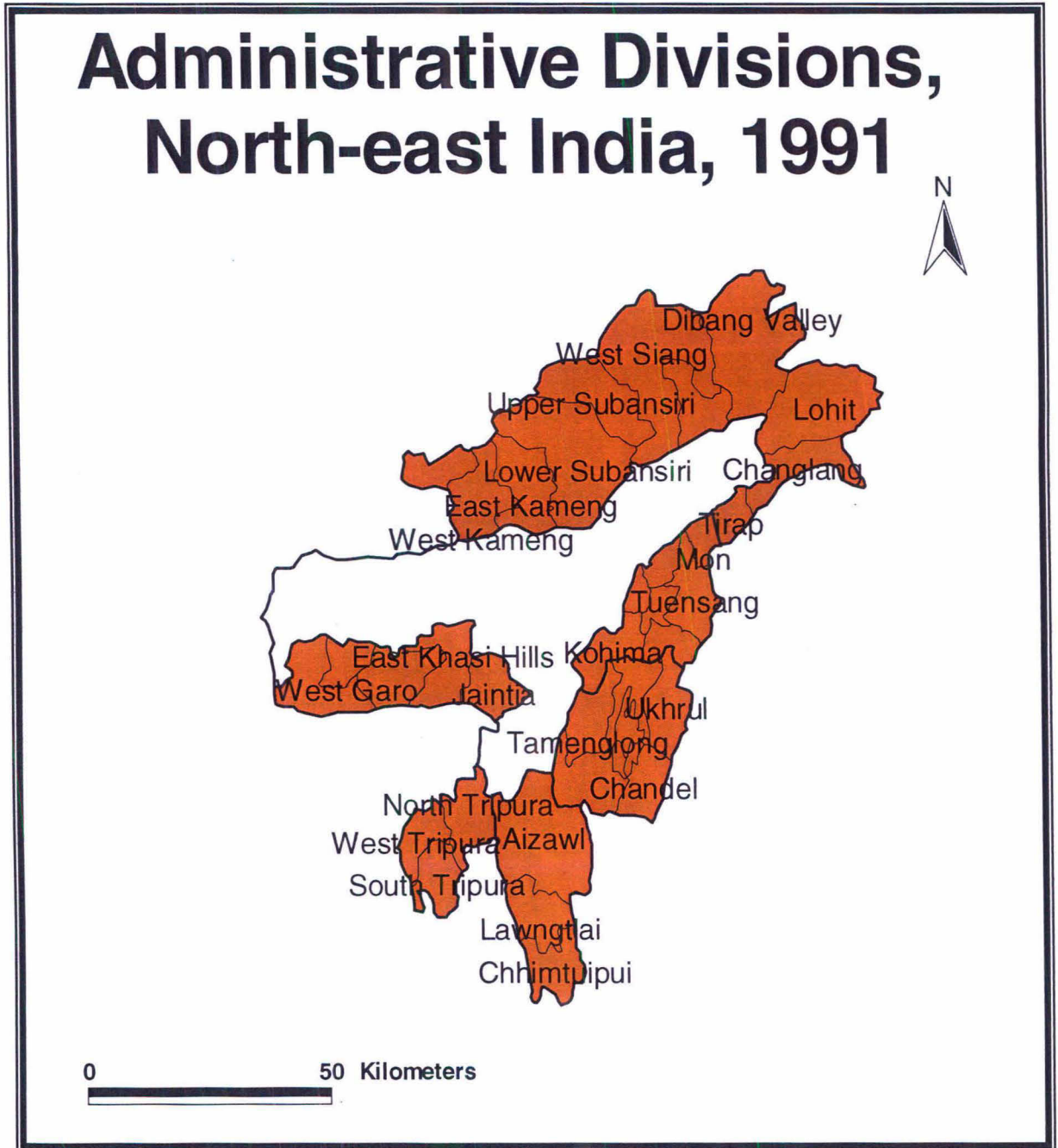
The northeastern states of India, excluding Assam is taken as the study area for the tribal education. Numerous indigenous tribes inhabit the region and scheduled tribes dominate most of the states. Assam is excluded from the study because Assam shows more similarity with the Indian mainland than the other states of the region both geographically and culturally, moreover, Assam has very less concentration of scheduled tribe population, and it's only around 8.0 percent of the total population.

¹⁴Ninth five year plan, 1997-2002, New Delhi, Planning Commission, Govt. of India, 1998

¹⁵

National Policy of Education, 1986, New Delhi; Ministry of Human Resources Development, 1986

Figure 1



1.5: Objectives

The present study has been tried to explore the various aspects of the educational development of the tribes of north-east India. Keeping in view the above aspects, the following objectives have been laid for further research in the issue.

- i) To evaluate the levels of tribal literacy in the region.
- ii) To measure the progress in the literacy from 1981-91.
- iii) To examine the disparities in literacy among the tribes.
- iv) To access the level of educational development among the tribes emphasizing on enrolment, drop-out etc. at various level.
- v) To access the progress – 1981-91.
- vi) To measure the disparities in the levels of educational attainment.
- vii) To identify the areas which lagging behind in educational development.
- viii) To examine the causes behind the constraint of the tribal education in the region. Also to suggest some measures.

1.6: Research Question and Hypotheses

The progress of scheduled tribe is closely related to their educational development, it is more so in the present changing world because of the fact that education played a crucial role, shaping the society in more advanced form.

But it's not the case with this unprivileged people. Scheduled tribes are still in behind in educational development than other communities in India. Moreover, the regional disparity is more common in educational development. Some regions or tribes are more advanced than other region or tribes.

The educational development of the tribes of north-east India is far better than the central India tribes or elsewhere in India. Now, in this study, the level of educational development is the tribes of North-East India are tried to access. Although, educational development in North-East is considered better than other tribal areas of India but the scenario is not same across the region. The region itself suffers from inter-state or inter-regional disparity in educational development. Some states are the far better than the others. So, in this study, the dimension of educational development of the region is tried to explore, taking into account various indicators, like literacy rate, enrolment ratio, drop-out rate, work participation rate etc., in order to ascertain a clear picture of educational development of the region. Basically in this study, it is tried to examine the regional disparity in educational level, against the popular believe that the tribes are educationally better off in the region as a whole. So, the main emphasis will be on the indicators of educational development as well as disparity level of tribal education of North-East India in this study.

Here also some hypotheses have been laid to look into the matter more closely:

Hypothesis 1:

1. There exist an inverse relationship between the case of tribal population and the level of educational attainment.

Hypothesis 2:

2. There is a positive co-relation between literacy and urbanization.

Hypothesis 3:

3. The higher female literacy of any region or state led to the higher educationalal development (Literacy, enrolment ratio etc.) of the girl child.

Hypothesis 4:

4. Higher the work participation rate of female in primary sector lower will be the literacy rate of female.

Hypothesis 5:

5. The literacy rate of the hill tribes of Nagaland, Mizoram, Manipur and Meghalaya is higher than the other tribes of North-East, where Christianity is prevailing

1.7: Database

The data for the study are gathered from the secondary sources. In order to get the secondary sources of information, the Census of India and Sixth All India Educational Survey are used.

1. Census of India, Series-4; Part-ii-B; Primary Census Abstract; 1991 and 1981; States of North-East India
2. Sixth All India Educational Survey

1.8: Methodology

Methodology is a tool through which the research works are arranged in a systematic way. It's help to shape the theme in a coherent manner. The following methodology has been proposed. It's divided into two categories.

- i) Statistical and
 - ii) Qualitative
- i) Statistical: Its related to the using of statistical calculation in finding various relevant data for empirical study.
 - a) Growth rate: $\frac{\text{lit. in 1991} - \text{lit. in 81}}{\text{Lit in 81}} \times 100$
 - b) Disparity: It's used to look into the disparities of various data at district level.
 1. Disparity in literacy level between the tribal and non-tribal.
 2. Disparity in literacy of male and female
 3. Disparity in literacy in urban and rural areas for both male and female.
 4. Disparity in educational development at various level.

Modified Sopher's Index: For calculating disparity, modified sopher's index will be used.

$$DS = \text{Log } X_2 / X_1 + \text{Log } 100 - X_1 / 100 - X_2$$

Where, $X_2 > X_1$

In the observation X_1, X_2, X_3, X_4 (indicates as per cent) are replaced by $100-X_1$ and $100 - X_2$, the value of the index should become negative while its magnitude remain unchanged.

Kundu (Modified)

$$DS = \text{Log } X_2/X_1 + \text{Log } (Q - X_1) / (Q - X_2)$$

Where $Q > 200$ and

$X_2 > X_1$

C.Gross Enrolment Ratio=enrolment in class/Age Group*100

1.9: Research Design

Ch.1. The chapter includes- Introduction, statement of the problem, and its importance, problems of educating the scheduled tribes and approaches of the tribal education, research question and hypothesis, objectives, the study area, database and methodology and research design.

Ch.2. The second chapter covers the survey of literatures on the various aspects education of the scheduled tribes.

Ch.3. The Third chapter deals with the distribution pattern of the scheduled tribes of northeast and it's growth during 1981-91.

Ch.4. The Forth chapter covers the tribal literacy and it's disparities across the region. Growth rate of literacy during 1981-91 also discuss here.

Ch.5. In this chapter, an analysis is being made on the level of education attainment covering enrollment, dropout at various levels of education. The disparities of educational attainment at various levels are discussed.

Ch.6. An attempt is made on the correlates and determinants of various aspects of educational development of tribal people of NE India and a summary of conclusion and suggestions is given.

CHAPTER -II

AN OVERVIEW OF LITERATURES



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Not much work has been done in the field of tribal education in geographical perspectives. The work, which has been done, is historical, sociological or anthropological in context. So, most of the studies are socio-economic in nature and tried to relate them to the educational problems of the tribes. However, a growing interest has been developed among the geographers and educationist to the problem of tribal education. The various scholars like – N.K. Ambasht , K. Sujatha, Sita Toppo, Jaganath Pathy, Manhattan Kundu, Moonis Raja and Aizajuddin Ahmad and organization like ICSSR, NCERT, NIEPA, and various tribal research institute have attempted to look into the problem through various research projects and survey. Although, most of these studies are not purely geographical rather they are sociological, anthropological or demographical in nature. There are few studies, which tried to address geographical approach of the subject. But these are basically empirical in nature, which means mere interpretation of data. So, location specific matter is not directly dealt with. Most of the studies tried to generalize the tribal education as a whole and emphasized on same approach for all the tribes. However, the tribal society is not the same everywhere,



their culture, way of living, and even attitude differ from place to place. So, keeping in mind all these pros and cons, their problem should have addressed in geographical perspective.

Here, an attempt has been made to look into the existing literature of the subject so, that the problem can be understood properly and existing gap in-between the studies can be addressed. To get in this means, the following approaches have been worked out.

APPROACHES:

1. Historical
2. Socio-Economic
3. Institutional

The existing literatures are analyzed under the above given headings. Here the problem is addressed into three approaches under which various literatures including. The historical approach tries to look into historical development of the concepts of tribes and their socio-economic development as well as educational development. On the other hand, socio-economic approaches deal with the various economic and social factors responsible for the development of tribal education. And lastly, institutional approach seeks the literacy pattern and educational attainment of tribal population in relation to educational facilities and the various schemes and legislature measures for tribal people.

2.1: Historical

The historical approach refers to the historical accounts of the evolution of the concepts of tribes and various socio-economics attributes responsible for the

backwardness of the scheduled tribes. In the British period the concepts of tribes emerged which they used to refer the people who used to live in the secluded and inaccessible places. At that time the educational facilities did not reach to this people, because the British left them as they were. It's only after independence, a lots of attention has been paid to educational development of the tribes. Earlier most of the studies carried out by the historians and anthropologist who are basically the evolution of the tribe, their society, and culture are addressed.

Rowney¹⁶, Elwin¹⁷ Hutton¹⁸ has tried to explain the various tribal groups and their society. Furer Heimendorf¹⁹ and Karotemprel²⁰ also describe the various tribal group. The tribes connote the primitive people who live in the secluded and inaccessible areas. They even called barbarian, wild by the European. So, it comes from the western countries. But the debate has not been ended here only. Various scholars try to define it: ²¹Ghurye²² has given a general description of the scheduled tribes during the British rule. He says that the impact of the missionaries and the development of the communications led to the sudden increase in beneficial contacts resulting in the change in the educational level of the tribes. Keeping in the same tune Pathy²³ tries to focus the ways of the development of various ideas on tribes in the background of different socio-political dimension affected through the ages. He also tries to critically evaluate the various views

¹⁶ H.B.Rowney, '*The Wild Tribes of India*', London, 1882.

¹⁷ Elwin Verrien, '*The aboriginal*, Humphey, Milford', Bombay, 1942.

¹⁸ Hutton, J.H. '*Sema Naga*, Oxford, 1968'

¹⁹ Furer Heimandorf, C.V., '*The Tribes of India-the Struggle foe sevivals*, Oxford 1992.

²⁰ Karotemprel, S.(Ed)". '*Tribes of Northeast India*," Firma kim, culcutta, 1984.

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²² G.S.Ghurye, " '*The scheduled tribes*', polpular Prakashan Bombay, 1963

²³ J.Pathy, " '*The Idea of Tribe and the Indian scene*", Man in India, vol.64, no.4, Dec. 1984

of on tribes by various scholars and questioned the validity of the meaning in the background of reality.

Some scholars, giving historical accounts of the facts, also discuss the socio-economic attributes, which are responsible for the backwardness of the educational development of tribal people. Ahuja²⁴ giving historical background and constitutional provisions of the tribal people emphasized that the main reasons of the slow progress of education among the tribal is attributed to the problem of wastages and stagnation. On the other hand, Khurana²⁵ attributes the educational backwardness of the tribe to the age old social and cultural handicapped as well as environmental factors which made the leading conditions of the tribal deplorable. He also emphasized on the developmental programs on education in this areas as a part of national commitment. Heredia²⁶ says that the bias of the system hit hard the people of lower strata. The reason for the failure of tribal education in India is not just economic. For, too, long the internal constraints of the system and socio-cultural context of the community been neglected. So, it's the mismatch between educational institute and tribal life, which has been responsible for a colossal economic and human wastage. Sinha²⁷, has defined tribes as 'peasant society', which maintain an egalitarian segmentary social system guided entirely by non-literate ethnic tradition.

2.2: Socio-economic

²⁴ G.C.Ahuja, "Educational wastage and stagnation among the tribale children" Journal of Indian Education, Vol 6, No.1, 1980

²⁵ G.Khurana, " Approach to Education to Schedule Tribes' Education" Quarterly, vol-30.no-1.1978

²⁶ C.H.Rudolf, " Tribal Education: The down world spiral: Journal of Education and Social Change, VOL-6, NO-2 1992

²⁷ S.Singh, "Tribes and Indian Civilization: A perspective:", Man in India, vol-60, June 1980.

Socio-economic approaches refer to the social and economic factors responsible for the development of tribal education. The social condition of the tribes directly affects their educational attainment. Because historically these people are living in isolation and their relationship with non-tribes is very limited. So, their approaches to education are also different from general population. Moreover, the economic factors like income of the parents and their occupations are also responsible for the educational development.

Some of the scholars studied the impact of education on social life of tribal people. Most of them tried to show how modern education changes the social life of this people. Rathniah²⁸, deals with the ecological, socio-economic and administrative problems face by the Rajgonds, of Adilabad district of Andhra Pradesh. Kamat²⁹ discusses the features of social changes associated with the advance education among the scheduled caste and scheduled tribes. It considered this engages within the segment of the scheduled tribes and its relation to Hindu society. He also highlighted the problem of assimilation of tribal society to greater Hindu caste society. On the other hand, Sachchidanand³⁰ examines the directions and speed of social change in Arunachal Pradesh. As the other part of the India, so in the region the process of development has lead to a relationship of dependence between the advance region and the developing region in the same way as between an advanced country and a developing country.

Another point largely being highlighted by studies on tribal education is the role of the Christian missionaries in the propagation of education among the tribal

²⁸ E.V.Rathniah, *Structural constraints in Tribal education: a regional study*; Sterling NewDelhi.1977.

²⁹ A.R.Kamat, " *Education and Social change amongst the SCs and STs*" Economic and Political weekly, vol-XIV.no-31, 1981

³⁰ S.Sachchidanand, " *Economic Development, Education and Social change in Arunachal Pradesh,*" Man in India.vol-65 no-1, March 1985

community. It's through the initial efforts of the Christian missionaries that education has made its first impact on many tribal societies in India. As a result the Christian tribal of today are found to be more educated than the non-Christian tribal. Dubey³¹; Nambissam³², Kamat³³.

Toppo³⁴ discusses in detailed of the education of Oraon tribes. He also examines the Christian missionaries as an agent of imparting education. He also discusses the rule of Dhumkuria, the traditional organization for educational socialization in the community.

The contribution of the Christian missionaries towards the educational development of the northeast tribal has been observed by several studies on tribal education. Kuzhipalli³⁵, observe that the Christian missionaries were the chief agent of exploration establishment, and explanation of education among the tribal of north east India. The missionaries made tangible literary contribution to Assamese, Garo, Manipuri, Mikir, and different Naga languages. They provided facilities for English education and at the same time encouraged education in regional languages.

³¹ S.M.Dubey, "Education Social change and Political consciousness among the tribes of North East India" in K.S. Singh," (Ed); The Tribal situations in India, IAS Shimla, 1972.

³² G.Nambrissan "Education and Occupation and mobility among the STs of Bihar" unpublished M.Phil. Dissertation, JNU, 1978

³³ Ibid

³⁴ Sita Toppo, " Dynamics of Educational Development in Tribal India" Classical Pub.New Delhi.1979

³⁵ Kuzhipallil, " The impact of Catholic Mission on Education, Literature and Social Life of the north –east India (1890-1980),with special reference to Don-Bosco Philosophy of education" unpublished Ph.D Thesis.G.U. 1981

Like wise Dubey³⁶, found a positive relationship between Christianity and the level of educational development among the tribes of north-east India. According to him Christianity has played an important role in motivating the tribal for higher and professional education, especially among the tribal females. This in turn leads to a gradual breakup from the past traditions and customs. The converted tribals of hills are more westernized in their ways of life than those non Christian Tribes of the plain areas. Moreover, the growth of education also influences the political participation and awareness of the tribal community in the region.

On the other hand, Mahapatra³⁷ has tried to disprove with the general notion that the missionaries have brought socio-economic developments in the tribal community. He further stated that except for the educational development and the changes in natural cultural of the communities the impact of Christianity is not seen anywhere.

Some scholars also have highlighted the economic factors, such as income and occupation of parents. Sachchidanand³⁸, while discussing the education of SCs/STs of Bihar found that 30% from Santhal Paragana and 40% of Singhbhum are those students who are desirous to obtain higher degree. 80% of this tribal child study 3 to 4 hours a day and get encouragement from parents. He further says that the level of father's education and economic conditions cannot be undermined on any account. In another study by Hemlata³⁹, found that the gap between poor and the rich tribal student is very wide. From empirical evidence she tribe to establish that the present education system only concerned

³⁶ Ibid

³⁷ P.K.Mahapatra, "Conversion to Christianity" Man in India, Vol-XLIX, NO-3, 1069.

³⁸ S.Singh, " Education among the Scheduled Tribes and Schedule Caste in Bihar," ICSSR, New Delhi

³⁹ T.Hemalata, " Tribal Education" Himashu Pub. Udaipur, 1989.

with the tribal elite, it failed to reach the interior areas. The author argues that some alternative model of education should be developed which can help tribal integration. Ambasht⁴⁰ in his study of tribal education in Ranchi district found a close relationship between education and economy in so far as the uneven attendance in schools in different seasons is concerned.

2.3: Institutional

The institutional factors broadly cover the literacy pattern, the educational attainment along with the problem of tribal education and academic performance of scheduled tribe's students in relation to the existing educational facilities and the legislative measures taken by the governments. Various authors and scholars have studied the tribal education keeping in view the above-mentioned approaches.

The educational development among the STs is very slow. Its only a post-independence phenomena where tribal education and development shows some progress. Various authors try to show the progress with the empirical evidence. Chalam⁴¹, in his study found that the progress is very slow. The coefficient of equality is although good at primary level for a STs than SCs, but in higher level its not looks good. Like wise there are some studies pertaining to specific tribe of north-east, discussing about their educational development. Hungyo⁴² has studied the educational development of the Tangkhul Naga of Manipur. Pakhuongte⁴³, discusses the educational development of some of the major tribes of north-east. He observed that at the state level a significant

⁴⁰ N.K.Ambasht, . "A Critical Study of Tribal Education" S.Chand & co.delhi,1970

⁴¹ K.S.Chalam, "Education and Weaker Section", Inter India Pub. New Delhi, 1988.

⁴²P.Hungyo, "Tangkhul" in Das Gupta et.al ed. *Tribal Education in India*, ASI, Calcutta, 1984.

⁴³ R.Pakhuongte, "Level of Educational Development among the Selected Tribes of North East India; A Geographical interpretation" unpublished Dissertation JNU,1991

proportion of literate persons without having educational level among the tribes. It's significantly high where majority of the tribes are Christian. Also, the technical and non-technical diploma courses are quite unpopular among the tribes of north-east.

Some scholars also highlight the educational facilities in relation to tribal education. Ambasth⁴⁴, in his study found that with the opening of schools the role of youth dormitories diminished and in a state of decay among the Oraon of Bihar. In another study Rathniah⁴⁵, found that schools with hostel facilities and schools located at road sides were more favorable for extension of education. Lakshmaiah⁴⁶, in another study stated that Christian missionaries' schools were faring well as compared to the schools under the government management.

Academic expects of scheduled tribe students like performance at schools, and many scholars as far as other lower caste is concerned highlight equality. Sujatha⁴⁷, studies the distance between STs and non-STs, taking literacy as an indication, is found that the overall inequality among STs is less in socio-economically and educationally advanced Telengana region, which are medium developed. Nautiyal and Sharma⁴⁸, analyses the educational achievement of SC and ST across the state, taking enrollment as an indicator. It has been found that during the period 1960-61 and 1970-71 a sharp decline in the coefficient of educational equality in several states. Moonis Raza,

⁴⁴ Ibid

⁴⁵ Ibid

⁴⁶ T.Lakshmaiah, " *Education and Social Change: A study of Tribal Study*" Man in India, Vol-71,no-4 Dec.1999

⁴⁷ K.Sujatha " *Inequality in Educational Development of Tribals: A case study Andhra Pradesh*" Journal of Educational Planning & Adminastration,vol-1,no-2.1987

⁴⁸ K.C.Nautiyal and Y.D.Sharma, " *Equalization of Educational Opportunities for SC & ST*" NCERT Delhi 1979

Aijazuddin and Nuna⁴⁹, studied the literacy situation among the STs of India in 1981. It's found that disparity is there across the regions. It has attempted to explain the present state of educational backwardness of the tribal by measuring physical accessibility to the schools of different levels of tribal population. Chaudhary⁵⁰, in another study tried to find out whether the extent of dropout and stagnation among the pupils belonging to SCs and STs and other caste who receive education in the same situation varies or not. But the data did not confirm that incidence of dropout and stagnation occurred more among the STs Pupils compared to pupils of other castes. Here tribal situation is a determining factor. Dash⁵¹ studies the inequalities in educational development of tribal of Orissa, taking literacy as an indication. It's found that highest variation is in the case of females of both rural and urban and the relative deprivation of the ST rural female population is more. Sinha⁵², also studied the various aspects of equalization measures emphasizing on literacy and enrolment and co-efficient of equality during the period 1960-61 and 1970-71.

The tribal education is marred by myriad of problems. Various scholars also highlighted this aspect of. India is passing through a crisis. Stress and strain create various social groups and regions, which are at loggerhead. It's because of inability to live a better life. This is possible only if the development strategies are so design that they shed their urban and elite bias. It cans possible only through modernization of

⁴⁹ Aijazuddin,A. and S.C.Nuna, " *Tribal Educational: shadows of uncertain future*" Journal of Educational planning and administration, Vol 1 No-2, 1987

⁵⁰ N.D. Choudhary, "Dropout and Stagnation in a tribal situation" Education Quarterly,Vol 26, No.-2,1974.

⁵¹ Dash T.R. "Inequality in Educational Development of Tribes of Orrisa" Journal of Educational Planning and administration, Vol -5, No.-1 Jan.,1991.

⁵² Rita Sinha, "Equalization of Educational Opportunities- SC & STs: Problems and Future Strategies", Man in India, Vol-76, No-2. June 1996.

education. The challenges of social distance, alienation and deprivation are sought to be resolve as a development frame through the nexus of education. The segment of tribal population of India has suffered at the wake of planned economy development. Education can only play a major role in reducing this distortion 'Aijazuddin'⁵³. Like wise Mathur⁵⁴, Kundu⁵⁵, also highlighted the problem of tribal education. Ambasth⁵⁶, said that the modern education has changed the tribal culture and way of living of tribes. The tribal education does not really look sound as the data shown. Instead it's plagued by myriad of problems and these are caused by the attitude of tribal people, household condition, school environment etc. Lakshmaiah⁵⁷, on the other hand compared the government managed schools and Christian missionaries schools. He found that even in missionary schools, use of alien medium of instruction, lack of sufficient utilization of stipend and scholarship, improper implementation of incentives schemes and conflicting relations of government and Christian management acted as constraints. Kundu⁵⁸ has discussed the problem of tribal education. He states that the problem of attitude of association of tribal people, more stress on concession measures in education, tribal language and culture and social-economic condition, wrong teaching methods and non-tribal teaches and alien text-books are the major problems of tribal education.

The tribal education witnessed more attention after the independence. Government pay special attention for this section of people, various committees and

⁵³ Ibid

⁵⁴ N.N.G.mathur, " *Problems of Tribal Education: past, present and Future*", Shiva Pub.,Udaipur-1994

⁵⁵ M.Kundu " *Tribal Education: New perspective*" Gyan Publishing house, Delhi,1994

⁵⁶ Ibid

⁵⁷ Ibid

⁵⁸ M.Kundu " *Tribal Education in India: some Problems*" Journal of Indian Education,vol-10,no-2,1984

commissions are constituted to look into the matter. Moreover, various constitutional provisions and legislative measures are taken to safeguard this unprivileged people. Here some of the studies are highlighted which help to look into the matter more vividly.

After independence the government for the first time constituted a commission to look into the tribal education, which is known as The Dhebar Commission,(1961)⁵⁹. It pointed out that the poor economic conditions of parents, lack of proper equipment, in schools and communications facilities, unsuitable schools, medium of instruction through the unknown language and appropriate contexts and coverage of syllabus were major hinders. Similarly, the Kothari commission (1964-66)⁶⁰ also made similar observations. Similarly, various scholars' studies were various legislative measures undertaken by government.

Sujatha⁶¹, discusses the various policy measures of tribes of by governments. The educational development is very slow among the tribes even after 40 years of independence and it varied widely leading to serious inter-state and inter-group disparities. The approaches and policies for tribal education had undergone considerable changes over the period of time. The post independence period witnessed three distinct phases – community development approach, multipurpose integrated development approach, and sub-plan approach. The policies adopted since British period have been largely based on micro-perspective, which does not reflect the tribal reality that is characterized by heterogeneity and as well as inter-group and inter-state disparities. Like

⁵⁹ Dhebar Commission 1961: "Report of The Scheduled Areas and Scheduled Tribe Commission" Govt. Of India

⁶⁰ Kothari Commission 1964-66, Govt. of India

⁶¹ K.Sujatha, "Tribal Education in India: A Review of Policies", Perspectives in Education Vol.4, No.4, 1998

wise Shah and Agrawal⁶², also discusses the protective discrimination policies of government. Pathy⁶³, discusses the various provisions of the constitution and policies of government for tribal and shows that despite all these tribal education grows unevenly in terms of community, region, class.

From the discussion of the exiting literature it has been seen that most of the work in the field of tribal education is general in perspective. Most of the works try to cover tribal education as a whole without looking into the space specific matter, that's means geographical aspect. It tries to treat the subject entirely in general perspective. Nevertheless, some geographers like Moonis Raja, Aijazuddin Ahmed made humble efforts to highlight the subject in geographical perspective. But such efforts are very limited. Moreover, the region specific approach is not attempted by the scholars. Whatever works have done in this field tried to look the subject as a whole, completely ignore the geographical point of view. So in this background, an attempt has been made to look into the subject in geographical perspective emphasizing on a region considered to be somewhat common in phsiography.

⁶²Vimal P.Shah and Agrawal, (ed.) *"Reservation: Policy, Programmes and Issues"*, Rawat, Jaipur, 1986.

⁶³ Jaganath Pathy, *"Tribal Education: Intensions, realities, challenges and tasks-some reflections"*, The Eastern Anthropologists, vol.29, no.3, July-Sept., 1976.

CHAPTER-III

SPATIAL PATTERNING OF DISTRIBUTION OF THE SCHEDULED TRIBE OF NORTH EAST INDIA

3.1 Introduction

The spatial pattern of distribution and concentration of the Scheduled Tribes population of North East is very much essential for proper understanding of the tribes itself, associating them with space in relation to various socio-economic factors which have significant impact on the educational processes of the tribes. The distributional aspect of Scheduled Tribes population is very much essential to understand the educational attainment over the space, as it will give a proper base in analyzing the educational attainment of the tribes in the study. Here the distributional pattern of the tribes is analyzed in terms of general pattern as well as rural-urban distribution pattern. Finally the growth of population of the Scheduled Tribes from 1981 to 1991 has been analyzed, so that it can help to ascertain whether educational progress among the tribes is keeping pace with the population growth or not.

This chapter has been classified into two sections. The first part described the general pattern as well as the rural-urban distribution of

the Scheduled Tribes. The last section covers the growth patterns of the Scheduled Tribes of the North East India.

From the numerical point of view the tribal population doesn't constitute a significant proportion of the country's population. There were 67.75 million tribal out of a total population of 846.0 million in 1991⁶⁴It accounts for 7.95 percent of the country's total population. They belong to different ethno-lingual groups, profess diverse faiths and are at disparate levels of socio economic development⁶⁵. They represent a vast variety in their modes of economy from food gathering and hunting state to the modern mode of living.

India is the homeland of 427 tribal communities. Around 200 tribal groups are found in Northeast India itself. So, this region is very much dominated by tribal population. The tribal population of the Northeast India doesn't constitute a significant proportion of the tribal population of the country. But the percentage of the tribal population to the total population of the region is highest in the country. By and large the tribals are significantly in majority in the region except Assam and Tripura.

The term 'Scheduled Tribe' itself doesn't signify any rationally recognized category as Scheduling of the communities is made on an ad-hoc basis and moreover it is politically motivated. The Census of India has recognized many of the tribes as Scheduled Tribe, in spite of the fact that most

⁶⁴ Census of India-1991

⁶⁵ Moonij Raja, A. Ahmad & others, *The Tribal Population Of India-Spatial Pattern Of Clustering And Concentration*, 1976

of them have broken away from their traditional mode of production. The tribe displays a strong tendency of concentration and clustering in their spatial distribution. Apart from the ecological and historical factors operating through hundreds of years, there are other factors, such as, ethnic and linguistic homogeneity, which have acted as a binding force in the process of their spatial dispersal in the different region of the country.

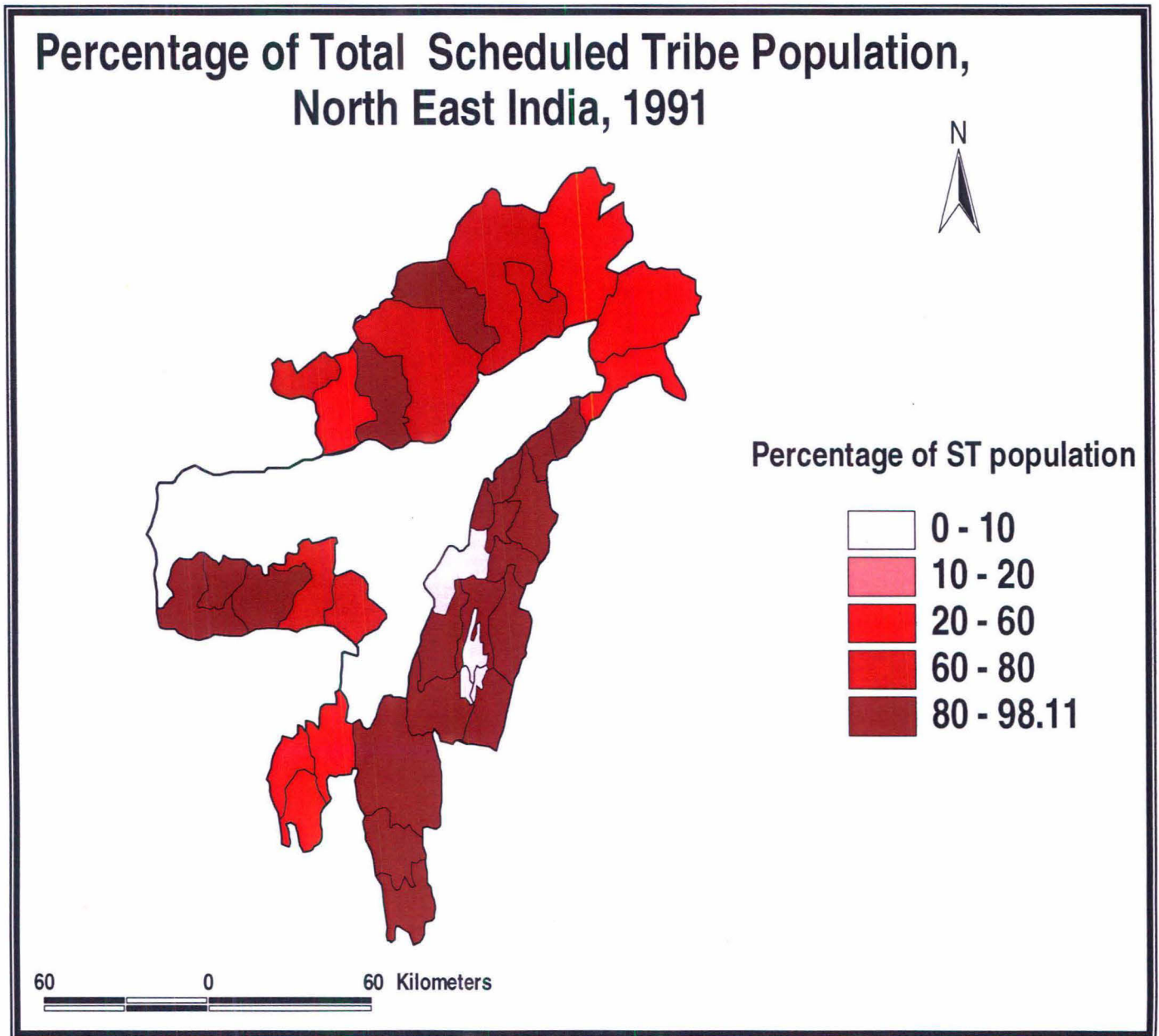
Ethnically there is a predominance of the Mongoloid racial type among the tribal communities of the hills of Northeast India as well as the adjoining countries (Sikkim, Bhutan, Tibet, China, Burma, Thailand, Laos, and Cambodia)⁶⁶. In this chapter a general description of the distributional pattern of the 'Scheduled Tribe' has been depicted.

3.2 General Distribution Pattern

Northeast India is a land of tribes. In most of the states, tribals dominate the composition of the population. There is a striking feature seen in the region regarding the tribal population is that the hilly areas of the region are inhabited by the tribal population. Plain areas are mostly occupied by non-tribals. Some of the districts of the region have more than ninety percent of the population as tribals, which is in stark contrast to the other parts of the country's tribal population.

⁶⁶ B.K. Royburman, "*Integrated area approach to the problems of the hill tribes of NE India*" In K.S. Singh (ed)-Tribal Situation in India" IIAS, Simla 1976

Figure 2



In the hilly areas of the Northeast from Arunachal Pradesh to Tripura, the tribal people dominate. In some parts of the districts, more than ninety percent of the population is tribal. Mizoram is one such state, which is almost entirely occupied by the tribal people. From the data, it is seen that districts like Tamenglong (96.59 p.c.) Churachandpur (93.49p.c.) from Manipur, Jaintia hills (95.50p.c.); West Khasi hills (98.11p.c.) and East Garo Hills (96.83p.c.) from Meghalaya, and all three districts of Mizoram, namely Aizawl (94.75p.c.); Lunglei(94.41p.c.)and Chhimtuipui(95.55p.c.)and districts like Phek(94.08 p.c.);Zunheboto(97.07);Wokha(92.65p.c.) Mokokchung (92.65p.c.); Tuensang (95.10p.c.) And Mon (92.15p.c.) from Nagaland have more than ninety percent of population as tribal.

The valley region of Manipur has very less tribal. As it has been seen from the data that Thoubal (0.97p.c.), Bishnupur (5.30p.c.) and Imphal (4.77.p.c.) have insignificant tribal population. In Tripura, only the south Tripura has more than 30p.c. population as tribals.

Taking the concentration of the tribal population in the country and the proportion of their total population into account, we find that the districts, which have shown a high concentration of tribal population as proportion of their total population have very meagre share of the total population of the country. For example, the most of the states of northeast India have dominated by tribal population, but their share to the total tribal population of the country is very less. Only some of the districts, namely, East Khasi Hills(0.77), West Garo Hills(0.57) from Meghalaya; Aizawl(0.71) from Mizoram and West Tripura(0.48) and South Tripura (0.48) have shown little share of tribal population

to the total tribal population of the country. And the rest of the districts had shown a negligible share. However, most of these districts are predominantly tribal.

From the spatial distribution of the tribal population, it is evident that most of the tribal population is concentrated in areas by and large negative for settled agriculture or inaccessible and isolated tracts of the regions. i.e. in the hilly areas of the region.

3.3 Rural Urban Distribution

The tribal population shows a tendency to settle in the remote and inaccessible areas of the country since early period. Other communities till recently do not penetrate their habitants. So, their mode of living was primitive, little influenced by the modern mode of living and technology. Hence, their society is predominantly rural based .In India; most of the tribal population, including even the northeast Indian tribes lived in the rural areas. It is evident from the data that the tribal population of northeast India is rural based except Mizoram.

The tribal population of northeast is living in rural areas. All the states, except Mizoram, have predominantly rural population as more than ninety percent of tribal population live in rural areas in this region. It is 94.18 percent in Arunachal Pradesh, 91.61percent in Manipur, 92.38 percent in Meghalaya and 98.35 percent in Tripura.

If we look at distribution of rural-urban tribal population, it is seen that the rural tribal population has dominated most of the districts. It is also seen that some of the districts like Tawang, Upper Subansiri, and Changlang from Arunachal Pradesh; Senapati, Tamenlong and Ukhrul from Manipur and Tuensang (Nagaland) have cent percent

population in rural areas. In Tripura, almost all the three districts have almost hundred percent populations living in rural areas.

There are large numbers of districts, which have high proportion of rural population to total population. Some of the districts that have more than ninety percent of the population living in rural areas are West Kameng, West Siang and East Siang, Dibang valley, Lohit and Tirap (Arunachal Pradesh); Chandel (Manipur); all the districts of Meghalaya and Tripura and Phek and Mon (Nagaland). There are only two districts in Northeast India where share of the rural population is less than 50 percent are Imphal (57.27 p.c.) and Aizawl (53.52p.c.).

The tribal population is basically rural based. So it is not a striking fact that in northeast India, proportion of tribal population living in urban areas is very less. Except Mizoram, all other states have very less urban population.

The state wise distribution of tribal population living in urban areas is very less. It is only 5.82 percent in A.P., 8.39 percent in Manipur, 7.62 percent in Meghalaya, 12.05 percent in Nagaland and 1.65 percent in Tripura. But in Mizoram, it is as high as 45.22 percent of the total tribal population. If we look at the district level, it has been observed that only few districts have quite a good proportion of total population living in urban areas. Districts like Aizawl (53.52percent); Lunglei (38.16percent) in Mizoram and Imphal (57.27 percent) have quite a large share of total tribal population in urban areas. Some of the districts of the region also witnessed zero percent of urban population to the

total tribal population. Districts like Tamenglong, East Kameng, Upper Subansiri, Changlang, Senapati, Tamenlong, Ukhrul, Tuensang show zero percent urban population.

Although most of the districts have dominant rural population, some of the districts show a significant proportion of the total tribal population living in urban areas. Some such districts are Lower Subansiri (12.73 percent) of Arunachal Pradesh, Churachandpur (17.7 percent), Thoubal (18.32 percent), and Bishnupur (11.60 percent) of Manipur, West Garo hills (9.82 percent) of Meghalaya and Chimtuipui (13.52 percent) of Mizoram and Kohima (19.8 percent); Wokha (15.4 percent), Zunheboto (10.6 percent) and Mokokchang (13.02 percent) in Nagaland. On the other hand, all the districts of Tripura have insignificant tribal population to the total population in Urban areas. So, it has been seen from the above fact that the proportion of total tribal population of the northeast India is rural population.

3.4 Growth of the Scheduled tribe population (1981-91)

The scheduled tribes constitute 8.08 percent of the total population of the country. Its share in the total population is marginal. So the higher growth will hardly effect the total population of the country. But in the district level, higher growth rate directly effect the total population composition. Notwithstanding, some of the district of northeast India has experienced higher growth of tribal population than the non-tribes.

The growth rate of the tribal population between 1981 to 1991 is positive in all the states of the Northeast India. In district level, except few districts, most of the districts experienced considerably higher growth rate. There are three districts in Manipur, which witnessed considerably high growth rate, in fact more than 100 percent, viz, Tamenglong (184.8 percent), Bishnupur (145.83 percent), and Imphal (143.10 percent). There are altogether 10 districts, which witnessed more than 50 percent but less than 100 percent growth rate. Out of these ten districts, five districts are from Nagaland. Mon (95.56 percent), Kohima (76.08), Zunheboto (60.34percent) etc witnessed a considerable higher growth rate. On the other hand, few of the district of Arunachal Pradesh experience less than thirty percent growth e.g. Upper Subansiri (19.11 percent), West Siang (13.23 percent), East Kameng (15.62 percent). In fact, except three districts namely East Siang (34.70), Lohit (35.85 percent) and Dibang (30.11 percent) all other districts experienced growth rate between 30 to 50 percent.

The factors responsible for the high growth rate of population are natural increases due to high fertility minus mortality and migration pattern. But in this study, these indicators of high growth rate are not taken into account. So, it is very difficult to ascertain which factors are responsible for high growth rate of population in Northeast India. Nevertheless, it is generally considered that the fertility of tribal population is high. But, it also must be taken into account that along with high fertility rate of tribal population, their mortality rates are also bound to be very high. So it neutralized the effect. On the other hand, spread of education or high literacy rate led to the awareness of population control. Even though the tribal population of the region is much better in education level or literacy rate, growth rate of population is very high. So, it defies all the logic why the region witnessed high growth rate among the tribal population.

CHAPTER- IV

LITERACY RATES AND DISPARITY IN LITERACY

4.1: Introduction

Literacy is universally recognized as a powerful tool of social change. In fact, it is the necessary first step towards the attainment of education and higher goals in the life of an individual¹. The development of a society is measured by the rate of literacy of its population at a given point of time. In fact, the educational development is sometimes synonymous with literacy. As the empirical evidences bear up to the fact that any highly developed or modern society has a very high level of literacy, it means that the level of literacy gives an edge to a society over the others in the pursuit of a development strategy. In today's world, illiteracy is a great loss, which a country can't ill afford if it wants to follow a high growth trajectory. India is a pluralistic society with various communities living together with their individual trait and tradition and at different level of development. India has a billion plus population, of which a large chunk is illiterate. India cannot have the luxury of leaving this sizeable portion of population as illiterate. The

¹ Aijazuddin Ahmad and Sheel Chand Nuna, "*Tribal Education-Shadow of an Uncertain Future*" Journal of Educational Planning and Administration, Vol-1, No-10, 1987

various programmes and policies formulated during the planning periods are not enough to mitigate this grave problem. The 'scheduled tribe' population is the worst sufferer in this development indicator. The literacy level among the scheduled tribe population is very low in comparison to other communities in India. However, this low level of literacy cannot be viewed as the inability to learn of the tribal population. We have to understand the paradox of low educational ability of the tribal population. Historically, as the tribal population lived in remote and inaccessible areas or cul-de-sac for centuries, contact with the outside world was limited till recently. It has been hardly fifty years since their interaction with the mainstream population are established. Except for a few communities, familiarity with the modern education is even more recent. So, it is not unusual to find a very low literacy level among the tribal communities.

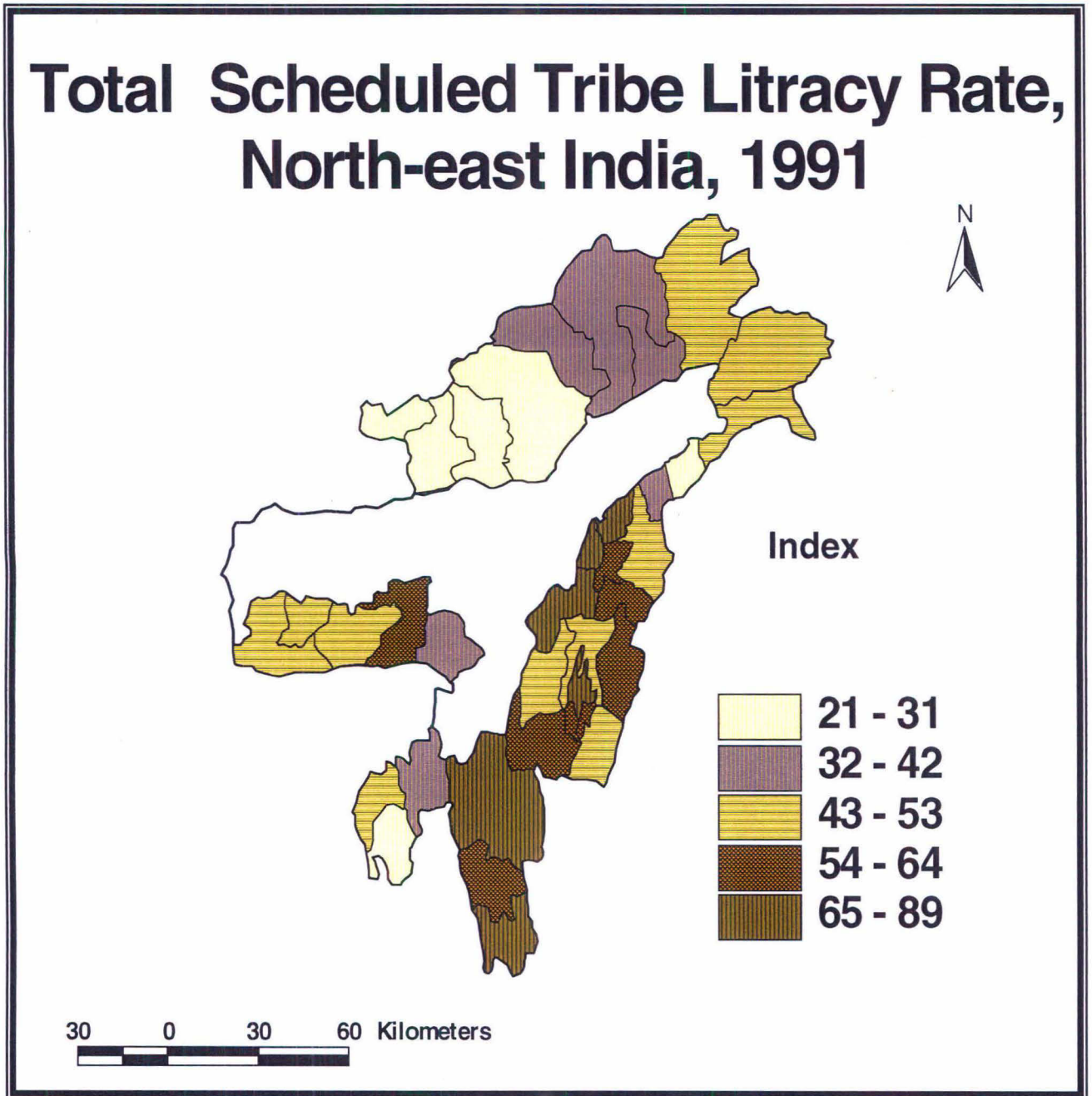
In this chapter, an attempt has been made to look into the level of literacy between the scheduled tribe population and non-scheduled tribe population and rural -urban literacy level of scheduled tribes and within the tribes among the rural urban and male-female. Thus, this chapter examines the inter and intra tribal variations in the literacy level taking rural-urban, male-female and ST and non- ST/SC categories with the district as a unit.

4.2: Tribal literacy in North-east India

The 'scheduled tribe' population in India constitutes 8.08% of the total population of the country. The literacy rate of the 'scheduled tribe' population of India is only 29.6 percent⁶⁸, whereas it is 52.16 percent in India as a whole. The literacy rate of the scheduled tribe shows that this group is still trapped in the very low level of literacy

⁶⁸ Census of India-1991

Figure 3



even after more than fifty years of independence. However, the scenario is not same for everywhere as some tribal communities are doing far better than the others

The northeast India is considered better in educational development as well as literacy rate. However, the picture is not so rosy if we compare it with non-scheduled population. Nonetheless, some states of the region witnessed high literacy level than the country as a whole. For example, Mizoram has an astonishingly high literacy rate of 82.71 percent for 'ST's, which is next only to Kerala in literacy rate. Moreover states like Nagaland also shows a very good literacy rate for 'ST's as it stood second after Mizoram, at a literacy rate of 60.59 percent. Even Manipur also testifies a better literacy rate at 53.63 percent. However, other three states are at below the national level in literacy. But, these states manage to perform better in 'ST's literacy than the national level literacy of scheduled tribes.

If we look at the data at district level, it has been seen that some districts of the region perform very well. There are altogether 17 districts out of 31 districts, which have more than 50 percent scheduled tribe as literate with Aizawl leading the list with the literacy rate of 88.76 percent. Some of these districts in this category show very high level of tribal literacy such as Aizwal (88.76p.c), Imphal (77.74percent), Lunglei (77.56.c.), Mokokchung (75.73%), Wokha (74.84%), Kohima (70.50%). The districts with fairly high tribal literacy are Bishnupur (60.51%), Ukhrul (60.25%), Churachandpur(57.41%), Thoubal (57.96%), Chhimituipui (59.12%), Phek (61.82%) and Zunheboto (63.97%). There are nine districts, where tribal literacy is between 40 to 50 percent. All the

districts of Northeastern region, except Tawang (20.80 %) and Tirap (21.89%) of Arunachal Pradesh, have higher literacy rate than the national level (29.60%).

4.3: Comparison with the non-scheduled population

The nonscheduled population has a high literacy rate than the ST population in most of the districts although the gap is not so wide as compared to the national level. At the state level, non-scheduled population in Arunachal Pradesh has a literacy rate at 53.73 percent. In state like Manipur, the literacy rate for non-tribal is 67.38 percent although it is 53.63 percent for the scheduled tribes. Meghalaya has also a huge gap around 20 percent between scheduled tribe and non-scheduled tribe population. In Tripura, the gap is highest where nonscheduled literacy rate is almost double than the scheduled tribe literacy rate. Mizoram is the only state where the scheduled tribe literacy rate outshines the non-scheduled population literacy rate. It is 75.34 percent for nonscheduled population whereas it is 82.71 percent for the scheduled tribe. At the district level, the situation is similar to some extent. Some of the districts have a very low scheduled tribe literacy rate than the non-scheduled population literacy rate.

In some cases, the gap is more than double, e.g. Tawang, where non-scheduled literacy rate is 60.58 percent and scheduled tribe literacy rate is only 20.80 percent, West Kameng(63.92 % and 30.0% respectively), North Tripura and South Tripura and Lower Subansiri. But some districts have higher scheduled tribe literacy rate than non scheduled population literacy rate. For example, Changlang(47.85 % for ST and

27.19% for non ST), Senapati, Thoubal, Bishnupur ,Imphal ,Aizwal, Chhimtuipui, Kohima and Wokha.

4.4: Rural Urban Distribution of literacy

It is a known fact that urban areas have higher literacy rate than the rural areas. Northeast India is also not exceptional. The literacy rate of the urban areas of northeast India is also higher than it's counterpart rural areas for the scheduled tribes.

In rural areas, the literacy rate for the scheduled tribe is low although it is quite high in comparison to the national average, where it is only 27.38 percent. Most of the states of northeast India are well above the national average in literacy. However, there are few exceptions such as districts like Tawang (20.80%), East Kameng (20.01%) and Tirap (20.01%) from Arunachal Pradesh are below the national level in literacy. Some of the districts in rural areas show higher literacy level (more than 50%). For example Churachandpur(52.49%), Thoubal (56.69%), Bishnupur (60.45%),Ukhrul (60.25) and Imphal (72.64%), from, Manipur,Aizwal (81.78%), Lunglei (67.37%) and Chhitsuipui (54.68%) from Mizoram; and Kohima (65.62%), Phek (60.89%), Zuheboto (61.75%) ,Wokha (72.03%) and Mokokchung (77.28%). The other districts of the region have moderate tribal literacy.

In urban areas, the literacy rate of the scheduled tribe population is quite high. Most of the districts experienced high literacy rate at par with some nonscheduled population. But, it can be also seen that some districts like Tawang, East Kameng, Changlang, Tamenglong, Senapati, and Ukhrul don't have urban population. The districts which have experienced very high tribal literacy (above 75%) are Dibang valley, Lohit and Tirap from Arunachal Pradesh; Churachandpur and Imphal from Manipur; Jaintia ,West Garo

and East Khasi from Meghalaya, all the three districts of Mizoram; Kohima, Phek, Zunheboto, Wokha, Mokokochang and Tuensang from Nagaland; and West Tripura and South Tripura. Of these districts, Aizwal leads the list with a literacy rate of 94.67 percent. Although urban literacy is very high for the scheduled tribe population, some districts still present a dismal picture such as West Kameng (45.42 %), Chandel (46.38%)etc.

Now, a comparison between rural and urban literacy of the scheduled tribe, bring the picture in a lop-sided way. The urban literacy of scheduled tribe is far better than the rural literacy. In Arunachal Pradesh, all the districts show a poor picture of literacy in rural areas where all the districts have below 50 percent in literacy although all the districts are above the national average of 16.10 percent. Same is the scenario in Tripura, where the rural-urban difference is abnormally high. In Manipur, the rural-urban literacy difference among the districts is between 10 to 15 percent. In Meghalaya, difference is quite high at the district level. The situation is no different in Mizoram, where, despite a very high literacy level at the district level, rural literacy level is low in comparison to the urban areas.

The non-scheduled population and the scheduled tribe population show a difference in literacy both at rural and urban areas, although urban areas have less difference in literacy than rural areas. In rural areas, some of the districts have much lower literacy for the STs than the nonscheduled population literacy. For example, districts like Tawang, West Kameng, East Kameng, Lower Subansiri, Tirap in Arunachal Pradesh, Chandel and South Tripura have much lower literacy of the ST population than

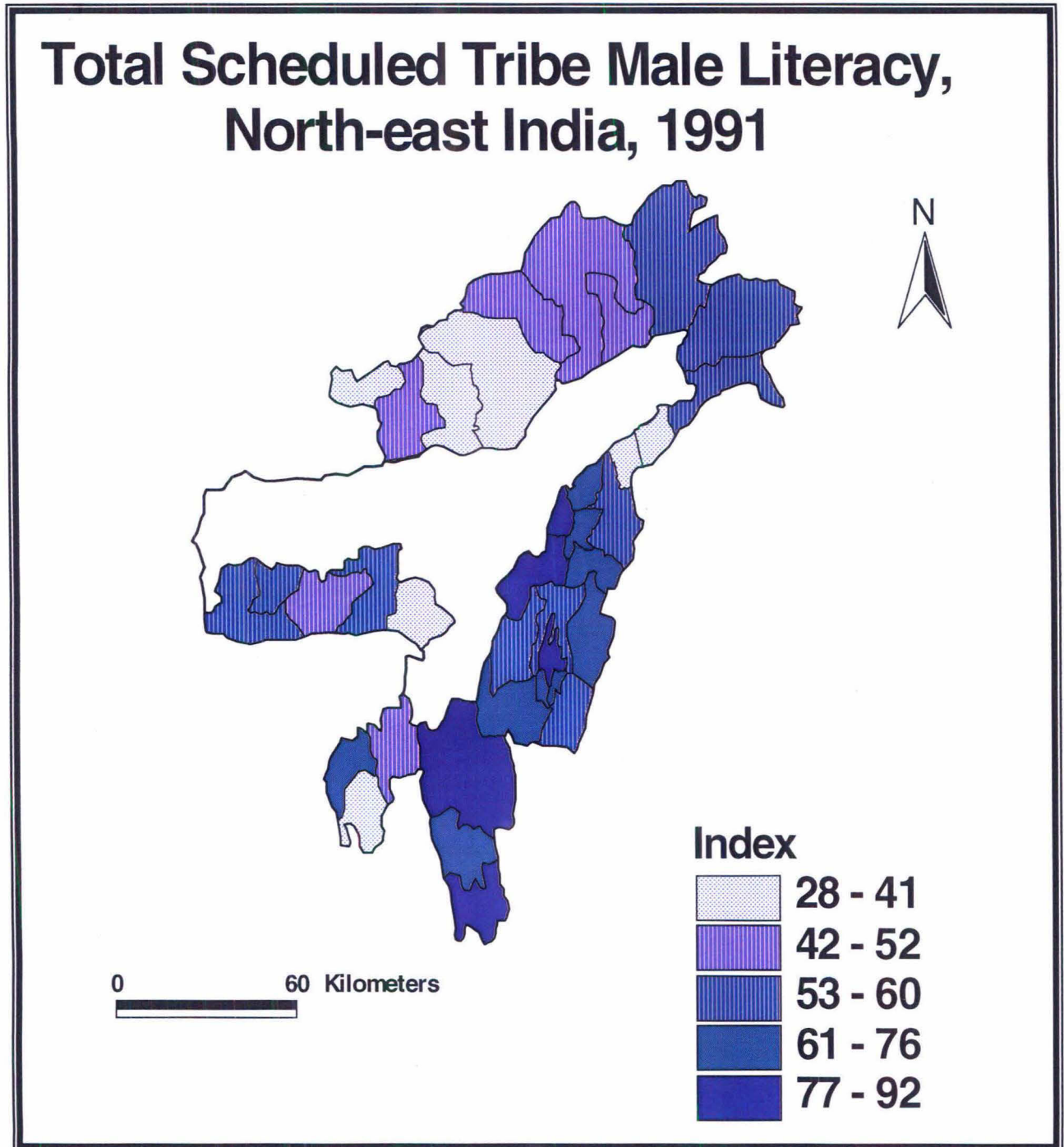
the non-scheduled population . Some districts have higher literacy for the STs than that of the non-scheduled population. The districts are; Dibang valley, Changlong, Senapati, Bishnupur, Imphal, West Khasi, Aizwal, Chhimtuipui, Kohima, Wokha and Mokokchung, where rural tribal literacy outshines the non ST/SC literacy. Other districts have more or less the same literacy for the ST and non-ST /SC

On the other hand, in urban areas, the gap between STs and the non-STs in literacy is quite narrow. But some of the districts still witnessed high gap between ST and non ST/SC in literacy, such as, West Kameng (82.40 percent and 45.42 percent respectively) But, in some districts STs perform better than the non ST/SC population in urban areas. Districts like Dibang valley, Lohit, Churachandpur, Thoubal, Imphal, Jaintia, East Garo Hills, West Khasi and East Khasi ,all the three districts of Mizoram ,Kohima, Zunhebeto, Tuensang, West Tripura and South Tripura perform better in urban literacy for the ST population.

4.4.1: Male Literacy

The male literacy rates of the scheduled tribes and non-scheduled population vary at state level as well as at district level. The variation is quite high at some places than the others. At state level, Mizoram is the only state where male tribal literacy outperformed the non-scheduled male literacy. On the other hand, Tripura faired badly in male literacy, at 52.88 per cent, whereas it's 81.32 per cent for non-scheduled male literacy. Manipur, and Nagaland also experience good male tribal literacy, although it's less than non-scheduled male literacy.

Figure 4

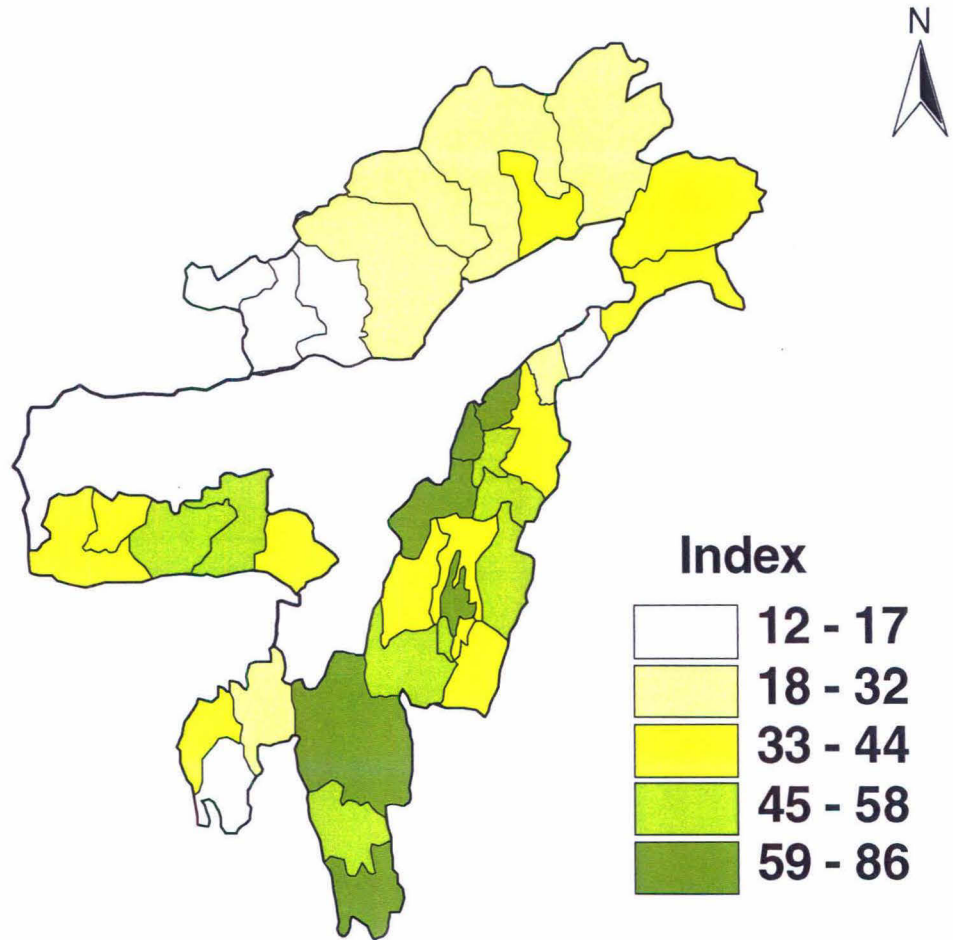


The district level data shows that some of the districts fared very badly in male tribal literacy than non-scheduled male literacy, where gap is quite high. The districts which are having literacy gap between STs and non-ST/SC, more than double are- Tawang(28.40p.c and 66.34 respectively) and Tirap(31.94p.c. and 73.79p.c.) and South Tripura(40.55p.c. and 73.79p.c.) On the other hand some districts are having high male literacy of ST than non-ST/SC are-Dibang valley (59.08p.c. and 55.53p.c. respectively), Changlang(59.94p.c. and 32.98p.c.) Thoubal(69.63.c. and 67.64p.c.) Bishnupur(70.85p.c. and 67.64p.c.), Imphal(85.20p.c.and 83.53p.c.)Aizawl(91.83p.c. and 76.66p.c.), Lunglei(82.48p.c. and 81.18p.c.), Chhimtuipui(66.6p.c and 59.88p.c.),Kohima(77.61p.c. and 70.83p.c.) and Wokha(82.62p.c. and 62.48p.c.). Other districts have although less male literacy, but the gap is not quite high.

In rural areas the situation is too, same, where Mizoram is the only state where tribal male literacy is high than non-ST/SC male literacy. At the district level, where non-ST/SC male literacy has almost double the literacy are seen in-Tawang, East Kameng, Lower Subansiri and Tirap from Arunachal Pradesh and South Tripura. Even some of the districts are having more tribal male literacy than non-ST/SC. All the districts of Mizoram have more tribal literacy than non-ST/SC in rural areas. The districts like-West Kameng, Churachandpur, Chandel, and North Tripura experienced high gap between non-ST/SC male literacy. The districts, which have high male ST literacy than non-ST/Sc are found mostly in Nagaland, Manipur, and Mizoram. Some of the districts are -Changlang, Thoubal, Bishnupur, Imphal, Ukhrul, Aizawl,Lunglei, Chhimtuipui, Kohima, Phek, Wokha, and Mokokchung these districts experienced high ST male literacy than non-ST/SC in rural areas.

Figure 5

Total Scheduled Tribe Female Literacy, North-east India, 1991



0 60 Kilometers

Figure 6

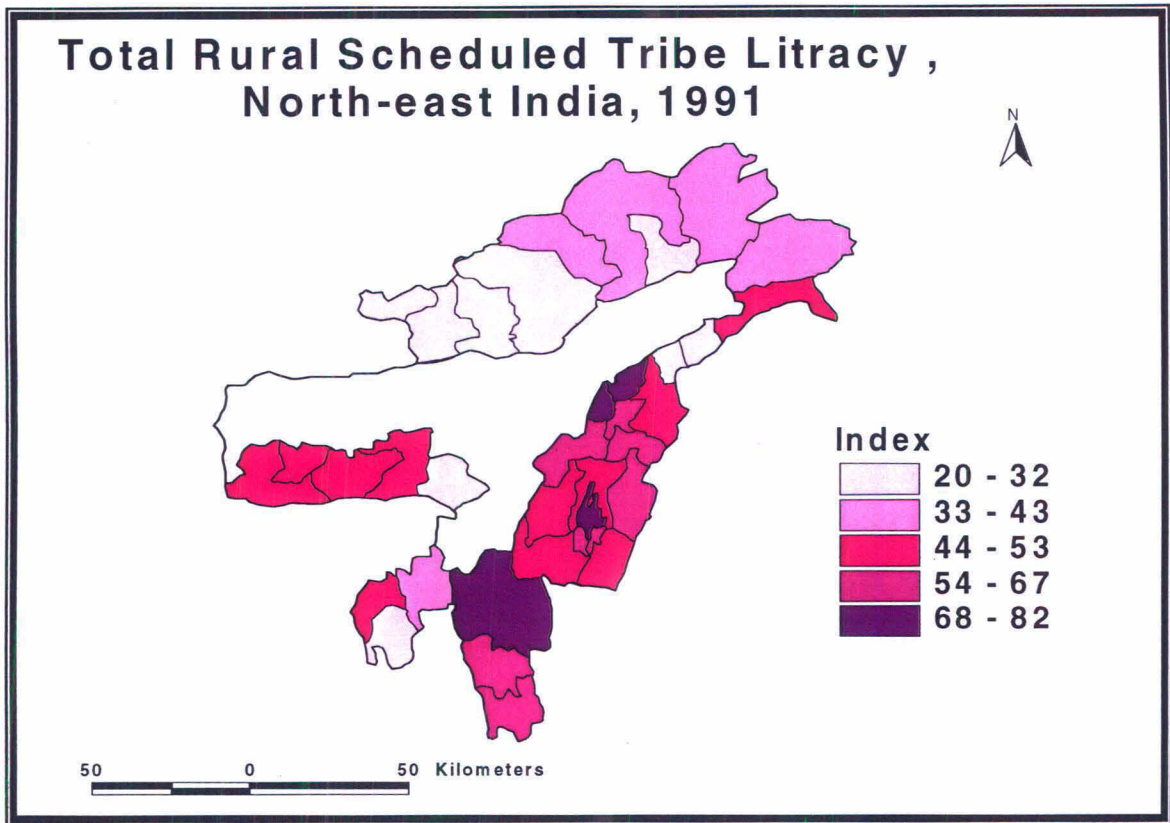


Figure 7

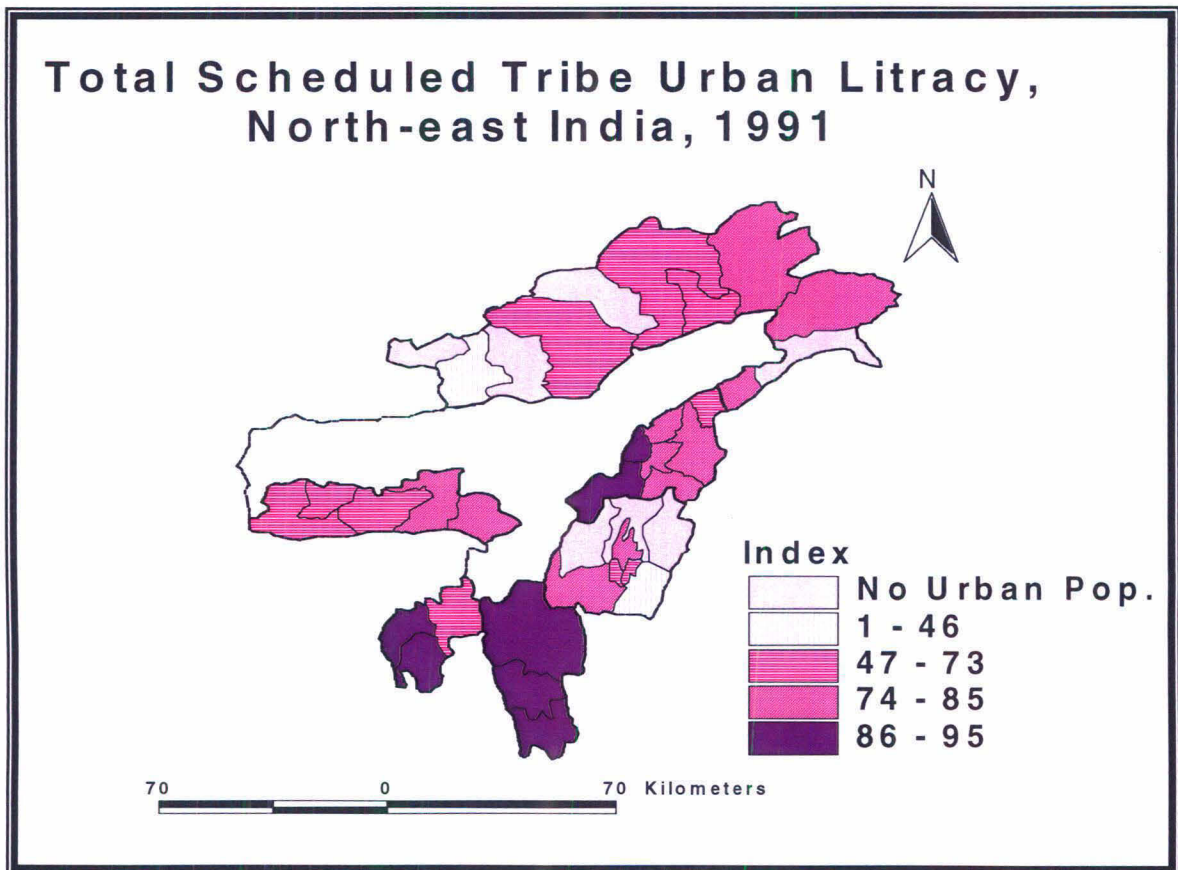
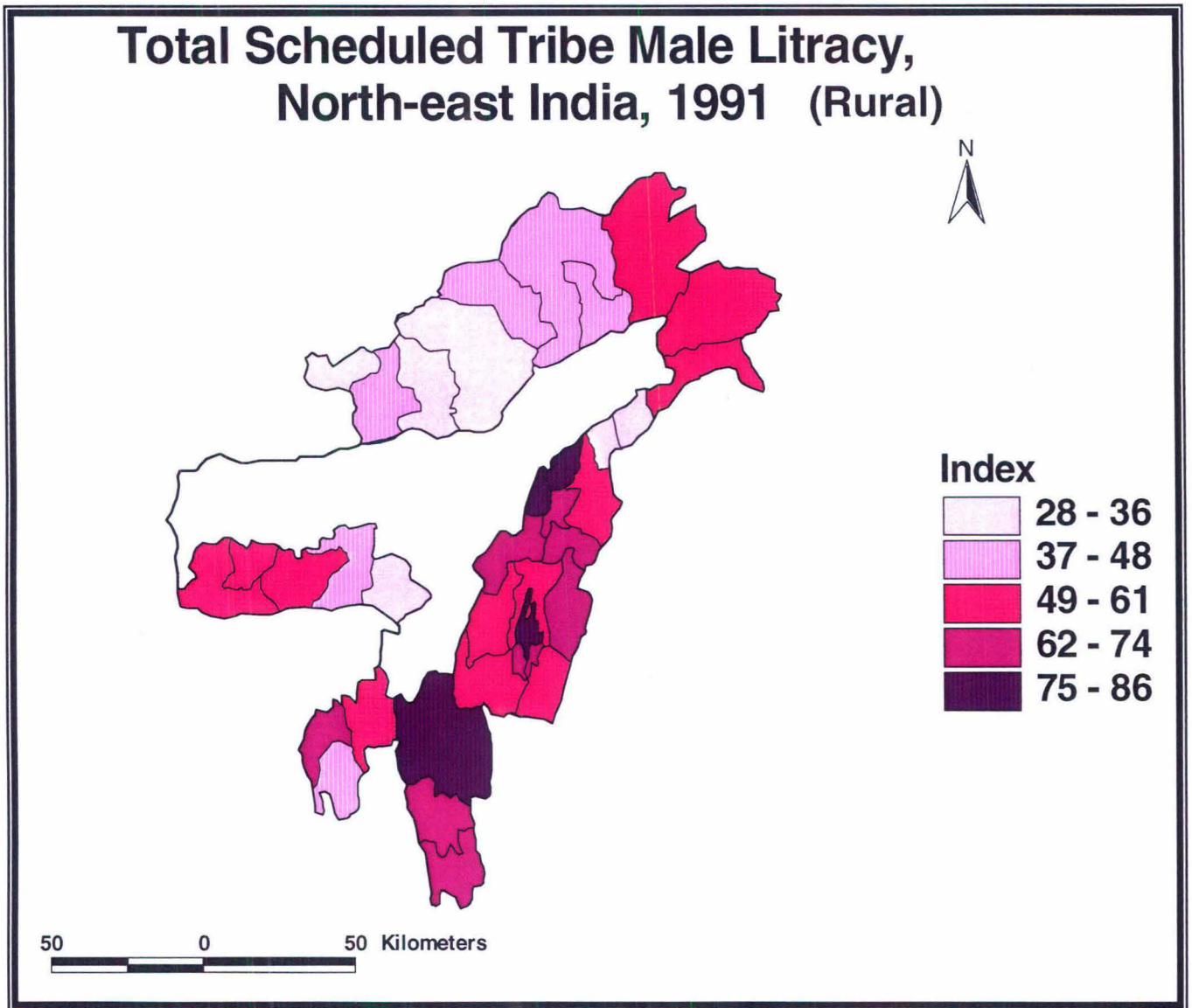


Figure 8



Urban areas don't show much variation in ST non-ST/SC male literacy at districts level. Most of the districts of the region experienced almost same literacy rate in male literacy both for ST and non-ST/SC population with some exception.

4.4.2: Female Literacy

The female literacy rate for scheduled tribe population is only 18.19p.c. at the national level(1991 census). Most of the districts of NE states have the literacy rate of well above the average national level, except Tawang(13.61p.c.), West Kameng(15.55p.c.), East Kameng(11.73p.c.) and Changlang(11.76p.c.)from Arunachal Pradesh and South Tripura(17.39p.c.). Most of the districts of the region perform fairly good in ST female literacy, at par with non-ST/SC female literacy. The districts which experienced higher female literacy of ST population than non-ST/SC are- Changlang, Tamenglong, Senapati, Thoubal, Bishnupur, Imphal, and all the districts of Meghalaya, Mizoram, Kohima, Wokha, and Mokokchung. Other districts have less female literacy for ST. Out of all the districts, Aizawl stood first in female literacy with a literacy rate of 85.67p.c.

In rural areas also all the districts of Meghalaya and Mizoram outperformed the non-ST/Sc female literacy. Although most of the districts show good performance by securing above the national average, which is only 16.01p.c. (1991 census), exception are there, like Tawang(13.61p.c.), West Kameng(14.82p.c.), East Kameng(9.47p.c.) and Tirap(9.94p.c.), all are from Arunachal Pradesh perform far below the national average. Some districts where the literacy gap is more than 20p.c. between ST and non-ST/SC are- Tawang, East Kameng, West Kameng, Upper Subansiri, Tirap, North Tripura and South Tripura. In rural areas also, ST female literacy of Meghalaya,

Figure 9

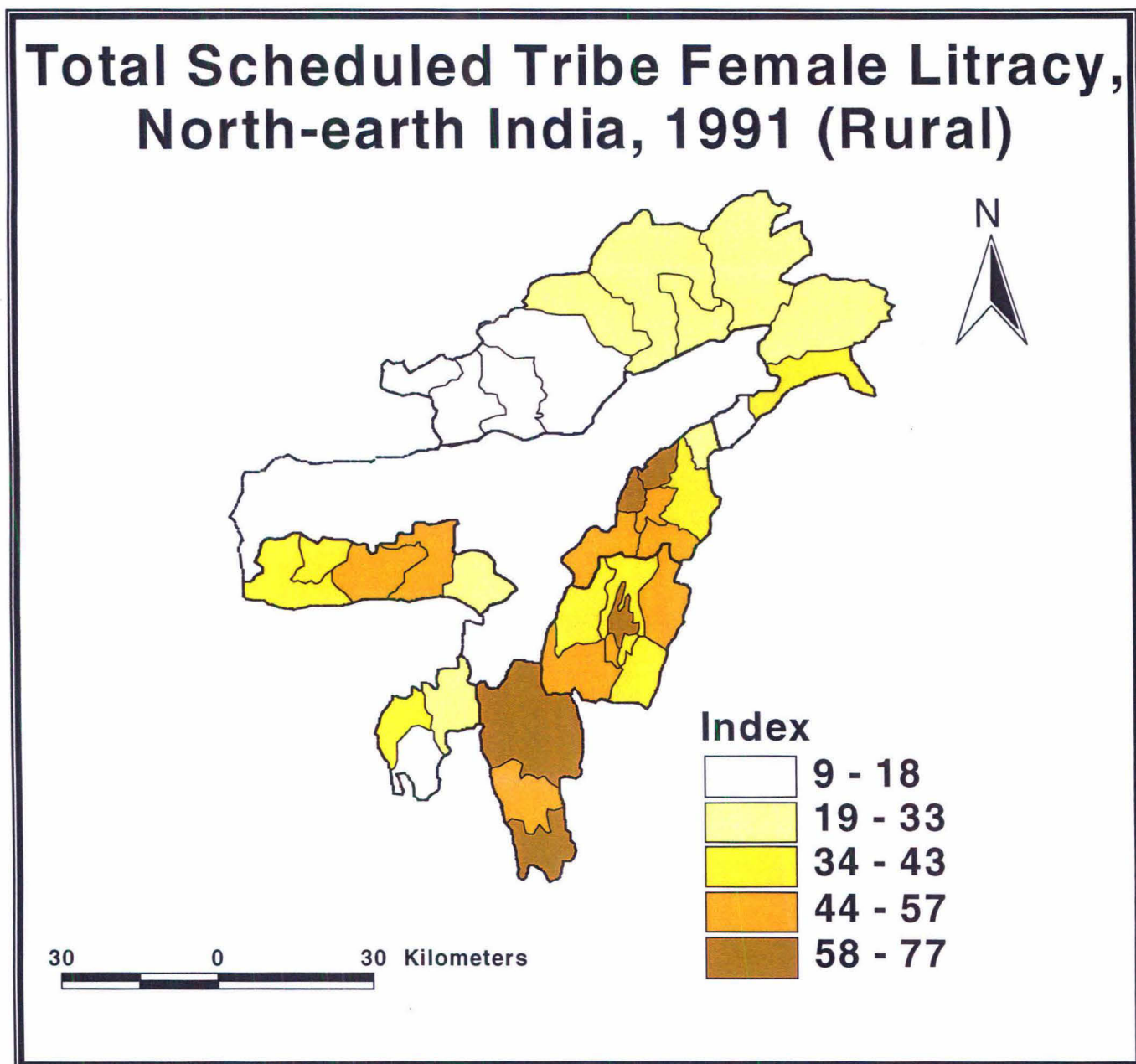
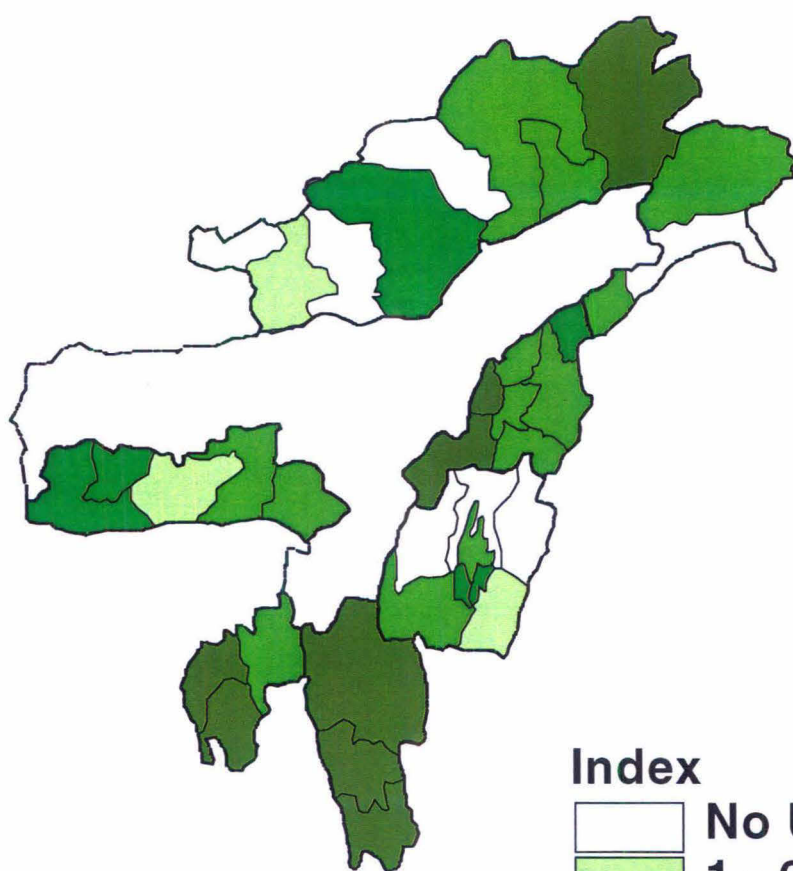







Figure 10

Total Scheduled Tribe Male Literacy, North-east India, 1991 (Urban)



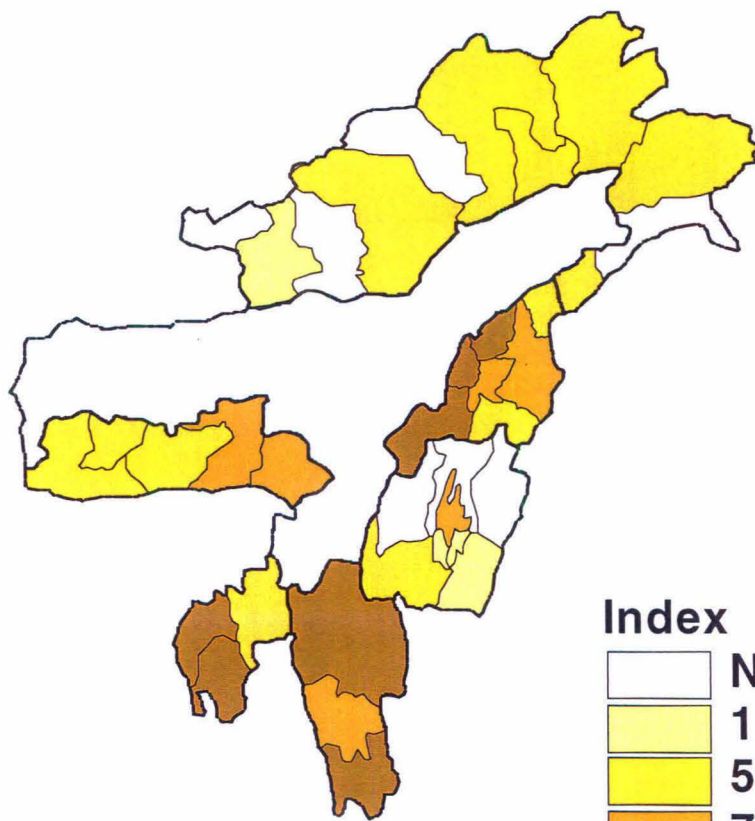
Index

	No Urban Pop.
	1 - 66
	67 - 78
	79 - 89
	90 - 97


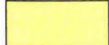
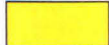

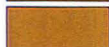
50 0 50 Kilometers

Figure 11

Total Scheduled Tribe Female Literacy, North-east India, 1991 (Urban)



Index

	No Urban Pop
	1 - 49
	50 - 70
	71 - 83
	84 - 93

50 0 50 Kilometers

and Mizoram(all the districts) have higher literacy rate than non-ST/SC. Even all the districts of Manipur and some districts of Nagaland perform fairly well than non-ST/SC female literacy.

In urban areas, ST female literacy of scheduled tribe performs very well and most of the districts have high literacy rate.

From the above discussion of literacy of scheduled tribe population along with it's comparison with non-ST/SC population, it's seen that the literacy scenario for scheduled tribe is quite encouraging. The region performs quite well and most of the districts are having at par with non-ST/SC literacy rate and it's far better than the national average of the scheduled tribes. Mizoram is the only state where all the districts experience high literacy and outsmarts the non-ST/Sc population in every category, be it male-female or rural-urban. Such like the districts of the valley region of Manipur and some districts of Nagaland have higher literacy in every category than the non-ST/SC literacy. Arunachal Pradesh and Tripura are the states where most of the districts are in pathetic condition in literacy level in every category (male-female and rural-urban) particularly the western and southeastern Arunachal Pradesh. The districts of Meghalaya perform better only in female ST literacy than non-ST/SC.

4.5: Growth Rate Of Literacy

The growth rate of literacy for scheduled tribe shows an encouraging picture in Northeast India. All the states show substantial increase in literates during the period 1981-91. Some of the districts of the region experienced more than 100 percent growth rate in the decade. These districts are -Tawang/West Kameng (100.59p.c.), EastKameng

(376.57p.c.) Upper Subansiri (268.47P.C.), Dibangvalley (124.45p.c.), Lohit (119.76p.c.), Tirap/Changlang (139.0p.c.), Tamenglang (176.55p.c.), Thoubal/Bishnupur/Imphal (114.78p.c.), Kohima (113.78p.c.), Phek (101.34p.c.), Tuensang (113.74p.c.), Mon (246.73p.c.), and South Tripura (172.94p.c.) A large numbers of districts also witnessed high growth rate (more than 80p.c.). Some of them are- West Siang (91.69p.c.), East Siang (94.24p.c.),Senapati (98.9p.c.),Zunheboto (87.80p.c.), Wokha (91.34p.c.), West Tripura (81.96p.c.) and North Tripura (95.03p.c.). Rest of the districts experienced moderate growth rate.

Male literacy also shows high growth rate, but it's the female literacy of scheduled tribe, which witnessed substantial increase during the period 1981-91. Some of the districts experienced very high growth rate in female literacy (with more than 100p.c.) growth rate during the decade, such as-East Kameng (751.04p.c.), West and East Siang (175.09p.c. and 162.37p.c. respectively), Dibang valley(189.63p.c.), Upper Subansiri (542.75p.c.), Lohit (185.55p.c.), Tirap/Changlang (218.09p.c.), Tamenglang (256.13p.c.),Kohima (138.82p.c.), Phek (142.3p.c.),Wokha(116.6p.c), Tuensang (131.81p.c.), Mon (300.26p.c.), South Tripura (314.35p.c.), North Tripura (145.67p.c.) etc. So, growth rate of literacy is quite encouraging in the region during 198-91.

4.5: Disparity In Literacy

India is a pluralistic society with various ethnic and racial groups coexist with their different level of development. So, in a society like ours, it is inevitable to have a difference among the groups be it economic or educational. But the inequality in development should be in reasonable limit. Apart from this social inequality, there exists

also regional disparity. In a country like India consisting of heterogeneous regions at different levels of socio-economic development, the problems of disparities between several regions and regions are quite obvious and to certain extent inevitable due to historical and sociological reasons⁶⁹. The problem of regional disparities in educational development has been attracting the attention of planners and policy makers. In this section, an attempt has been made to find out the extent of educational disparities of the northeast region.

4.7: Disparity in literacy rates between the scheduled tribes and non- ST/SC

A close look at the literacy rates of the ST and non-ST shows variations at the district level of the region. The data shows that although there disparity exists between the ST and non-ST/SC, it is still not that much high. Some of the districts where high disparity between the ST and non ST/SC are observed are either from Arunachal Pradesh or Tripura. The districts where the coefficient of variation is highest is Tirap district from Arunachal Pradesh followed by Tawang district. Other districts with high disparity are South Tripura, West Kameng and Lower Subansiri. The remaining districts have moderate disparity level.

The disparity between ST and non-St/SC is quite low in male population than the female population. A gain the western and Southeastern part of Arunachal Pradesh and South Tripura are having the highest disparity between the ST males and non-ST/SC males. These regions also experienced low literacy rates. Other districts have moderate to insignificant disparity level. The overall disparity is less in Manipur valley (Thoubal, Bishnupur and Imphal districts), East and West Garo Hill districts, all the

⁶⁹ Ibid

districts of Mizoram and Kohima ,Phek, Zunheboto and Mokokchung district of Nagaland.

The female disparity between ST and non-ST/SC is quite high in some of the districts particularly in Arunachal Pradesh and Tripura .The overall disparity between ST females and non-ST/SC female is quite high in the districts of Tirap followed by West Kameng. The disparity is seen low in the districts of Manipur, Mizoram and Meghalaya.

4.8: Disparities in Literacy Between STs and Non- ST/SC-Rural

4.8.1: Among Males

The disparity between ST and non-ST/SC is quite high in rural areas as compared to urban areas. The disparity is quite high in some of the districts of Arunachal Pradesh and Tripura.The districts like- Tawang, East Kameng, and Lower Subansiri in western Arunachal Pradesh have conspicuously high disparity in male literacy. North and South Tripura are also having high disparity between ST males and non-ST/SC male. The districts which have favourable disparity in favour of scheduled tribe are-Aizawl, Lunglei, Wokha, Mokokchung, Kohima, etc. Other districts don't have that much disparity between ST males and non-ST/SC males.

4.8.2: Among Females

The female literacy rate is low in most of the districts of the region as compared to non-ST/SC female. However, some districts have high literacy rate of ST female than non-ST/SC female.

Except few districts, other districts perform fairly well in terms of female STs literacy. Although some of the districts are having high disparity between ST female and non-ST/SC female. Districts like-East Kameng, Upper Subansiri, and Tirap, South Tripura, North Tripura, Tamenglong, have high disparity between ST female and non-ST/SC female in rural areas. Most of the districts of Arunachal Pradesh and all the districts of Tripura have disparity in female literacy between ST and non-ST/SC population in rural areas. Although some of the districts of Meghalaya, Nagaland, Mizoram, are having disparity in favour of ST female.

4.9: Urban Areas

4.9.1: Among Male

The literacy rates of the male population of scheduled tribe are quite high in the region, at par with non-ST/SC population, sometimes even higher than non-ST/SC population. The disparity is almost nil between ST and non-ST/SC than the corresponding group in rural areas. The highest literacy is found among the districts of Mizoram, even more than non-ST/SC. Obviously these districts have disparity, but in favour of schedule tribe males. The highest disparity exists in West Kameng district of Arunachal Pradesh. The East Khasi hills district is having highest disparity among the ST male literacy. It's seen that most of the districts have high ST male literacy than non-ST/SC male, so whatever disparity exist is in favour of ST male.

4.9.2: Among Female

The female literacy of ST is also quite high in Northeast, except few districts. Like the urban ST male in 1991, the highest literacy among ST urban females is to be found in West Kameng district, followed by Phek and North Tripura districts. The lowest disparity

is seen in Chandel, and Chhimituipui districts. The disparity is in favour of ST female in most of the districts of Meghalaya, Manipur, Mizoram, and Nagaland. The highest disparity is seen in West Khasi hills district followed by Jaintia, and Tuensang.

4.10: Disparities Among Tribes

Inequality or disparity exists not only between tribals and non-tribals but also between males and females in rural and urban areas. The urban tribal males are in better position than rural tribal males and the urban females are in better position than rural females. The disparity between male and female is higher among rural ST compared to urban.

The overall literacy rate for ST rural males and females in 1991 are different from state to state in the region. The highest rural male literacy is found in Aizawl district, it also stood first in rural female literacy. The lowest disparity between rural males and females has been found in East Khasi hills followed by Jaintia hills district. The highest disparity is found in East Kameng district followed by Tirap and West Kameng district. It's also seen that all the districts of Arunachal Pradesh, Manipur and Tripura, the disparity between males and females are quite high in rural areas. Other districts have reasonably low disparity between ST males and ST females in rural areas.

4.10.1: Urban Areas

The urban literacy rates for both male and female are quite high almost in all the districts. The highest literacy among male is to be found in Aizawl district (96.34p.c.), followed by Lunglei(96.34p.c.), Similarly highest female literacy is to be

found in the same district. The highest disparity between male and female in urban areas is to be found in West Kameng district followed by Thoubal and Dibang Valley. The lowest disparity could be seen in Aizawl, followed by Lunglei, Wokha, West Tripura. The other districts have very low disparity between male and female in urban areas.

4.11: Conclusion

The literacy rate of scheduled tribe population of northeast India is quite high compared to other tribal region of India. The literacy rate of scheduled tribe population shows variation in different areas of the region. The Western and Southeastern part of Arunachal Pradesh and Southern Tripura experienced lowest literacy rate for both male and female literacy rate. Mizoram experiences highest literacy rate for both male and female population. The districts of Meghalaya have high female literacy. Some of the districts of Nagaland and Monipur, particularly the valley region also witnessed high literacy rate for scheduled tribe population. The urban literacy rate of scheduled tribe population is impressively high in the region as a whole Mizoram leading the list for both male and female population. In rural areas, female literacy is somewhat low in comparison to male literacy. Some of the districts of Arunachal Pradesh and Tripura witnessed very low female tribal literacy both in rural and urban areas. The disparity between ST and non-ST/SC is not very much high. The highest disparity is seen in Arunachal Pradesh and Tripura both in rural and urban areas. Other districts of the region show less disparity.

CHAPTER-V

LEVELS OF EDUCATIONAL ATTAINMENT AMONG THE TRIBES OF NORTH EAST INDIA

5.1: Introduction

Education is considered as of the most powerful tools of socio-economic development and helped the society in the upward movement in various aspects of development and more so with the case of tribal people. The educational development of tribal people is closely linked with their socio economic development. The progress of Scheduled Tribes in India is closely linked up with their educational advancement, more so in today's changing world in which education plays an increasing role in everyday life apart from equipping a person with the necessary skills for more effective participation in different spheres of economic activities. The extent of educational development in the scheduled tribe population is however, extremely low. ⁷⁰The grave concern of low educational development among the tribes led to the Government to make policies and programmes for this unprivileged population. The opening of new schools and facilities

⁷⁰ Bose, A.B., " *Problems of Educational Development of Scheduled Tribe*" *Man in India*, vol.50, No-1, 1970

for tribal people paves the way for development. The educational attainment seems to be improved since independence, particularly among the north-east tribal people.

The present study tries to seek the level of educational development of the tribal of north-east (excluding Assam). The study covers the educational attainment at primary, secondary, graduation and technical. Moreover, district wise and enrolment ratio at elementary level has been analyzed in the study. Due to paucity of data at district level for the scheduled tribes at various levels of educational attainment, the state wise has been done. The state wise growth of education of the tribes during the period 1980-81 to 1991 has been studied with a view to find out the extend of regional disparities in different levels of education.

The chapter is divided into six sections. The first section includes the enrolment ratio of the scheduled tribes in 1993 vis-à-vis non-ST/SC population. The following four section deals with educational attainment at primary and middle, secondary, higher and technical level. And lastly the disparities of educational attainment at various levels and enrolment of ST vis-à-vis non-ST/SC has been analyzed.

5.2: Enrolment Scenario

During the last few decades' school facilities have been expanded in tribal areas and more tribal students are increasingly attending the educational institutes. The enrolment ratio of tribes is taken as one of the indicators of educational development. Here Gross Enrolment Ratio (GER)⁷¹ is taken to study the enrolment scenario of the tribes of north-east. Although this indicator has some flaws, as it does not reflect the real picture, because, the data always seems exceeding the cent percent limit, so the best way

⁷¹ See methodology

to get the real picture is to take drop-out along with enrolment ratio, only then it can realistically be projected the education scenario of various level. Although due to paucity of data on dropout rate of north -east states, limits the scope to enrolment only.

5.3: Primary Level

The gross enrolment ratio of tribal students of north-east, at primary level reveals that, the enrolment ratio of tribal students are more than 100 in most of the districts. Only few districts , namely Dibang Valley(74.03P.C.), Lohit(82.87 p.c.), Tawang(98.33 p.c.), , Kohima(93.86 p.c.), Tuensang(82.46 p.c.), and Mon(81.01 p.c.) having less than 100 p.c. in gross enrolment ratio. Some of the districts like, Churachandpur(161.18 p.c.), Tamenglang(158.16 p.c.), West Khasi(165.18 p.c.), Ukhrul(151.51 p.c.) etc. have very high enrolment ratio. These districts are educationally backward. The high gross enrolment ratio may be due to repetition and stagnation of students in the same class.

In rural areas also the scenario is quite encouraging. Most of the districts have more than 100 p.c. in gross enrolment ratio. However, some districts have less than 100p.c. in enrolment ratio. The districts like Tawang (98.33 p.c.), Dibang Valley (70.48 p.c.), Lohit (87.13 p.c.) of Arunachal Pradesh, Thoubal (83.16 p.c.), Bishnupur (96.67 p.c.), Mokokchung (80.41 p.c.) etc. have less than100 in gross enrolment ratio.

In urban areas, districts like Dibang Valley (96.6 p.c.), and districts of Tripura have less than 100p.c. in enrolment ratio. The boys-girls gap in enrolment ratio exist in most of the districts for both rural and urban areas, still the gap is not very high.

5.4: Upper Primary Level

At upper primary level the enrolment ratio is quite satisfactory. Some of the districts experienced higher gross enrolment ratio, namely, Aizawl(76.77 p.c.) Lunglei(65.88 p.c.), Mokokchung(68.93 p.c.), Ukhrul(59.18 p.c.) etc. The boys-girls difference is very less in most of the districts. In rural areas also districts like Imphal(82.31 p.c.), West Garo(72,19 p.c.), Thoubal (68.57 p.c.), Chhimtuipui(67.41 p.c.), Lower Subansiri(93.47 p.c.) etc. witnessed high enrolment ratio. Urban areas performed better in terms of enrolment. High enrolment is seen in most of the districts. It is very surprising to see that some of the districts even cross the 100 p.c. in enrolment ratio at upper primary level.

The enrolment of the Scheduled Tribe at primary and upper primary level is quite satisfactory in north-east region. Despite this the picture is not clear at this level of education, it's because of the fact that the tribal students generally started their education at much later age. So it seems that the enrolment is abnormally high in most of the cases. Despite this it's very encouraging that the enrolment is high, it's means that the tribal people taking interest in education. The girls' enrolment is also very satisfactory, so it helps reducing the gap in gender disparity.

5.5: General Distribution

5.5.1: Primary and Middle level

The north-eastern states show remarkable position at the primary and middle level education. The States like Mizoram, Nagaland and Manipur share a good percentage of population educated up to this level. Leading the list is Mizoram which 34.15 p.c. of tribal population educated up to primary and middle level of education, followed by Nagaland (28.23 p.c.) and Manipur (25.15 p.c) Auranachal Pradesh, which stood last in this categories with a percentage of 7.1 p.c. tribal population educated up to this level. Like Auranachal Pradesh, Tripura also shows good result at this level (13.47).The tribal population of Mizoram has larger share at this level, than non ST/sc population. Except Auranachal Pradesh other states are at par with non-ST/SC population at this level of education.

In rural areas, the percentage of rural literates up to primary and middle level is not much lower than averages. As the most of the states having higher percentage of rural tribal population, it is obvious that non-ST/SC population constitute very very less proportion of total population, so their education level is not better than ST population. The states like Mizoram(27.93 P.c), Nagaland (27.43 P.C.) and Manipur (24.55P.C) share a good amount of educated person in this level.

The urban areas show a good percentage of urban literates educated up to this level and obviously it is much better than rural areas. He scheduled tribes and non-ST/SC population's share of educated person at this level is almost equal except Mizoram where the Scheduled Tribes far better than non ST SC. The scheduled tribes literates educated up to this level in Mizoram is 43.04P.C in urban areas followed by Nagaland 33.85 P.C and Meghalaya 32.09 P.C.

The male- female difference of literates educated up to primary and middle level for the scheduled tribes is not quite high. Although male percentage share at this level is high as compared to female population. In rural areas, the difference is quite high in some of the states. But Mizoram and Meghalaya have little difference between male-female in percentage share of educated person at primary and middle level. Nevertheless in urban areas the difference is quite low.

5.5.2: High/Secondary and under graduate Level*

As educational level moves upward the percentage share of literates educated up to higher level decreasing. Same is the case with the Scheduled Tribes. So the literates educated up to secondary level are quite low as compared to primary and middle level of the north-eastern States. States like Manipur (7.06 P.C), Nagaland (6.34 P.C) and Mizoram (5.71 P.C) have higher percentage at higher Secondary level, although the States having lower share at secondary level in comparison to non ST/sc population. The states like Arunachal Pradesh (1.58 pc) and Tripura (1.45 pc) have meagre literates educated person.

Rural areas are generally lagging behind in educational attainment vis-à-vis urban areas. It does conspicuously can be seen from the data. The percentage share of educated person at secondary level is quite low in rural areas. Manipur and Nagaland experienced higher percentage of educated person than other states of the region at secondary level. However, at this level Tripura (1.23 p.c.) and Arunachal Pradesh (0.80 p.c.), show extremely low share of educated person. The non-ST/SC population also have lower share of educated person at secondary level. It may be because of the low

proportion of non-ST/SC population in rural areas. Moreover, tribal way of life influenced them.

Urban areas avail the opportunities of development and it affects more than one way the various attributes of development, including education. Because of these, the urban areas witnessed higher percentage share of educated person at secondary level than averages. States like Nagaland (15.93 p.c.), Manipur (13.76 p.c.) and Meghalaya (13.74 p.c.) have shown commendable share of educated person at secondary level of the Scheduled Tribe. Rests of the states share are also comparable with non-ST/SC population.

The male female difference is quite conspicuous at secondary level for the scheduled tribes, even sometimes it's more than twice. Manipur (4.56 p.c) and Mizoram (3.98 p.c) leading the list both in male and female literates educated up to this level. In rural areas the scenario is quite different. Both male female shares at this level are somewhat lower than average level. The female participation is obviously in deplorable conditions in rural areas. The condition is drastically changed in urban areas for both male and female. Both the sex show good percentage share at secondary level and almost all the states experienced same share for both the sexes. So, urban female hold good position at secondary level of educational development.

5.5.3: Graduate and Higher level.

The higher level for the scheduled tribes is obviously very low. It has been seen from the data that the educated person studied up to higher level is very low for the STs. Also the share of the tribes in respect of education like science, commerce etc is

much lower than arts and humanities at higher level. The data shows that the north-east states having very low percentage share of literates educated up to higher level. In rural areas, the scenario is more deplorable. The high stagnation and dropout at lower level is the primary reason for low enrolment at higher level. In urban areas, the level of educational attainment at higher level is somewhat at respectable position for both boys and girls. The opportunities available in urban areas for highly educated person led to the people pursue the higher education, whereas, in rural areas, lack of opportunities or lack of knowledge debarred people from venturing in these expensive deals. Higher education also requires monetary support, which can't support majority of the rural population. Moreover, there are intra-tribal variations in educational attainment at higher level. In north-east states itself have some tribes who are better off in education in large numbers, e.g. Nagas, Mizos, Khasi than other tribes. It can be attributed to the role of Christianity.

5.5.4: Technical Education

The extent of enrolment of Scheduled Tribe students in vocational and technical courses is rather low. The data reveals the poor picture of the Scheduled Tribe of NE. It's extremely low for both rural and urban areas. Hardly people studied these courses for some reason or other. Even in urban areas, also their percentage share of educated persons is highly disturbing. It's more acute in female population, and it can be assumed as nil. The reason being cited as low enrolment in technical education is competitive environment and tribal people find math's and science rather difficult, so, majority of them switch to arts and humanities. Apart from the general preference of all group for white-collar occupations, the other reasons for this trend are restricted mobility

due to which the Scheduled Tribe boys do not go to study at places far away from home poor economic condition of the family and inability of the family to permit the boy to undergo a fresh period of training instead of supporting the family. Most of the Scheduled Tribe boys are also not aware of the job opportunities and pay scales after completing a course in the Industrial Training Instituted vis-à-vis completing a general course of education.⁷²

5.6: Disparity in Educational Development

The educational development of the scheduled tribe is still lagging behind in comparison to other communities. India, as a heterogeneous country, regional and ethnic disparity exists at different levels of socio-economic and educational development. In some cases, the situation is extremely grim, where the underprivileged population suffers tremendously in every front of life. It manifests the situation itself in the form of disparity in different socio-economic, educational development. The inequality within the tribal society is not in situ but introduces from outside. Historically tribal societies have not nurtured inequality in the name of sex, race, status, social back ground, or material well-being⁷³. This situation can be seen in the north-eastern region of India, where tribal societies are not discriminated, because most of the states are dominated by tribal people and their status is at par with general population .It eventually give hem an edge to overcome any grim situation.

5.7: Disparity in enrolment

⁷² David-n-2

⁷³ A.Ahmad, “*Education of The Scheduled Tribe: Some Aspects of Inequality*”,Mimeo,NIEPA,New Delhi,p-

Disparity in enrollment at primary level and secondary level of scheduled tribe vis-à-vis non-ST/SC population is very less .In most of the cases both the communities performed evenly at primary and middle level.

In some areas, disparity between ST and non-ST/SC at primary level is very less in most of the district. Only district like, Dibang Valley, Senapati , Tuensang , Mon and West Tripura , the disparity level is high .It is seen that , at secondary level , the situation is not very good, because , non ST/SC population have got larger enrolment ratio and disparity is quite conspicuous .Districts like East-Kameng , West Khasi , Tuensang, Mon etc. having visibllly large disparity level, in favours of ST population .Most of the other districts perfoms badly .In urban areas , the disparity level is negligible between ST and non ST/SC both at primary and secondary level.

The intra-tribal disparity also exists in rural and urban areas at primary level. The districts, like –West Kameng , Dibang Valley ,Jaintia, West and East Khasi and all the districts of Mizoram and Tripura, having high disparity level .Male and female population also having almost same level of disparity in rural and urban areas.

5.8: Disparity at Primary and Middle level

The disparity between ST and non-ST/SC population is not very high except Arunachal Pradesh. The disparity among male between ST and non-ST/SC is not quite high across the states. But, Arunachal Pradesh, Tripura has highest disparity index among males. But surprisingly among female, and the disparity is very low. In some areas the disparity is quite high, even state like Mizoram experienced considerable disparity level in total population. Tripura has experienced highest disparity level.

Among males disparity between ST and non-ST/SC is surprisingly high in Mizoram and Tripura witnessed highest disparity among males. But among females disparity is very less.

5.9: Disparity at Secondary level

Disparity between ST and ST/SC, at secondary level is visibly high. Arunachal Pradesh experienced the highest disparity. Except Mizoram, all other states have high disparity. Among males, again Arunachal Pradesh is having highest disparity, followed by Meghalaya and Tripura. Among females it's Tripura which has highest disparity between ST and ST/SC. Arunachal Pradesh and Meghalaya also high disparity at secondary level.

In rural areas, it's very surprising that disparity between ST and non-ST/SC at secondary level is quite low. Among males, Tripura has highest disparity. Arunachal Pradesh and Meghalaya have high disparity among female in rural areas. In urban areas the disparity is quite low both for male and male.

5.10: Disparity at Graduate Level

At graduate level, the disparity between ST/ and non-ST/SC is quite high. It's very high in Arunachal Pradesh and Tripura, even Nagaland also has high disparity. Among females disparity between ST and non-ST/SC is quite high in Tripura, followed by Arunachal Pradesh and Nagaland. Tripura and Arunachal Pradesh have high disparity among females.

In rural areas, the disparity among female is quite high in all the states except Mizoram. Among females, surprisingly, Mizoram has high disparity followed by Nagaland and Tripura. In urban areas, although disparity is quite low, Meghalaya experienced highest disparity between ST and ST/SC at graduate and above level.

5.11: Rural-urban disparity among ST

At primary level, the rural-urban disparity is high. Arunachal Pradesh got highest disparity, followed by Tripura. Among males, again it's Arunachal Pradesh, where disparity is high.

At secondary level, the rural-urban disparity is very high among tribes. Arunachal Pradesh and Tripura have very high disparity for both male and female population. Other states also have high disparity.

At higher-level disparity among ST is exceptionally high at both male and female.

5.12: Conclusion

The educational development of Scheduled Tribes of North-east is in a better position. The enrollment ratio of scheduled tribes is at par with non-tribal population at primary and middle level. It's seen that the educational development of the scheduled tribes at various levels shows variations. At primary level the percentage of educated person constitute the largest share. At secondary level also it's quite satisfactory. But the most disturbing fact is that higher and Technical education got very little representation

across the region, particularly technical education. It seems that the science and technical education still considered as untouched domain among the tribes. The regional disparity arises across the region. As the states like Mizoram, Nagaland show high educational development whereas states like Tripura and Arunachal Pradesh performed miserably. It's seems that the states which performed better have the advantage of being practicing Christianity. So, it seems that the overall picture of educational development of North-east India is satisfactory.

CHAPTER-VI

CORRELATES AND DETERMINANTS OF TRIBAL EDUCATION

This chapter is seen as a continuation of chapter IV and V, where an attempt has been made in literacy level and educational attainment and disparities in education of scheduled tribes in relation to the non-ST/SC population of NE India. The literacy level and educational attainment differs from district to district within a state among the general population, leave alone the tribal population. This phenomenon is perceived by the geographers, from the point of spatial differences within a region in relation to some attributes. So, that it can be analyzed in a more convenient way by theorizing some hypothesis and tried to put forward the problems in a lenient way to solve the social menace immediately. Keeping in view the above observations, here, some hypotheses have been formulated to explain the inherent problem of tribal education, which is seen in chapter IV, and V. This hypothesis will be tested statistically keeping in view the patterns seen in chapter IV and V.

Hypothesis 1:

6. There exist an inverse relationship between the concentration of tribal population and the level of educational attainment.

Hypothesis 2:

7. There is a positive co-relation between literacy and urbanization.

Hypothesis 3:

8. The higher female literacy of any region or state led to the better educational development (Literacy, enrolment ratio etc.), of the girl child.

Hypothesis 4:

9. Higher the work participation rate of female in primary sector lower will be the literacy rate of female.

Hypothesis 5:

10. The literacy rate of the hill tribes of Nagaland, Mizoram, Manipur and Meghalaya is higher than the other tribes of North-East, where Christianity is prevailing.

6.1: Statistical Findings

It is generally considered that Indian tribes have a strong tendency of concentration and clustering in a region. The region itself gets very little exposure to outside world and tribal life gets slow response external impulses. It is generally believed that where there is a high concentration of tribal population, the level of educational attainment will be lower than the areas of lower concentration. But the statistical findings do not agree with the perception. It is found that education attainment and concentration of tribal population exhibits a positive co-relation.

The analysis of data shows that the districts with higher concentration of tribal population also have higher educational attainment with some exceptions. It is also seen that some of the district with higher proportion of tribal population have low educational attainment. The concentration of tribal population is very high in the district of Aizawl, Lunglei, Chhimituipui and most of the district of Nagaland and Meghalaya and having higher proportion of literates and educated persons. On the other hand, there is a point of discordance. The district having low concentration of tribal population has higher literates and educated persons and also the districts show higher concentration of tribal people experiencing low educational attainment. The districts like; Thoubal, Bishnupur and Imphal, having very low tribal population witness higher educational attainment. And some districts of Arunachal Pradesh, Tripura, Meghalaya, in spite of having high proportion of tribal people, show low educational attainment.

Urbanization process led to the overall development of a region or a society. Urbanization itself attracts the people, literate and illiterate alike, from surrounding areas. So it is not difficult to establish the fact that urbanization led to the development of

various attributes, including education. Statistical findings also support the second hypothesis and it is seen that a very high positive co-relation exist between urbanization and educational attainment. The NE region itself is located in a remote and inaccessible position. So, the process of urbanization is very slow or practically nil. But, when urbanization takes place in some areas, it itself leads to the overall development in educational field. It is seen that districts like Churachandpur, Thoubal, Imphal, Aizawl, Lunglei, East Khasi experience high urbanization which itself help turn the educational development in a more upward direction. The tribal communities are dominantly agricultural and bulk of the population engaged in primary sector. This sector does not require educated manpower, so the importance of education is not felt in these societies. Although these notions have changed nowadays still the transformation of workforce is very slow particularly in tribal societies. This so happens in NE states also because of lack of development of the region as a whole which force the people to engage in the primacy sector. It is also the case with female population. The female work participation is quite high in the region and most of them are engaged in primary sector only. Statistical findings reveal that there is a negative co-relation (-0.399) between female work participation rate in primary sector and educational attainment of female population. So, the districts having higher proportion of female work force engaged in primary sector lower the female educational development.

The female educational development ultimately decides the progress of a society. In a patriarchal society like India, it is bound to have its effect on male population, so they get all the opportunities including education. So, female educational development is the key to the overall development of a society. NE region is fortunate that female

populations, particularly tribal are better off than other female population of the country in education field. Female educational attainment decides the educational development of next generation of female, because, the enrolment of girls at school level is highly influenced by the female educational attainment. It is also seen in the exercise; a positive co-relation (0.308) exists between female educational development and girls' enrolment at school level.

The tribal societies of the NE India have been untouched till the advent of colonial power. It is at that time that these societies had been exposed to the modern values and thoughts. It is at that time of modernization that these traditional societies were almost swept away by modernization and familiarized them to westernization by persistent endeavor of Christian missionaries. It is because of that education found its ground in these tribal societies earlier than the other tribal societies of India. So, the belief in the Christian value system among the majority of the tribes of NE region may have positively affected their attainment in education. It can be ascribed to the positive role of the Christian missionaries. This is not the case with other tribal communities of India. That's why it's found that Christianity positively have affected the educational attainment of the tribes of the region. The tribes of Nagaland, Manipur, Meghalaya and Mizoram, who adopted Christianity performed better in educational attainment than other tribes of the region.

The ST's are generally live in inhospitable terrain where the productivity of the soil is low. Shifting cultivation and dry uplands cultivation are the important sources of livelihood. Their capacity of surplus generation has been negligible resulting in a very

little or no interaction with non-tribals. Their isolation is further aggravated by the lack of transport and communication network.⁷⁴ Their backwardness arises out of the fact that they have lived in remote areas and have not been an integral part of the life of Hindu towns and villages. In practice, however, members of the ST, who have happened to come into communities of caste Hindus have been accorded the low status reserved for the lower caste.⁷⁵

India is the land of ethnic and cultural diversity; even this region is not far from this notion. Within the region the intra-tribal disparity exists in many sphere of life. Some tribes are better off than other tribes. Majority of the tribal population, still living in deplorable condition, earn their livelihood by subsistence cultivation. Although in North-east India, the scenario is somewhat different from the rest of the country. Another factor, which led to the deprivation from modern values and ideas, is communication. North-eastern region is very poor in connectivity, which creates hindrance to development and people are deprived of modern values to some extent. This is reflected in educational attainment. Although tribal people are to some extent educated, but the fact that technological development is very less leads to lack of industrialization and makes them adhere to traditional occupation.

Industrialization is the key to national development. It generates resources and brings the benefit of development. The industrialization process also demands technical manpower and makes people shift from primary sector to secondary and tertiary sector.

⁷⁴ L.P.Vidyarthi, '*Tribal Development in Independent India and its Future*', *Man in India*, Volume IV No.,1, 1974.

⁷⁵ Suma Chitnis, '*Educational Problems of SCs and STs in Maharashtra*', ICSSP Report, New Delhi,

The North-eastern region lacks industrialization and the growth is very slow. That is why the technically educated person are very less among the tribes of the region.

The tribal have been exploited for ages and most of their territories are penetrated and it exposes them to the outside world. But this exposure to the outside world of the tribes of North-east by colonial power opened the door of opportunities. Most of the tribes are converted to Christianity and it initiated them to modernization. That is why, the tribes who are converted to Christianity, are able to attain a commendable position in education in North-east. The tribal who are not involved or didn't get the opportunity, are still lagging behind in educational attainment.

The tribes belong to different ethno-linguistic groups and speak different dialects and majority of them speak more than one dialect. It facilitates them to different social interaction and broadens their knowledge further. It may help them get higher knowledge base and facilitate them to higher educational attainment.

The above-mentioned variables and indicators of education help explaining the spatial variation of educational attainment. The analysis, which is carried out through statistical method, explains the level of educational attainment of the tribes over space and gives the various causes and factors responsible for educational attainment.

CHAPTER VII

CONCLUSION AND SOME TENTATIVE SUGESTIONS

The Scheduled Tribes are considered the most backward community in the Indian social order and the very fact is proved to be correct in the light of the data available in terms of various indicators. Education is a factor, which regarded as a yardstick of development to bring this underprivileged population to the level of general population. The Indian constitution provided various provisions for the scheduled tribe in the broad category of weaker section to bring this unprivileged population to the level of general population.

Historically these people were isolated socially and geographically, which makes the effort very difficult to bring them to Indian mainstream. So, the very fact of uneducability of the scheduled tribes lies in this background. That's why it's seen that ST population is still lag behind in educational development. India as a democratic

country can't afford to leave this large chunk of population in the process development and change and hence the policies are formulated to uplift this large chunk of population at par with others to share and contribute to the development of the country. The scheduled tribe population of North – east India is a unique case, where the scheduled tribe contributes the majority of the population and their development particularly in education is very good. But, the problem does not seem dying down here, because the region still faced the disparity in educational development among the tribes. In this light of development process of scheduled tribe, an attempt has been made to measure the distance between the Schedule Tribes and non-schedule tribes and their level of educational development taking literacy, enrolment and level of educational development at various level as indicators. For these purposes district-wise and in some cases state-wise data of 1991 was made for north-east India (excluding Assam).

The north-east India constitutes around 8 p.c of total scheduled tribe population of the country, but the most of the states share majority of the ST population. There are more than 200 ethnic groups in north-east only.

The literacy rate of ST population shows variation across the region. The western and south-east Arunachal Pradesh and South Tripura experienced lowest literacy rate for both male and female. On the other hand, some regions like, entire Mizoram, Nagaland, Eastern khasi hills and valley regions of Manipur witnessed high literacy rate. The Aizwal district has the highest proportion of literates, whereas district like Tawang, West Kameng have very low literacy rate for ST's.

After examining the literacy rate between ST and non-ST/SC population, it's necessary to discuss the rural-urban literacy of male and female among the tribes. Although the rural tribal people have very low literacy rate, notwithstanding it's above the national average of ST people. In comparison to rural areas the urban region experienced high literacy rate and it's at par with non-ST/SC, sometimes even better than non-ST/SC. But the rural-urban literacy rate doesn't show a rosy picture; rather it ends in gloomy notes. The difference between urban and rural literacy is abnormally high in most of the districts.

The male-female distribution of literacy among tribes is also having some disturbing facts. Whereas male literacy is quite satisfactory, the female literacy is not on such a high note. In urban areas male literacy is quite high, but it's counterpart rural areas doesn't show the same. The female literacy is not so good in comparison to male literacy; it's more so in rural areas. At district level, district like Tawang, West Kameng, South Tripura etc. performed very badly in literacy. But, most of the district of Meghalaya and Mizoram and district like Kohima, Wokha, Senapati etc. performed very well in female literacy. In rural areas, the female ST literacy is very low, whereas urban areas show a better performance. But in rural female ST literacy is better than non-ST/SC female literacy in all the district of Meghalaya and Mizoram.

The growth rate of literacy during the period 1981-91 shows a substantial increase in literates. Here some of the district shows more than 100 p.c growth rates in literacy. Most of these districts are from Arunachal Pradesh and South Tripura regions, these backward regions show tremendous performance in growth rate of literacy.

The region itself experienced commendable literacy rate among scheduled tribes population and inequality is quite low between ST and non-ST/SC population. The highest inequalities exist in Tirap district followed by South Tripura. The disparity between ST and non-ST/SC male is found to be high in the western and south-eastern part of Arunachal Pradesh and Southern Tripura, this regions happens to be the lowest literacy level.

The inequalities between ST and non-ST/SC are quite high in rural areas. Again some of the district in Arunachal Pradesh and Tripura, having highest inequality between ST and non-ST/SC male. On the other hand it's the district like Aizawl, Kohima, etc. shows inequality in favours. The disparity between ST and non-ST/SC is higher in rural areas compared to urban areas. Among men, disparity between ST and ST/SC males is lower than the disparity among female in rural areas. It can be assumed that the districts where highest disparity exists between STs and non-ST/SC in rural areas, are lack of initiative among STs to keep peace with non ST/SCs, which is more so in South Tripura, where the facilities are mostly exploited well by non STs.

The female literacy in rural areas is low in most of the district. In urban areas, the disparity is almost nil between STs and non-ST/SCs males. Still some district where urban tribal population in quite low has high disparity. The disparity between ST and non- ST/SCs' female is also very low.

The intra-tribal disparity also exists in the region. The highest male-female disparity is found in East Kameng districts followed by Tirap. It's very low in East Khasi hill districts. But, in all the districts of Arunachal Pradesh, Manipur and Tripura show

disparity between male and female and is quite high. In urban areas also the disparity exists between male and female.

The overall disparity among STs is less in Mizoram, Nagaland and valley region of Manipur as compared to Arunachal Pradesh and Tripura. The possible reason for this could be practicing of Christianity. Because, the Christianity propagated by the missionaries tremendously help these states achieve the high literacy rate.

The gross enrolment ratio is quite satisfactory for both ST male and female at primary level. In upper primary level also the enrolment ratio is satisfactory for STs. It's highest in Aizwal, followed by Lunglei. It seems that the disparity between STs and non-STs/SCs is sufficiently low both at primary and upper primary level.

The educational level of the STs of north-east is quite satisfactory at primary/middle level and at secondary level, but it is highly erratic at higher and Technical level. Here, state level performance of various educational levels of STs are analyzed. The Scheduled Tribes shows high percentage of literates educated up to primary level in all the states. Mizoram with a percentage of 34.14 p.c. has highest population educated up to primary/middle level followed by Nagaland (28.23 p.c.). In rural areas also these two states show highest percentage of educated person at primary/middle level. In urban areas STs Population has better performance than non-ST/SCs. Even the difference between male-female educated persons is not so high.

The share of total educated person at secondary/under graduate's level is considerably fallen. At this level, Tripura shows lowest percentage of educated person. The highest is seen in Manipur followed by Nagaland.

Rural areas are generally lag behind in educational attainment vis-à-vis urban areas. The percentage share at this level is quite low in rural areas for both ST male and female. In urban areas a good percentage of ST population educated up to secondary/under graduate level. It's highest in Nagaland. All the states show good percentage share at this level. The male-female difference is quite conspicuous for STs at this level.

As one moves upward it's found that the share of educated person at higher level is visibly low. The STs Population across the region share very low percentage of educated person at this level. The high stagnation and dropout may be the possible reason for low share at higher level. In comparison to urban areas, rural areas present a gloomy picture at this level.

The situation in technical education is very dismal. The scheduled tribe's population seemingly does not relish the technical education. The percentage shares of educated person in technical education is negligible. In rural areas it's almost nil for ST people.

7.1: Some Tentative Suggestions

While there is no doubt about the progress in education of Scheduled Tribe since independence, there are a number of measures, which should be undertaken to accelerate the pace of their educational development.⁷⁶ A number of suggestions have been made by scholars and by committees and commissions set up by the government.

⁷⁶ A.B. Bose, "Problems of Educational Development of Scheduled Tribes", *Man In India*, Vol-50, No-1, March, 1970

Still the problem has not been taken appropriately. The problem of tribal educational development should be viewed in the context of establishing appropriate linkages with the overall techno-economic and socio-cultural milieu. The process of development so far as tribes are concerned has to be endogenous.⁷⁷ The process of development should be linked up with the socio-economic development, which eventually leads to the educational development.

The educational development is a part of larger process of development. The Universalisation of education emphasized on the educability of the people. But the emphasis is mostly on enrolment drives. In tribal education also the same process is adopted. Over emphasis on enrolment without realizing the tribal ethos leads to high drop-out rate. So, the process completely de-linked from the tribal way of life. Hence a great effort should be given to the improvement of the quality of education and to the reduction of stagnation and wastage.

The educational development of the tribal people should be linked up with the integrated area development process. The tribal people are traditional in their way of life. Any attempt to modernize them should be rooted through the tradition. Only then, it help them actualized the pace of development.

The opening of schools and other facilities at the remote areas and inaccessible places is the utmost important for spreading the education. Tribal people are residing in the remote places which makes the communication with outside world is very difficult. Hence, government has to take utmost care educating these people. The physical facilities and communication network has to be spread across such region.

⁷⁷ A.ahmad and S.C.Nuna, "Tribal Education-Shadows of an uncertain Future", *Journal of Educational planning And Administration*, Vol-1, No-1, 1987

The government has provided various incentives and scholarships to tribal students. But the real beneficiaries of these opportunities are the upper strata of the society. The poor families can't effort the educational expenses, so it's high time that government should take necessary policy measures, so that the bright and intelligent students of poor families can benefit from such provisions. The schools timing, curriculum and most of all the medium of instructions should be according to the tribal way of life.

Mostly, the tribal regions or educational institutes lack the local tribal teachers. The outside teachers from other communities can't adjust the tribal way of life, so, its make them averse to impart education in such areas. Eventually got to leads transfer of teachers from tribal areas. Moreover, the apathy of teachers also made the plight of education worse. Hence the local educated youths should be encouraged to teach in local areas.

The enrolment at higher and technical education of tribes is very less. It's because of high drop-out rate at lower level and economic condition of the families. Scholarships for higher education should be given irrespective of their intelligence and performance. Then only majority of the students could complete their higher education. The facilities for science education should be expanded in tribal areas and the tribal children should encourage going in for science and professional courses.

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APPENDIX-I-A

I. Demographic profile of the Scheduled Tribe -1991
 A. PERCENTAGE OF SCHEDULED TRIBE POPULATION TO TOTAL
 POPULATION OF NE INDIA -1991

STATES/DISTRICTS	Scheduled Tribes pop	Concentration Index
	(In P.C.)	(In P.C.)
ARUNACHAL PR.	63.66	0.81
Tawang	78.62	0.03
West Kameng	52.99	0.04
East Kameng	85.56	0.06
Lower Subansiri	70.91	0.16
UpperSubansiri	85.92	0.06
West Siang	78.47	0.1
East Siang	68.57	0.02
Dibang valley	45.44	0.06
Lohit	37.31	0.04
Changlang	34.84	0.1
Tirap	80.43	0.93
MANIPUR	34.41	0.26
Tamenglang	84.07	0.12
Senapati	96.59	0.24
Churachandpur	93.49	0.08
Chandel	85.52	0.004
Thoubal	0.97	0.01
Bishnupur	5.3	0.04
Imphal	4.77	0.04
Ukhrul	93.23	0.16
MEGHALAYA	85.53	2.24
Jantia	95.5	0.31
West Garo	80.62	0.57
East Garo	96.83	0.27
West Khasi	98.11	0.32
East Khasi	78.39	0.77
MIZORAM	94.75	1
Aizawl	94.67	0.71
Lunglei	94.41	0.16
Chhimituipui	95.55	0.14
NAGALAND	87.71	1.56
Kohima	74.47	0.42
Phek	94.08	0.14
Zunheboto	97.07	0.14
Wokha	92.65	0.11
Mokokchung	92.65	0.22
Tuensang	95.2	0.33
Mon	92.15	0.2
TRIPURA	30.95	1.26
West Tripura	25.18	0.48
NorthTripura	28.39	0.29
SouthTripura	43.02	0.48

APPENDIX-I-B
B. RURAL-URBAN DISTRIBUTION OF TRIBAL POPULATION OF
NE INDIA- 1991

STATES/DISTRICS	Rural Pop	Urban Pop
	(In p.c.)	(In p.c.)
ARUNACHAL PRADESH	94.18	5.82
Tawang	100	0
West.Kameng	93.31	6.69
East. Kameng	100	0
Lower. Subansiri	87.27	12.73
Upper.Subansiri	100	0
West. Siang	92.72	7.28
East. Siang	94.41	5.59
Dibang valley	93.85	6.15
Lohit	95	5
Changlang	100	0
Tirap	96.93	3.07
MANIPUR	91.61	8.39
Tamenglang	100	0
Senapati	100	0
Churachandpur	82.3	17.7
Chandel	95.38	4.62
Thoubal	81.68	18.32
Bishnupur	88.4	11.6
Imphal	42.77	57.27
Ukhrul	100	0
MEGHALAYA	92.38	7.62
Jaintia	91.17	8.83
East.Khasi Hills	93.11	6.89
WestKhasi Hills	93.61	6.39
East Garo Hills	94.5	5.5
West Garo Hills	90.18	9.82
MIZORAM	54.78	45.22
Aizawl	46.48	53.52
Lunglei	61.84	38.16
Chhimtuipui	86.48	13.52
NAGALAND	87.95	12.05
Kohima	80.2	19.8
Phek	93.96	6.06
Zunheboto	89.4	10.6
Wokha	84.6	15.4
Mokokchung	86.98	13.02
Tuensang	100	0
Mon	94.09	5.91
TRIPURA	98.35	1.65
W. Tripura	96.16	3.39
N. Tripura	98.98	1.02
S.Tripura	99.7	0.3

C. GROWTH RATE OF ST POPULATION (1981-91)

STATES/DISTRICTS	1981	1991	Growth Rate (1981-91)
Meghalaya	1076345	1517927	41.03
Jaintia	148710	210558	41.59
East Khasi	374081	521482	39.40
West Khasi	156995	215995	37.58
South Garo	124462	182849	46.91
West Garo	272097	387043	42.24
Arunachal Pradesh	441167	550351	24.75
Tawang /West Kameng	41963	52138	24.25
East Kameng	37286	43116	15.63
Lower Subansiri	87605	110609	26.26
Upper Subansiri	36131	43034	19.11
West Siang	62323	70571	13.23
East Siang	50728	68330	34.70
Dibang Valley	15044	19572	30.10
Lohit	30130	40933	35.85
Changlang(N)/Tirap	79957	101048	26.38
Nagaland	650885	1060835	67.65
Kohima	163905	288636	76.80
Phek	66058	96104	45.48
Zunheboto	58244	93401	60.34
Wokha	54354	76536	40.81
WokhaMokokchung	95407	146717	53.78
Tuensang	142376	221497	55.57
Mon	70536	137944	95.56
Tripura	583920	853345	46.14
West Tripura	244146	325845	33.46
North Tripura	139905	197975	41.51
South Tripura	199869	329525	64.87
Mizoram	461907	653565	41.49
Aizawl	320088	452942	41.50
Lunglei	74607	105192	42.14
Chhimtuipui	62212	95432	53.40
Manipur	387977	632173	62.94
Senapati	105655	175206	65.83
Tamenglong	29259	83332	184.80
Churachandpur	116254	164709	41.68
Chandel	38340	60729	58.40
Thoubal	2250	2844	26.40
Bishnupur	3895	9575	145.83
Imphal	13945	33900	143.10
Ukhrul	74238	101878	37.23

APPENDIX-II
TOTAL POPULATION OF NE INDIA-1991
A. Total General population-1991

Sts/Dist	Gen pop(exd-(0-6)age grs								
	TOTAL			RURAL			URBAN		
	Tot pop	Male	Female	Tot pop	Male	Female	Tot pop	Male	Female
Arunachal	681933	372848	309085	591762	319323	272439	90171	53525	36643
Tawang	22912	12606	10306	22912	12606	10306	0	0	0
W.Kameng	44448	24889	19559	39783	22157	17626	4665	2732	1933
E. Kameng	40032	20600	19432	40032	20600	19432	0	0	0
Lw. Subansiri	123941	66012	57929	92237	48035	44202	31704	17977	13729
Up.Subansiri	40310	21946	18364	40310	21946	18364	0	0	0
W. Siang	69967	38030	31937	59147	31283	27864	10820	6747	4073
E. Siang	79376	43393	35983	67270	36281	30989	12106	7112	4995
Dibang valley	33887	19482	14402	28109	15963	12146	5775	3519	2310
Lohit	85759	48874	36885	66726	37171	29555	19033	11703	7330
Changlang	72342	40302	32040	74152	40533	33619	0	0	0
Tirap	67144	36483	30661	61076	32748	28328	6068	3735	2333
Manipur	1470532	783051	747481	13124129	567275	536854	456357	215776	210627
Tamenglang	71851	37195	34656	71851	37195	34656	0	0	0
Senapati	176024	91210	84814	176024	91210	84814	0	0	0
Churachandpur	146731	76225	70506	118223	61859	56364	28508	14366	14142
Chandel	59364	31226	28138	51409	26894	24516	7955	4332	3623
Thoubal	240835	121557	119278	152292	77220	75072	88543	44337	44206
Bishnupur	149377	75122	74255	96971	48980	47986	52411	26142	25908
Imphal	596181	302361	293820	347195	175762	171433	248986	126599	122387
Ukhrul	90275	50376	390899	109275	57997	51278	0	0	0
Meghalaya	1381049	709426	671623	1107916	565526	542390	273133	143900	129233
Jantia	166675	84930	81745	150428	76741	73697	16247	8199	8148
W.Garo	372898	190984	181914	330369	168779	161920	42199	22205	19994
E. Garo	144475	74258	70217	135270	69273	65998	9205	4985	4220
W. Khasi	165798	84930	80721	155132	79638	75494	11666	5939	5727
E.Khasi	531202	274171	257026	336387	171105	165282	194816	103072	91744
Mizoram	561480	293837	267646	335024	157628	141621	262234	136209	126025
Aizawl	390608	203761	186837	176124	93011	83113	214474	110750	103724
Lunglei	91102	47945	43157	54076	28176	25899	37026	19768	17258
Chhimituipui	79783	42131	37652	69049	36440	32609	10734	5691	5043
Nagaland	1002059	5371809	464879	830975	437087	393888	171084	100093	70001
Kohima	317283	173530	143753	220102	116617	103483	97181	56913	40268
Phek	83684	44956	38728	76982	40784	36198	6702	4172	2530
Zunheboto	78738	40375	38362	69698	35385	34313	9040	4990	4049
Wokha	67359	35466	31893	55732	28788	26926	11645	6678	4967
Mokokchung	137787	72581	65206	116586	60650	55935	21201	11930	9271
Tuensang	193523	103350	90173	176866	93271	83595	16657	10079	6578
Mon	123686	66922	56765	115027	61591	53436	8699	5333	3328
Tripura	2260083	1165206	1094877	1895023	978740	916292	365060	186475	178585
W. Tripura	1065263	549207	516056	792237	410147	382090	273026	139060	133966
N. Tripura	567165	293547	273617	514538	266420	248118	52627	27127	25500
S.Tripuracc	627655	322452	305203	588246	302164	286082	39410	20288	19119

*excluding (0-6) age groups
Source: census of India-1991

APPENDIX-II
B: TOTAL SCHEDULED CASTE POPULATION-1991

Sts/Dist	Scheduled caste exd.(0-6)age group								
	TOTAL			RURAL			URBAN		
	Tot pop	Male	Female	Tot pop	Male	Female	Tot pop	Male	Female
Arunachal	3562	2256	1304	2558	1558	1000	1156	656	500
Tawang	0	0	0	50	40	10	0	0	0
W.Kameng	200	120	80	190	154	36	52	28	24
E. Kameng	31	25	6	0	0	0	0	0	0
Lw. Subansiri	572	345	227	247	160	87	340	180	160
Up.Subansiri	56	39	18	0	0	0	0	0	0
W. Siang	210	147	63	142	106	36	145	95	50
E. Siang	357	231	126	280	201	79	172	103	69
Dibang valley	398	210	188	275	175	100	201	112	87
Lohit	903	508	395	977	527	450	231	101	130
Changlang	0	0	0	0	0	0	0	0	0
Tirap	151	130	21	201	164	37	101	47	54
Manipur	28140	14797	13343	15705	8075	7630	17400	8737	8669
Tamenglang	150	88	62	150	82	68	0	0	0
Senapati	0	0	0	0	0	0	0	0	0
Churachandpur	251	170	82	260	190	70	0	0	0
Chandel	198	106	92	198	106	92	0	0	0
Thoubal	7044	4021	3023	1468	748	739	9040	4540	4500
Bishnupur	1733	847	886	1733	847	886	0	0	0
Imphal	18764	9526	8238	10815	5512	5303	8360	4197	4136
Ukhrul	0	0	0	0	0	0	0	0	0
Meghalaya	7072	3981	3091	685	441	244	3900	2184	1816
Jantia	701	450	251	600	320	280	0	0	0
W.Garo	5001	2567	2434	0	0	0	1230	635	594
E. Garo	204	106	98	0	0	0	0	0	0
W. Khasi	0	0	0	0	0	0	0	0	0
E.Khasi	1166	868	311	3557	1551	2006	2290	1193	997
Mizoram	640	557	84	0	0	0	210	190	20
Aizawl	300	272	37	0	0	0	100	85	15
Lunglei	141	125	16	0	0	0	95	92	20
Chhimtuipui	199	163	36	0	0	0	15	13	2
Nagaland	0	0	0	0	0	0	0	0	0
Kohima	0	0	0	0	0	0	0	0	0
Phek	0	0	0	0	0	0	0	0	0
Zunheboto	0	0	0	0	0	0	0	0	0
Wokha	0	0	0	0	0	0	0	0	0
Mokokchung	0	0	0	0	0	0	0	0	0
Tuensang	0	0	0	0	0	0	0	0	0
Mon	0	0	0	0	0	0	0	0	0
Tripura	362539	186522	176017	303983	156784	147194	58584	29738	28818
W. Tripura	193132	99215	93917	146617	75619	70998	46515	23596	22919
N. Tripura	75218	38873	36345	69487	35958	33529	5731	2915	2816
S.Tripura	94189	48434	45755	87879	45207	42672	6310	3227	3083

*excluding (0-6)age group
Source: Census of India: 1991

APENDIX-II
C: TOTAL SCHEDULED TRIBE POPULATION-1991

Sts/Dist	Scheduled Tribe population exd.(0-6)age group								
	TOTAL			RURAL			URBAN		
	Tot pop	Male	Female	Tot pop	Male	Female	Tot pop	Male	Female
Arunachal	429150	214067	215083	404107	200838	203269	25043	13229	11814
Tawang	17722	8616	9106	17722	8616	9106	0	0	0
W.Kameng	23104	11633	11471	21554	10835	10719	1550	798	752
E. Kameng	34065	16803	17262	34065	16803	17262	0	0	0
Lw. Subansiri	86768	42960	43808	75769	37302	38467	10999	5658	5341
Up.Subansiri	34085	17174	16911	34085	17174	16911	0	0	0
W. Siang	54221	26878	27343	49884	24527	25357	4337	2351	1987
E. Siang	53728	26813	26915	64525	25178	25494	3056	1634	1422
Dibang valley	15236	7529	7707	13954	6877	7303	1056	652	404
Lohit	31393	15788	15605	29125	14547	14550	2296	1241	1055
Changlang	25818	13268	12546	25818	13268	12546	0	0	0
Tirap	53014	26606	26408	51265	25711	25554	1746	895	854
Manipur	527575	269565	258011	482551	246753	235798	45034	22812	22212
Tamenglang	69205	35269	33889	69205	35269	33889	0	0	0
Senapati	148895	76034	72861	148895	76034	72861	0	0	0
Churachandpur	136870	69597	67273	111869	57247	54622	25001	12353	12651
Chandel	50573	25516	25057	48240	24303	23897	2333	1173	1160
Thoubal	2419	1317	1102	1995	1080	915	424	237	187
Bishnupur	7863	4299	3564	6923	3799	3124	940	500	440
Imphal	28254	14711	13543	11928	6159	5769	16326	8552	7774
Ukhrul	83543	42822	40721	83543	42822	40721	0	0	0
Meghalaya	1168703	584790	583913	1002596	504274	498322	166107	80517	85591
Jantia	158421	78381	80040	143930	71462	72468	14491	6919	7572
W.Garo	300021	151024	148081	270075	135929	134146	29946	15095	14851
E. Garo	139562	70914	68643	131839	66883	64956	7723	4036	3687
W. Khasi	163019	83406	79613	152168	77659	74509	10851	5747	5104
E.Khasi	407680	201060	206620	304584	152341	152243	103096	48719	54371
Mizoram	528578	266329	262249	286332	145836	139501	242247	120443	121753
Aizawl	367432	184588	182844	168312	85728	82584	199120	98860	100260
Lunglei	85433	43118	42315	52367	26588	25779	33066	16530	16536
Chhimituipui	75713	38623	37090	65653	33520	32133	10060	5103	4957
Nagaland	876093	452932	423161	774137	399272	374865	101956	53660	48296
Kohima	235061	121454	113607	189186	97502	91684	45875	23952	21892
Phek	78272	40690	37582	73793	38161	35632	4479	2529	1950
Zunheboto	76179	38318	37861	68502	34410	34092	7677	3908	3769
Wokha	62134	31823	30311	52679	26769	25910	9455	5054	4401
Mokokchung	127392	64972	62420	109060	55205	53355	15332	6767	7065
Tuensang	183434	96211	87223	171629	89809	81820	11805	6402	5403
Mon	113621	59464	54157	107288	55917	51372	6333	3548	2785
Tripura	681877	347821	334058	669571	341246	328328	12308	6575	5933
W. Tripura	259913	132333	127580	250112	127251	122862	9801	5082	4719
N. Tripura	156470	80520	75947	151773	79509	75228	1732	1010	722
S.Tripura	265496	136968	130528	264721	134485	130236	775	489	293

*excluding(0-6)age group

Source: Census of India

APPENDIX-II

D. TOTAL NON-ST/SC POPULATION- 1991

Sts/Dist	Total Non-ST/SC population exd.(0-6) age group								
	TOTAL			RURAL			URBAN		
	Tot pop	Male	Female	Tot pop	Male	Female	Tot pop	Male	Female
Arunachal	249221	156525	92698	185097	116927	68170	63972	39640	24329
Tawang	5190	3990	1200	5140	3950	1190	0	0	0
W.Kameng	21144	13136	8008	18039	11168	6871	3063	1906	1157
E. Kameng	5936	3772	2164	5967	3797	2170	0	0	0
Lw. Subansiri	36601	22707	13894	16221	10573	5648	20365	12139	8228
Up.Subansiri	6169	4733	1435	6225	4772	1453	0	0	0
W. Siang	15536	11005	4531	9121	6650	2471	6338	4301	2036
E. Siang	25291	16349	8942	16318	10902	5416	8878	5375	3504
Dibang valley	18253	11743	6507	13880	8911	4743	4518	2755	1819
Lohit	53463	32578	20885	36624	22097	14555	16506	10361	6145
Changlang	46524	27034	19494	48334	27265	21073	0	0	0
Tirap	13979	9747	4232	9610	6873	2737	4221	2793	1425
Manipur	914817	498689	476127	12625873	312447	293426	393923	184227	179746
Tamenglang	2496	1838	705	2496	1844	699	0	0	0
Senapati	27129	15176	11953	27129	15176	11953	0	0	0
Churachandpur	9610	6458	3151	6094	4422	1672	3507	2013	1491
Chandel	8593	5604	2989	2971	2485	527	5622	3159	2463
Thoubal	231372	116219	115153	148829	75392	73418	79079	39560	39519
Bishnupur	139781	69976	69805	88315	44334	43976	51471	25642	25468
Imphal	549163	278124	272039	324452	164091	160361	224300	113850	110477
Ukhrul	6626	5333	1293	25732	15175	10557	0	0	0
Meghalaya	205274	120655	84619	104635	60811	43824	103126	61199	41826
Jantia	7553	6099	1454	5898	4959	949	1756	1280	576
W.Garo	67876	37393	31399	60294	32850	27774	11023	6475	4549
E. Garo	4709	3238	1476	3431	2390	1042	1482	949	533
W. Khasi	2779	1524	1108	2964	1979	985	815	415	400
E.Khasi	122356	72243	50095	28246	17213	11033	89430	53160	36376
Mizoram	32262	26951	5313	48692	11792	2120	19777	15576	4252
Aizawl	22876	18901	3956	7812	7283	529	15254	11805	3449
Lunglei	5528	4702	826	1709	1588	120	3865	3146	702
Chhimituipui	3871	3345	526	3396	2920	476	659	575	84
Nagaland	125966	84248	41718	56838	37815	19023	69128	46433	21705
Kohima	82222	52076	30146	30916	19115	11799	51306	32961	18376
Phek	5412	4266	1146	3189	2623	566	2223	1643	580
Zunheboto	2559	2057	501	1196	975	221	1363	1082	280
Wokha	5225	3643	1582	3053	2019	1016	2190	1624	566
Mokokchung	13395	9610	3786	7526	5445	2580	7369	5163	2206
Tuensang	10089	7139	2950	5237	3462	1775	4852	3677	1175
Mon	10065	7458	2608	7739	5674	2064	2366	1785	543
Tripura	1215667	630863	584802	921469	480710	440770	294168	150162	143834
W. Tripura	612218	317659	294559	395508	207277	188230	216710	110382	106328
N. Tripura	335477	174154	161325	293278	150953	139361	45164	23202	21962
S.Tripura	267970	137050	128920	235646	122472	113174	32325	16572	15743
*excluding(0-6)age group									
Source: Census of India									

APPENDIX-III

A: TOTAL LITERATES OF GENERAL POPULATION 1991

Sts/Dist	Total literates of general population exd.(0-6)age group								
	TOTAL			RURAL			URBAN		
	Tot lit	Male	Female	Tot lit	Male	Female	Tot lit	Male	Female
Arunachal	283610	191841	91769	219058	150095	68963	64552	41746	22806
Tawang	6830	5094	1736	6830	5094	1736	0	0	0
W.Kameng	20585	13696	6889	17331	11617	5714	3254	2079	1175
E. Kameng	10490	7765	2725	10490	7765	2725	0	0	0
Lw. Subansiri	51517	33731	17786	29471	19886	9585	22046	13845	8201
Up.Subansiri	15443	10441	5002	15443	10441	5002	0	0	0
W. Siang	31931	20482	11449	23740	14964	8776	8191	5518	2673
E. Siang	35166	22776	12390	27145	17676	9469	8021	5100	2921
Dibang valley	15885	11093	4792	11554	8267	3287	4331	2826	1505
Lohit	42204	28847	13357	28679	19824	8855	13525	9023	4502
Changlang	25003	16870	8133	32031	22067	9967	0	0	0
Tirap	21528	15849	5679	16348	12494	3850	5184	3355	1829
Manipur	916692	560884	355808	615957	383720	232237	300735	177164	123571
Tamenglang	36039	22289	13750	36039	22289	13750	0	0	0
Senapati	81047	50404	30643	81047	50404	30643	0	0	0
Churachandpur	85355	50597	34758	63598	38598	25012	21757	12011	9746
Chandel	27711	17920	9791	23868	15399	8469	3843	2521	1322
Thoubal	126361	83057	43304	73861	50231	23630	52500	32826	19674
Bishnupur	82063	51525	30535	49527	31679	17848	32536	19846	12690
Imphal	421175	250368	1713557	231626	140408	91218	190099	109960	80139
Ukhrul	56391	34724	21667	56391	34724	21667	0	0	0
Meghalaya	678105	376870	301235	454835	253522	201313	223270	123348	99922
Jantia	58876	29194	29682	45656	22279	22377	13220	6915	6305
W.Garo	146612	89634	56978	113576	71225	42351	33036	18409	14627
E. Garo	69894	40616	29278	63563	36874	26689	6331	3742	2589
W. Khasi	83765	45071	38694	76105	40975	35130	7660	4096	3564
E.Khasi	318958	172355	146603	155935	82169	73766	163023	90186	72837
Mizoram	461930	251551	210379	216867	121942	94925	245063	129609	115454
Aizawl	343954	184193	159761	142659	78541	64118	201295	105652	95643
Lunglei	70816	39491	31325	36497	20775	15722	34319	18716	15603
Chhimituipui	47160	27867	19293	37711	22626	15085	9449	5241	4208
Nagaland	617736	363229	254507	475566	277210	198356	142170	86019	56151
Kohima	219424	131148	88276	137957	81626	56331	81467	49522	31945
Phek	52378	32496	19882	46908	28780	18128	5470	3716	1754
Zunheboto	50676	28569	22107	43163	24226	18937	7513	4343	3170
Wokha	49792	28569	22107	39538	22735	16803	10254	6012	4242
Mokokchung	107266	58441	48825	88684	47912	40772	18582	10529	8053
Tuensang	93645	55789	37856	80905	47834	33071	12740	7955	4785
Mon	44535	28039	16516	38411	24097	14314	6144	3942	2202
Tripura	1365980	822402	543578	1062635	656440	406195	303345	165962	137383
W. Tripura	701286	416677	284609	476584	293772	182812	224702	122905	101797
N. Tripura	342370	204719	137651	297890	180530	117360	44480	24189	20291
S.Tripura	322324	201006	121318	288161	182138	106023	34163	18868	15295

*excluding(0-6)age group

Source: Census of India

APPENDIX-III

B: TOTAL LITERATES OF SCHEDULED CASTE POPULATION
(ABOVE 6 YEARS)

Sts/Dist	Total literates of SC population exd.(0-6) age group								
	TOTAL			RURAL			URBAN		
	Tot lit	Male	Female	Tot lit	Male	Female	Tot lit	Male	Female
Arunachal	1872	1382	490	1275	974	301	579	308	189
Tawang	0	0	0	43	35	8	0	0	0
W.Kameng	139	94	45	110	78	32	29	16	13
E. Kameng	24	19	5	0	0	0	0	0	0
Lw. Subansiri	334	243	91	154	119	35	180	124	56
Up.Subansiri	46	36	10	0	0	0	0	0	0
W. Siang	118	96	22	66	56	10	52	40	12
E. Siang	164	131	33	97	85	12	67	46	21
Dibang valley	187	124	63	82	63	19	105	61	44
Lohit	542	387	155	431	304	127	110	82	28
Changlang	0	0	0	0	0	0	0	0	0
Tirap	192	160	32	137	120	17	54	39	15
Manipur	17367	10148	7219	8180	4831	3349	9187	5317	3870
Tamenglang	62	36	26	62	36	26	0	0	0
Senapati	0	0	0	0	0	0	0	0	0
Churachandpur	208	165	43	202	162	40	0	0	0
Chandel	120	92	28	120	92	28	0	0	0
Thoubal	6023	3531	2492	876	523	353	5147	3008	2139
Bishnupur	1136	677	459	1136	677	459	0	0	0
Imphal	9649	5527	4122	5648	3242	2406	4001	2285	1716
Ukhrul	0	0	0	0	0	0	0	0	0
Meghalaya	4857	2678	2179	412	278	134	3100	1745	1355
Jantia	450	230	220	245	130	115	0	0	0
W.Garo	3745	2045	1700	0	0	0	0	0	0
E. Garo	145	78	67	0	0	0	0	0	0
W. Khasi	0	0	0	0	0	0	0	0	0
E.Khasi	670	530	140	1733	633	1100	1645	940	705
Mizoram	450	400	50	0	0	0	180	165	15
Aizawl	230	200	30	0	0	0	82	71	11
Lunglei	120	111	9	0	0	0	78	67	11
Chhimtuipui	170	140	30	0	0	0	14	11	1
Nagaland	0	0	0	0	0	0	0	0	0
Kohima	0	0	0	0	0	0	0	0	0
Phek	0	0	0	0	0	0	0	0	0
Zunheboto	0	0	0	0	0	0	0	0	0
Wokha	0	0	0	0	0	0	0	0	0
Mokokchung	0	0	0	0	0	0	0	0	0
Tuensang	0	0	0	0	0	0	0	0	0
Mon	0	0	0	0	0	0	0	0	0
Tripura	205424	125430	79994	167911	103594	64317	37513	21836	15677
W. Tripura	109345	66601	42744	80554	49769	30785	28791	16832	11959
N. Tripura	42162	25568	16594	38103	23277	14826	4059	2291	1768
S.Tripura	53917	33261	20656	49254	30548	18706	4663	2713	1950
*excluding(0-6)age group									
Source: Census of India									
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APPENDIX-III

C: TOTAL LITERATES OF SCHEDULED TRIBES POPULATION-1991
(ABOVE 6YEARS)

Sts/Dist	Total literates of ST population (above 6years)								
	TOTAL			RURAL			URBAN		
	Tot lit	Male	Female	Tot lit	Male	Female	Tot lit	Male	Female
Arunachal	147833	94189	53644	129881	83345	46536	17952	10844	7108
Tawang	3686	2447	1239	3686	2447	1239	0	0	0
W.Kameng	6931	5147	1784	6227	4638	1589	704	509	195
E. Kameng	8023	5998	2025	6815	5181	1634	0	0	0
Lw. Subansiri	26969	17036	9933	19532	12635	6897	7437	4401	3036
Up.Subansiri	12108	7853	4255	12108	7853	4255	0	0	0
W. Siang	22106	13237	8869	18940	11297	7643	3166	1940	1226
E. Siang	22707	13524	9183	20491	12149	8342	2216	1375	841
Dibang valley	6904	4448	2456	6022	3826	2196	882	622	260
Lohit	14166	8789	5377	12365	7706	4659	1801	1083	718
Changlang	12354	7953	4401	12354	7953	4401	0	0	0
Tirap	11603	8497	3106	10256	7716	2540	1347	781	566
Manipur	282940	161190	114750	248239	148841	99398	34701	19349	15352
Tamenglang	34574	20970	13604	34574	20970	13604	0	0	0
Senapati	68782	42003	26779	68782	42003	26779	0	0	0
Churachandpur	78583	45419	33164	59228	34902	24326	19355	10517	8838
Chandel	22544	13874	8670	21462	13202	8260	1082	672	410
Thoubal	1402	917	485	1131	734	397	271	183	88
Bishnupur	4758	3046	1712	4185	2690	1495	573	356	217
Imphal	21965	12534	9431	8545	4913	3632	13420	7621	5799
Ukhrul	50332	29427	20905	50332	29427	20905	0	0	0
Meghalaya	545868	291105	254763	410434	222539	187895	135434	68566	66867
Jantia	55413	26196	29217	43490	20268	20222	11923	5928	5995
W.Garo	114483	68614	45869	90971	56047	34927	23572	12567	10945
E. Garo	67464	38581	28646	61823	35457	26366	5341	3061	2280
W. Khasi	82057	43735	38322	74767	39940	34827	7290	3795	3495
E.Khasi	226751	114042	112709	139383	70827	68556	87367	43215	44153
Mizoram	437173	230791	206382	208828	114512	94316	228345	116279	112066
Aizawl	326147	169504	156643	137646	73881	63765	188501	95623	92878
Lunglei	66262	35563	30699	35282	19638	15644	30980	15925	15055
Chhimtuipui	44764	25724	19040	35900	20993	14907	8864	4731	4133
Nagaland	530848	300179	230669	444677	254066	190611	86171	46113	40058
Kohima	165713	94264	71449	124153	71483	52670	41560	22781	18779
Phek	48384	29424	18960	44929	27163	17766	3455	2261	1194
Zunheboto	48733	26920	21813	42299	23482	18817	6434	3438	2996
Wokha	46499	26293	20206	37947	21582	16365	8552	4711	3841
Mokokchung	96480	49626	46854	84283	44729	39554	12197	5897	6300
Tuensang	86950	50649	36201	77320	45247	32073	9530	5402	4128
Mon	38189	23003	15186	33746	20380	13366	4443	2623	1820
Tripura	275256	183935	91321	264638	178021	86617	10618	5914	4704
W. Tripura	136537	87345	49192	127885	82716	45169	8652	4629	4023
N. Tripura	60480	41045	19435	59230	40214	19016	1250	831	419
S.Tripura	78239	55545	22694	77523	55091	22432	716	454	262
*excluding(0-6)age group									
Source: Census of India									
x									

APPENDIX-III
E: LITERACY RATE OF SCHEDULED TRIBE POPULATION-1991

Sts/Dist	LITERACY RATE OF ST POPULATION								
	TOTAL			RURAL			URBAN		
	Tot-lit X1	m-lit rt	fm-lit rt	Tot-lit rt	m-lit-rt	fe-lit-rt	Tot-lit rt	m-lit-rt	fe-lit-rt
Arunachal	34.45	44.00	24.94	32.14	41.50	22.89	71.68	81.97	60.17
Tawang	20.80	28.40	13.61	20.80	28.40	13.61	0.00	0.00	0.00
W.Kameng	30.00	44.24	15.55	28.89	42.81	14.82	45.42	63.78	25.93
E. Kameng	23.55	35.70	11.73	20.01	30.83	9.47	0.00	0.00	0.00
Lw. Subansiri	31.08	39.66	22.67	25.78	33.87	17.93	67.62	77.78	56.84
Up.Subansiri	35.52	45.73	25.16	35.52	45.73	25.16	0.00	0.00	0.00
W. Siang	40.77	49.25	32.44	37.97	46.06	30.14	73.00	82.52	61.70
E. Siang	42.26	50.44	34.12	31.76	48.25	32.72	72.51	84.15	59.14
Dibang valley	45.31	59.08	31.87	43.16	55.63	30.07	83.52	95.40	64.36
Lohit	45.12	55.67	34.46	42.45	52.97	32.02	78.44	87.27	68.06
Changlang	47.85	59.94	35.08	47.85	59.94	35.08	0.00	0.00	0.00
Tirap	21.89	31.94	11.76	20.01	30.01	9.94	77.15	87.26	66.28
Manipur	53.63	59.80	44.47	51.44	60.32	42.15	77.06	84.82	69.12
Tamenglang	49.96	59.46	40.14	49.96	59.46	40.14	0.00	0.00	0.00
Senapati	46.19	55.24	36.75	46.19	55.24	36.75	0.00	0.00	0.00
Churachandpur	57.41	65.26	49.30	52.94	60.97	44.54	77.42	85.14	69.86
Chandel	44.58	54.37	34.60	44.49	54.32	34.57	46.38	57.29	35.34
Thoubal	57.96	69.63	44.01	56.69	67.96	43.39	63.92	77.22	47.06
Bishnupur	60.51	70.85	48.04	60.45	70.81	47.86	60.96	71.20	49.32
Imphal	77.74	85.20	69.64	71.64	79.77	62.96	82.20	89.11	74.59
Ukhrul	60.25	68.72	51.34	60.25	68.72	51.34	0.00	0.00	0.00
Meghalaya	46.71	49.78	43.63	40.94	44.13	37.71	81.53	85.16	78.12
Jantia	34.98	33.42	36.50	30.22	28.36	27.90	82.28	85.68	79.17
W.Garo	38.16	45.43	30.98	33.68	41.23	26.04	78.72	83.25	73.70
E. Garo	48.34	54.41	41.73	46.89	53.01	40.59	69.16	75.84	61.84
W. Khasi	50.34	52.44	48.14	49.13	51.43	46.74	67.18	66.03	68.48
E. Khasi	55.62	56.72	54.55	45.76	46.49	45.03	84.74	88.70	81.21
Mizoram	82.71	86.66	78.70	72.93	78.52	67.61	94.26	96.54	92.04
Aizawl	88.76	91.83	85.67	81.78	86.18	77.21	94.67	96.73	92.64
Lunglei	77.56	82.48	72.55	67.37	73.86	60.69	93.69	96.34	91.04
Chhimituipui	59.12	66.60	51.33	54.68	62.63	46.39	88.11	92.71	83.38
Nagaland	60.59	66.27	54.51	57.44	63.63	50.85	84.52	85.94	82.94
Kohima	70.50	77.61	62.89	65.62	73.31	57.45	90.59	95.11	85.78
Phek	61.82	72.31	50.45	60.89	71.18	49.86	77.14	89.40	61.23
Zunheboto	63.97	70.25	57.61	61.75	68.24	55.19	83.81	87.97	79.49
Wokha	74.84	82.62	66.66	72.03	80.62	63.16	90.45	93.21	87.28
Mokokchung	75.73	76.38	75.06	77.28	81.02	74.13	79.55	87.14	89.17
Tuensang	47.40	52.64	41.50	45.05	50.38	39.20	80.73	84.38	76.40
Mon	33.61	38.68	28.04	31.45	36.45	26.02	70.16	73.93	65.35
Tripura	40.37	52.88	27.34	39.52	52.17	26.38	86.27	89.95	79.29
W. Tripura	52.53	66.00	38.56	51.13	65.00	36.76	88.28	91.09	85.25
N. Tripura	38.65	50.97	25.59	39.03	50.58	25.28	72.17	82.28	58.03
S.Tripura	29.47	40.55	17.39	29.28	40.96	17.22	92.39	92.84	89.42

APPENDIX-III
F: LITERACY RATE OF NON-ST/SC POPULATION-1991

Sts/Dist	LITERACY RATE OF NON-ST/SC								
	TOTAL			RURAL			URBAN		
	Tot-lit X1	m-lit rt	fm-lit rt	Tot-lit rt	m-lit-rt	fe-lit-rt	Tot-lit rt	m-lit-rt	fe-lit-rt
Arunachal	53.73	61.50	40.60	47.49	56.25	32.46	71.94	77.18	63.75
Tawang	60.58	66.34	41.42	60.33	66.13	41.09	0.00	0.00	0.00
W.Kameng	63.92	64.37	63.19	60.95	61.79	59.57	82.30	81.53	83.58
E. Kameng	41.16	46.34	32.12	61.59	68.05	50.28	0.00	0.00	0.00
Lw. Subansiri	66.16	72.45	55.87	60.32	67.45	46.97	70.85	76.78	62.09
Up.Subansiri	53.31	53.92	51.36	53.57	54.23	51.41	0.00	0.00	0.00
W. Siang	62.48	64.96	56.46	51.90	54.30	45.45	78.46	82.26	70.48
E. Siang	48.61	55.79	35.50	40.18	49.92	20.59	64.63	68.45	58.76
Dibang valley	48.18	55.53	34.93	39.27	49.13	22.60	74.02	77.79	66.03
Lohit	51.43	60.38	37.47	43.37	53.46	27.96	70.36	75.84	61.12
Changlang	27.19	32.98	19.14	40.71	51.77	26.41	0.00	0.00	0.00
Tirap	69.63	73.79	60.04	61.97	67.77	47.24	89.62	90.76	87.58
Manipur	67.38	78.11	49.11	2.85	73.63	44.13	65.20	82.78	58.05
Tamenglang	56.21	69.80	17.02	56.21	69.58	17.17	0.00	0.00	0.00
Senapati	45.21	55.36	32.33	45.21	55.36	32.33	0.00	0.00	0.00
Churachandpur	68.30	77.62	49.22	68.40	79.92	38.64	68.49	74.22	60.90
Chandel	58.73	70.56	36.57	76.94	84.71	34.35	49.11	58.53	37.03
Thoubal	51.40	67.64	35.02	48.28	64.96	31.16	59.54	74.91	44.15
Bishnupur	54.49	68.31	40.63	50.05	63.86	36.14	62.10	76.01	48.98
Imphal	70.94	83.53	57.81	67.02	80.60	53.12	76.99	87.88	65.74
Ukhrul	91.44	99.32	58.93	23.55	34.91	7.22	0.00	0.00	0.00
Meghalaya	62.05	68.86	52.34	42.04	50.49	30.31	82.17	89.51	79.03
Jantia	39.89	45.38	16.85	32.57	35.91	14.75	73.86	77.11	53.82
W.Garo	41.82	50.74	29.97	37.49	46.20	26.73	85.86	90.22	80.94
E. Garo	48.52	60.44	38.28	50.71	59.29	31.00	66.80	71.76	57.97
W. Khasi	61.46	87.66	33.57	45.14	52.30	30.76	45.40	72.53	17.25
E. Khasi	74.81	79.98	67.38	52.46	62.21	37.25	82.76	52.32	54.71
Mizoram	75.34	75.54	74.29	16.51	63.01	28.73	83.62	84.52	79.33
Aizawl	76.84	76.66	78.06	64.17	63.98	66.73	83.34	84.35	79.85
Lunglei	80.21	81.18	74.70	71.09	71.60	65.00	84.37	86.59	76.50
Chhimituipui	57.50	59.88	42.40	53.33	55.92	37.39	86.65	86.78	88.10
Nagaland	68.98	74.84	57.14	54.35	61.20	40.71	81.01	85.94	74.14
Kohima	65.32	70.83	55.82	44.65	53.06	31.03	77.78	81.13	71.65
Phek	73.80	72.01	80.45	62.06	61.65	63.96	90.64	88.56	96.55
Zunheboto	75.93	80.17	58.68	72.24	76.31	54.30	79.16	83.64	62.14
Wokha	63.02	62.48	57.96	52.11	57.11	43.11	77.72	80.11	70.85
Mokokchung	80.52	91.73	52.06	58.48	58.46	47.21	86.65	89.72	79.47
Tuensang	66.36	72.00	56.10	68.46	74.73	56.23	66.16	69.43	55.91
Mon	63.05	67.52	51.00	60.28	65.51	45.93	71.89	73.89	70.35
Tripura	72.82	81.32	63.66	68.38	77.97	57.91	86.76	92.04	81.35
W. Tripura	74.39	82.71	65.41	67.80	77.81	56.77	86.41	91.90	80.71
N. Tripura	71.46	79.30	62.99	68.38	77.53	59.93	86.73	90.80	82.43
S.Tripura	70.97	81.87	60.48	68.49	78.79	57.33	89.05	94.74	83.10

APPENDIX-III
G: DISPARITY BETWEEN ST AND NON-ST/SC-1991
(IN LITERACY)

Sts/Dist	D DISPARITY BETWEEN ST AND NON-ST/SC								
	TOTAL			RURAL			URBAN		
	Tot-dis	m/m-dis	fe/fe-dis	Tot-dis	m/m-dis	fe/fe-dis	Tot-dis	m/m-dis	fe/fe-dis
Arunachal	-0.18	-0.13	-0.20	-0.16	-0.12	-0.14	0.01	0.04	-0.01
Tawang	-0.45	-0.36	-0.47	-0.45	-0.35	-0.47	0.00	0.00	0.00
W.Kameng	-0.32	-0.15	-0.60	-0.31	-0.15	-0.59	-0.24	-0.09	-0.50
E. Kameng	-0.23	-0.10	-0.43	-0.48	-0.33	-0.71	0.00	0.00	0.00
Lw. Subansiri	-0.32	-0.25	-0.38	-0.36	-0.29	-0.41	0.00	0.02	-0.02
Up.Subansiri	-0.16	-0.06	-0.30	-0.17	-0.06	-0.30	0.00	0.00	0.00
W. Siang	-0.17	-0.11	-0.23	-0.12	-0.06	-0.17	-0.01	0.02	-0.04
E. Siang	-0.05	-0.03	0.00	-0.09	0.00	0.21	0.07	0.11	0.02
Dibang valley	-0.01	0.04	-0.03	0.06	0.07	0.14	0.07	0.11	0.00
Lohit	-0.04	-0.02	-0.02	0.00	0.01	0.07	0.06	0.08	0.06
Changlang	0.26	0.28	0.28	0.08	0.08	0.14	0.00	0.00	0.00
Tirap	-0.49	-0.35	-0.70	-0.48	-0.34	-0.67	-0.05	0.00	-0.11
Manipur	-0.08	-0.10	-0.03	1.27	-0.07	-0.01	0.09	0.03	0.09
Tamenglang	-0.04	-0.05	0.39	-0.04	-0.05	0.38	0.00	0.00	0.00
Senapati	0.02	0.01	0.07	0.02	0.01	0.07	0.00	0.00	0.00
Churachandpur	-0.06	-0.06	0.02	-0.10	-0.10	0.08	0.07	0.08	0.08
Chandel	-0.11	-0.10	-0.01	-0.22	-0.18	0.02	-0.01	0.01	-0.01
Thoubal	0.07	0.03	0.11	0.08	0.04	0.16	0.05	0.03	0.04
Bishnupur	0.06	0.03	0.09	0.10	0.06	0.14	0.01	-0.01	0.02
Imphal	0.06	0.03	0.10	0.05	0.01	0.09	0.05	0.02	0.07
Ukhrul	-0.17	-0.14	-0.05	0.42	0.31	0.87	0.00	0.00	0.00
Meghalaya	-0.11	-0.13	-0.07	0.00	-0.04	0.11	0.01	0.00	0.01
Jantia	-0.04	-0.12	0.35	-0.02	-0.09	0.29	0.06	0.06	0.19
W.Garo	-0.03	-0.03	0.03	-0.03	-0.04	0.00	-0.02	-0.02	-0.02
E. Garo	0.01	-0.03	0.05	-0.02	-0.03	0.13	0.03	0.04	0.04
W. Khasi	-0.07	-0.21	0.17	0.05	0.01	0.20	0.19	-0.03	0.62
E.Khasi	-0.11	-0.13	-0.08	-0.05	-0.11	0.10	0.03	0.25	0.19
Mizoram	0.06	0.08	0.04	0.66	0.11	0.39	0.07	0.08	0.08
Aizawl	0.08	0.10	0.06	0.12	0.15	0.08	0.07	0.08	0.08
Lunglei	0.00	0.02	0.00	-0.01	0.03	-0.01	0.06	0.07	0.09
Chhimituipui	0.03	0.06	0.10	0.03	0.06	0.11	0.03	0.05	-0.01
Nagaland	-0.04	-0.04	-0.01	0.04	0.03	0.11	0.04	0.02	0.07
Kohima	0.05	0.06	0.07	0.18	0.16	0.28	0.09	0.09	0.10
Phek	-0.06	0.02	-0.19	0.01	0.08	-0.09	-0.05	0.02	-0.18
Zunheboto	-0.06	-0.04	0.01	-0.05	-0.03	0.02	0.04	0.04	0.12
Wokha	0.09	0.14	0.08	0.16	0.17	0.18	0.08	0.09	0.11
Mokokchung	-0.01	-0.06	0.18	0.14	0.16	0.21	-0.02	0.01	0.07
Tuensang	-0.13	-0.12	-0.12	-0.17	-0.16	-0.14	0.10	0.10	0.15
Mon	-0.26	-0.23	-0.25	-0.27	-0.24	-0.23	0.01	0.02	-0.02
Tripura	-0.24	-0.17	-0.35	-0.22	-0.16	-0.33	0.02	0.01	0.01
W. Tripura	-0.14	-0.08	-0.22	-0.11	-0.06	-0.18	0.03	0.01	0.04
N. Tripura	-0.25	-0.18	-0.38	-0.23	-0.17	-0.36	-0.06	-0.03	-0.14
S.Tripuracc	-0.37	-0.29	-0.53	-0.36	-0.27	-0.51	0.04	0.01	0.05

APPENDIX-III

H: RURAL-URBAN DISPARITY IN LITERACY AMONG TRIBE
(1991)

Sts/Dist	RURAL-URBAN DISPARITY AMONG TRIBE			
	rural-urban		rural	urban
	m/m dis	fe/fe-dis	m/m dis	fe/fe-dis
Arunachal	0.31	0.44	-0.25	-0.12
Tawang	0.00	0.00	-0.31	0.00
E. Kameng	0.00	0.00	-0.50	0.00
Lw. Subansiri	0.38	0.52	-0.26	-0.12
Up. Subansiri	0.00	0.00	-0.25	0.00
W. Siang	0.27	0.33	-0.17	-0.11
E. Siang	0.26	0.27	-0.16	-0.14
Dibang valley	0.25	0.35	-0.25	-0.16
Lohit	0.24	0.34	-0.21	-0.09
Tirap	0.48	0.84	-0.47	-0.10
Manipur	0.17	0.23	-0.14	-0.07
Tamenglang	0.00	0.00	-0.16	0.00
Senapati	0.00	0.00	-0.16	0.00
Churachandpur	0.16	0.21	-0.12	-0.07
Chandel	0.04	0.02	-0.18	-0.20
Thoubal	0.07	0.05	-0.18	-0.20
Ukhrul	0.00	0.00	-0.11	0.00
Meghalaya	0.30	0.33	-0.05	-0.02
Jantia	0.50	0.47	0.01	-0.02
W. Garo	0.32	0.47	-0.19	-0.04
E. Garo	0.17	0.20	-0.10	-0.07
W. Khasi	0.12	0.18	-0.03	0.03
E. Khasi	0.30	0.27	0.00	-0.02
Nagaland	0.15	0.23	-0.08	0.00
Kohima	0.13	0.19	-0.09	-0.03
Phek	0.12	0.10	-0.14	-0.15
Zunheboto	0.13	0.18	-0.08	-0.03
Wokha	0.08	0.16	-0.09	-0.01
Mokokchung	0.05	0.10	-0.02	0.03
Tuensang	0.24	0.31	-0.10	-0.03
Mon	0.32	0.42	-0.13	-0.04
Tripura	0.26	0.50	-0.28	-0.04
W. Tripura	0.17	0.38	-0.23	-0.01
N. Tripura	0.23	0.38	-0.29	-0.14
S. Tripura	0.38	0.74	-0.36	0.00

APPENDIX-III

I: GROWTH RATE OF LITERACY OF SCHEDULED TRIBE
(1981-91)

Sts/Dist	GROWTH RATE IN LITERACY (1981-91)								
	1981			1991			Growth rate		
	Tot	Male	Female	Total	Male	Female	Total	Male	Female
Arunachal	61922	45749	16173	147833	94189	53644	138.74	105.88	231.69
Tawang/W.Kameng	5293	3386	1457	10617	7594	3023	100.59	124.28	107.48
E. Kameng	1430	1238	192	6815	5181	1634	376.57	318.50	751.04
Lw. Subansiri	16242	9145	7097	26969	17036	9933	66.04	86.29	39.96
Up.Subansiri	3286	2624	662	12108	7853	4255	268.47	199.28	542.75
W. Siang	11532	8304	3224	22106	13237	8869	91.69	59.41	175.09
E. Siang	11690	8190	3500	22707	13524	9183	94.24	65.13	162.37
Dibang valley	3076	2228	848	6904	4448	2456	124.45	99.64	189.62
Lohit	6446	4563	1883	14166	8789	5377	119.76	92.61	185.55
Tira/Changlang	10024	7664	2360	23957	16450	7507	139.00	114.64	218.09
Manipur	154163	96037	58126	282940	161190	114750	83.53	67.84	97.42
Tamenglang	12502	6682	3820	34574	20970	13604	176.55	213.83	256.13
Senapati	34581	22918	11663	68782	42003	26779	98.90	83.28	129.61
Churachandpur	52118	30993	21125	78583	45419	33164	50.78	46.55	56.99
Chandel	12820	7853	4967	22544	13874	8670	75.85	76.67	74.55
Thobal/Bish/Imphal	13095	8095	5000	28125	16497	11628	114.78	103.79	132.56
Ukhrul	31047	19496	11551	50332	29427	20905	62.12	50.94	80.98
Meghalaya	339560	183839	155721	545868	291105	254763	60.76	58.35	63.60
Jantia	35095	16781	18314	55413	26196	29217	57.89	56.11	59.53
W.Garo	67294	41079	26215	114483	68614	45869	70.12	67.03	74.97
E. Garo	40728	23805	16923	67164	38581	28646	64.91	62.07	69.27
W. Khasi	49634	26668	22966	82057	43735	38322	65.32	64.00	66.86
E.Khasi	146809	75506	71303	226751	114042	112709	54.45	51.04	58.07
Nagaland	262414	157532	104882	530848	300179	230669	102.29	90.55	119.93
Kohima	77515	47533	29982	165713	94264	71449	113.78	98.31	138.31
Phek	24067	16242	7825	48384	29424	18960	101.04	81.16	142.30
Zunheboto	25949	14806	11143	48733	26920	21813	87.80	81.82	95.76
Wokha	24302	14974	9328	46499	26293	20206	91.34	75.59	116.62
Mokokchung	58933	31739	27194	96480	49626	46854	63.71	56.36	72.30
Tuensang	40634	25018	15616	86850	50649	36201	113.74	102.45	131.82
Mon	11014	7220	3794	38189	23003	15186	246.73	218.60	300.26
Tripura	134713	99587	35126	275256	183935	91321	104.33	84.70	159.98
W. Tripura	75038	53300	21738	136537	87345	49191	81.96	63.87	126.29
N. Tripura	31010	23099	7911	60480	41045	19435	95.03	77.69	145.67
S.Tripura	28665	23188	5477	78239	55545	22694	172.94	139.54	314.35

APPENDIX-IV

A: CLASS WISE ENROLMENT OF GENERAL POPULATION
PRIMARY (I-V)--1993

Sts/Dist	Class wise Enrolment								
	All com(I-V)								
	Total			Rural			Urban		
	Boys	Girls	Tot	B	G	T	B	G	T
Arunachal	71011	54193	125204	62321	47203	109524	8690	6990	15680
Tawang	1823	1344	3167	1823	1344	3167	0	0	0
W.Kameng	4141	3337	7478	3759	2971	6730	382	366	748
E. Kameng	3737	2459	6196	3737	2459	6196	0	0	0
Lw. Subansiri	13673	10264	23937	10575	7558	18133	3098	2706	5806
Up.Subansiri	4951	3963	8914	4951	3963	8914	0	0	0
W. Siang	9956	8778	18734	8384	7746	16130	1572	1032	2604
E. Siang	8734	7872	16606	7474	6806	14280	1260	1066	2326
Dibang valley	3490	2553	6043	2973	2281	5254	517	272	789
Lohit	7522	5528	13050	6123	4448	10571	1399	1080	2479
Changlang	6812	4888	13050	6812	4888	11700	0	0	0
Tirap	6812	4888	11700	5710	2739	8449	462	468	930
Manipur	141985	125481	267466	104096	90326	194422	37889	35155	73044
Tamenglang	7416	5738	13154	7416	5738	13154	0	0	0
Senapati	17426	14514	31940	17426	14514	31940	0	0	0
Churachandpur	17334	14847	32181	13251	11137	24388	4083	3710	7793
Chandel	7464	5506	12970	6850	5056	11906	614	450	1064
Thoubal	22068	19204	41272	13877	11632	25509	8191	7572	15763
Bishnupur	12323	11420	23743	7492	6972	14464	4831	4448	9279
Imphal	48366	45592	93958	28196	26617	54813	20170	18975	39145
Ukhrul	9588	8660	18248	9588	8660	18248	0	0	0
Meghalaya	140474	141270	281744	116738	116613	233351	23736	24657	48393
Jantia	10116	13283	23399	8546	11426	19972	1570	1857	3427
W.Garo	41618	37626	79244	37195	32501	69696	4423	5125	9548
E. Garo	17576	16657	49960	16478	15484	31962	1098	1173	2271
W. Khasi	24844	25116	49960	22850	22969	45819	1994	2147	4141
E.Khasi	46320	48588	94908	31669	34233	65902	14651	14355	29006
Mizoram	59873	53874	913747	34814	30294	65108	25059	23580	48639
Aizawl	40614	37569	78183	20297	18329	38626	20317	19240	39557
Lunglei	9862	8613	18475	6129	5144	11273	3733	3469	7202
Chhimtuipui	9397	7692	17089	8388	6821	15209	1009	871	1880
Nagaland	70884	65158	136042	52278	48262	100540	18606	16896	35502
Kohima	18916	17698	36614	11579	10475	22054	7337	7223	14560
Phek	7940	6590	14530	7267	6037	13304	673	553	1226
Zunheboto	8300	7946	16246	6246	5975	12221	2054	1971	4025
Wokha	7212	6640	13852	4714	4440	9154	2498	2200	4698
Mokokchung	9410	9013	18423	7194	7074	14268	2216	1939	4155
Tuensang	11828	11065	22893	9187	8942	18129	2641	2123	4764
Mon	7278	6206	13484	6091	5319	11410	1187	887	2074
Tripura	224603	189443	414046	194712	162755	357467	29891	26688	56579
W. Tripura	109310	95341	204651	86779	75192	161971	22531	20149	42680
N. Tripura	54901	45052	99953	50654	41272	91926	4247	3780	8027
S.Tripura	60392	49050	109442	57279	46291	103570	3113	2759	5872

*Source-sixth all India survey-1993

APPENDIX-IV
B: CLASS WISE ENROLMENT OF SCHEDULED CASTE
PRIMARY (I- V)-1993

Sts/Dist	Class wise Enrolment								
	SC								
	Total			Rural			Urban		
	Boys	Girls	Tot	B	G	T	B	G	T
Arunachal	534	353	887	333	173	506	133	62	195
Tawang	0	0	0	0	0	0	0	0	0
W.Kameng	32	25	57	30	22	52	11	5	16
E. Kameng	4	2	6	4	2	6	1	0	1
Lw. Subansiri	178	123	291	116	56	172	12	4	16
Up.Subansiri	7	7	14	7	7	14	1	0	1
W. Siang	116	51	167	104	49	153	36	14	50
E. Siang	145	109	254	47	18	65	1	1	2
Dibang valley	16	4	20	16	4	20	2	2	4
Lohit	30	25	55	11	10	21	61	30	91
Changlang	2	1	3	2	1	3	4	1	5
Tirap	14	6	20	6	4	10	9	6	15
Manipur	3242	2950	6192	1595	1409	3004	851	522	1373
Tamenglang	0	0	0	0	0	0	0	0	0
Senapati	314	246	560	214	196	410	122	78	200
Churachandpur	5	6	11	5	6	11	3	3	6
Chandel	117	98	215	96	77	173	39	25	64
Thoubal	826	676	1502	640	559	1199	386	138	524
Bishnupur	109	122	231	69	71	140	77	67	144
Imphal	1867	1799	3666	567	497	1064	224	211	435
Ukhrul	9	6	15	4	3	7	0	0	0
Meghalaya	743	667	1410	141	138	279	602	529	1131
Jantia	27	26	53	27	26	53	0	0	0
W.Garo	376	350	726	0	0	0	376	350	126
E. Garo	6	8	14	6	8	14	0	0	0
W. Khasi	8	9	17	8	9	17	0	0	0
E.Khasi	326	283	609	100	95	195	226	188	330
Mizoram	0	0	0	0	0	0	0	0	0
Aizawl	0	0	0	0	0	0	0	0	0
Lunglei	0	0	0	0	0	0	0	0	0
Chhimguipui	0	0	0	0	0	0	0	0	0
Nagaland	1017	805	1822	346	247	593	73	58	131
Kohima	735	601	1336	231	170	401	49	41	90
Phek	20	11	31	27	14	41	4	3	7
Zunheboto	65	46	111	5	6	11	0	0	0
Wokha	110	82	192	0	0	0	0	0	0
Mokokchung	13	18	31	10	13	23	1	5	6
Tuensang	40	31	71	38	28	66	19	9	28
Mon	34	16	50	0	0	0	0	0	0
Tripura	42847	36815	79662	35442	30434	17573	9267	6748	16015
W. Tripura	23529	20098	43627	17573	14968	32541	4478	3322	7800
N. Tripura	8170	6898	15068	7519	6360	13879	1969	1515	3484
S.Tripura	11148	9819	20967	10350	9106	19456	2820	1911	4731

*source-sixth all India survey-1993

APPENDIX-IV
C: CLASS WISE ENROLMENT OF SCHEDULED TRIBE
PRIMARY (I-V)-1993

Sts/Dist	Class wise Enrolment								
	ST								
	Total			Rural			Urban		
	Boys	Girls	Tot	B	G	T	B	G	T
Arunachal	50536	40132	90668	47009	36949	83958	11154	7290	18444
Tawang	1488	1095	2583	1488	1095	2583	281	192	473
W.Kameng	2277	1896	4173	2065	1751	3916	473	291	764
E. Kameng	3273	2142	5415	3273	2142	5415	917	274	1191
Lw. Subansiri	10739	8164	18903	9195	6614	15809	1905	1260	3165
Up.Subansiri	4667	3737	8404	4667	3737	8404	1083	592	1675
W. Siang	8575	7928	16503	7607	7252	14859	1599	1431	3030
E. Siang	6700	6445	13145	6379	6100	12479	1795	1472	3267
Dibang valley	1911	1555	3466	1704	1512	3216	513	376	889
Lohit	2757	2184	4941	2531	1979	4510	768	474	1242
Changlang	2932	2480	5412	2932	2480	5412	813	579	1392
Tirap	5217	2506	7723	5068	2287	7355	1007	349	1356
Manipur	58416	49970	107286	51365	42771	94136	12626	10060	22686
Tamenglang	7393	5723	13116	7393	5723	13116	1579	1181	2760
Senapati	13819	11622	25441	13819	11622	25441	3859	3058	6917
Churachandpur	16238	14009	30247	12618	10656	23274	2375	1767	4142
Chandel	7038	5167	12205	6589	4835	11424	1525	1067	2592
Thoubal	220	144	364	96	62	158	48	55	103
Bishnupur	374	258	632	18	25	43	8	10	18
Imphal	3884	3370	7254	1382	1271	2653	684	539	1223
Ukhrul	9450	8577	18027	9450	8577	18027	2548	2383	4931
Meghalaya	128362	130722	259084	110514	111780	222294	24683	23564	48247
Jantia	9942	13129	23071	8475	11365	19840	1588	2395	3983
W.Garo	36152	33208	69360	32790	29125	61915	11084	8340	19424
E. Garo	17444	16614	34058	16346	15441	31787	4325	3525	7850
W. Khasi	24804	25069	49873	22816	22927	45743	3282	3698	6980
E.Khasi	40020	42702	82722	30087	32922	63009	4404	5606	10010
Mizoram	59508	53604	113112	34627	30188	64815	9428	8446	17874
Aizawl	40336	37366	77702	20110	18223	38333	5605	5351	10956
Lunglei	9775	8546	18321	6129	5144	11273	1506	1239	2745
Chhimituipui	9397	7692	17089	8388	6821	15209	2317	1856	4173
Nagaland	68770	63529	132299	51682	47832	99514	14177	13349	27526
Kohima	17681	16655	34336	11269	10248	21517	2678	2528	5206
Phek	7913	6576	14489	7240	6023	13263	2066	1690	3756
Zunheboto	8178	7873	16051	6218	5966	12184	1639	1634	3273
Wokha	7091	6548	13639	4714	4440	9154	1302	1296	2598
Mokokchung	9221	8896	18117	7151	7050	14201	2652	3022	5674
Tuensang	11497	10818	22315	9049	8805	17854	2581	2317	4898
Mon	7189	6163	13352	6041	5300	11341	1259	862	2121
Tripura	75509	58015	133524	74554	57229	131783	16884	11440	28324
W. Tripura	33165	28234	61399	32424	27565	59989	8223	6498	14721
N. Tripura	17837	12568	30405	17680	12478	30158	3281	2145	5426
S.Tripura	24507	17213	41720	24450	17186	41636	5380	2797	8177

*source-sixth all India survey-1993

APPENDIX-IV
D: CLASS WISE ENROLMENT OF NON-ST/SC
PRIMARY (I-V)-1993

Sts/Dist	Class wise Enrolment								
	Total			Rural			Urban		
	Boys	Girls	Tot	B	G	T	B	G	T
Arunachal	19941	13708	33649	14979	10081	25060	4962	3627	8589
Tawang	335	249	584	335	249	584	0	0	0
W.Kameng	1832	1416	3248	1664	1198	2762	268	218	486
E. Kameng	460	315	775	460	315	775	0	0	0
Lw. Subansiri	2756	1977	4743	1264	888	2152	1492	1089	2583
Up.Subansiri	277	219	496	277	219	496	0	0	0
W. Siang	1265	799	2064	673	445	1118	592	354	946
E. Siang	1889	1318	3207	1048	688	1736	841	630	1471
Dibang valley	1563	994	2557	1253	765	2018	310	229	539
Lohit	4735	3319	8054	3581	2459	6040	1154	860	2014
Changlang	3878	2407	7635	3878	2407	6285	0	0	0
Tirap	1581	2376	3957	636	448	1084	305	247	552
Manipur	80327	72561	153988	51136	46146	97282	30838	29056	59894
Tamenglang	23	15	38	23	15	38	0	0	0
Senapati	3293	2646	5939	3393	2696	6089	0	0	0
Churachandpur	1091	832	1923	628	475	1103	463	357	820
Chandel	309	241	550	165	144	309	144	98	242
Thoubal	21022	18384	39406	13141	11011	24152	7881	7373	15254
Bishnupur	11840	11040	22880	7405	6876	14281	4421	4178	8599
Imphal	42615	40423	83038	26247	24849	51096	16268	15527	31792
Ukhrul	129	77	206	134	80	214	0	0	0
Meghalaya	11369	9881	21250	6083	4695	10778	5286	5186	10472
Jantia	147	128	275	44	35	79	103	93	196
W.Garo	5090	4068	9158	4405	3376	7781	685	692	1377
E. Garo	126	35	15888	126	35	161	0	0	0
W. Khasi	32	38	70	26	33	59	6	5	11
E.Khasi	5974	5603	11577	1482	1216	2698	4492	4387	8852
Mizoram	365	270	800635	187	106	293	178	164	342
Aizawl	278	203	481	187	106	293	91	97	188
Lunglei	87	67	154	0	0	0	87	67	154
Chhimtuipui	0	0	0	0	0	0	0	0	0
Nagaland	1097	824	1921	250	183	433	1518	1199	2717
Kohima	500	442	942	79	57	136	925	816	1741
Phek	7	3	10	0	0	0	0	0	0
Zunheboto	57	27	84	23	3	26	94	64	158
Wokha	11	10	21	0	0	0	121	92	213
Mokokchung	176	99	275	33	11	44	146	93	239
Tuensang	291	216	507	100	109	209	193	110	303
Mon	55	27	82	50	19	69	39	24	63
Tripura	106247	94613	200860	84716	75092	208111	21531	19521	41052
W. Tripura	52616	47009	99625	36782	32659	69441	15834	14350	30184
N. Tripura	28894	25586	54480	25455	22434	47889	3439	3152	6591
S.Tripura	24737	22018	46755	22479	19999	42478	2258	2019	4277

*source-sixth all India survey-1993

APPENDIX-IV
E: CLASS WISE ENROLMENT OF SCHEDULED TRIBE (VI-VIII)

Sts/Dist	Class wise enrolment (VI_VIII)								
	Total			Rural			Urban		
	B	G	T	B	G	T	B	G	T
Arunachal	12547	8684	21231	11154	7290	18444	1393	1394	2787
Tawang	281	192	473	281	192	473	0	0	0
W.Kameng	546	359	905	473	291	764	73	68	141
E. Kameng	917	274	1191	917	274	1191	0	0	0
Lw. Subansiri	2468	1903	4371	1905	1260	3165	563	643	1206
Up.Subansiri	1083	592	1675	1083	592	1675	0	0	0
W. Siang	1922	1651	3573	1599	1431	3030	323	220	543
E. Siang	1948	1647	3595	1795	1472	3267	153	175	328
Dibang valley	553	392	945	513	376	889	40	16	56
Lohit	899	572	1471	768	474	1242	131	98	229
Changlang	813	579	1392	813	579	1392	0	0	0
Tirap	1117	523	1640	1007	349	1356	110	174	284
Manipur	16424	13326	29750	12626	10060	22686	3798	3266	7064
Tamenglang	1579	1181	2760	1579	1181	2760	0	0	0
Senapati	3859	3058	6917	3859	3058	6917	0	0	0
Churachandpur	4438	3551	7989	2375	1767	4142	2063	1784	3847
Chandel	1712	1185	2897	1525	1067	2592	187	118	305
Thoubal	154	132	286	48	55	103	106	77	183
Bishnupur	125	107	232	8	10	18	117	97	214
Imphal	2009	1729	3738	684	539	1223	1325	1190	2515
Ukhrul	2548	2383	4931	2548	2383	4931	0	0	0
Meghalaya	33418	32919	66337	24683	23564	48247	8735	9355	18090
Jantia	2285	3191	5476	1588	2395	3983	697	796	1493
W.Garo	13246	10332	23578	11084	8340	19424	2162	1992	4154
E. Garo	4983	4081	9064	4325	3525	7850	658	556	1214
W. Khasi	3851	4324	8175	3282	3698	6980	569	626	1195
E.Khasi	9053	10774	19827	4404	5606	10010	4649	5168	9817
Mizoram	19519	18473	37992	9428	8446	17874	10745	10450	2195
Aizawl	14252	13812	28064	5605	5351	10956	8716	8509	17225
Lunglei	3043	2701	5744	1506	1239	2745	1559	1486	3045
Chhimituipui	2777	2297	5074	2317	1856	4173	470	455	925
Nagaland	21982	21324	43306	14177	13349	27526	7806	7975	15781
Kohima	5366	5368	10734	2678	2528	5206	2688	2840	5528
Phek	2345	1980	4325	2066	1690	3756	279	290	569
Zunheboto	2485	2606	5091	1639	1634	3273	846	972	1818
Wokha	2373	2374	4747	1302	1296	2598	1071	1078	2150
Mokokchung	3848	4377	8225	2652	3022	5674	1196	1355	2551
Tuensang	3710	3332	7042	2581	2317	4898	1129	1015	2144
Mon	1855	1287	3142	1259	862	2121	596	425	1021
Tripura	17618	12191	29809	16884	11440	28324	734	751	1485
W. Tripura	8754	7115	15869	8223	6498	14721	531	617	1148
N. Tripura	3396	2229	5625	3281	2145	5426	115	84	199
S.Tripura	5468	2847	8315	5380	2797	8177	88	50	138

APPENDIX-IV

J: DISPARITY BETWEEN ST AND NON-ST/SC AT PRIMARY LEVEL

Sts/Dist	Disparity between ST and Non-ST/SC								
	TOTAL			RURAL			URBAN		
	B	G	T	B	G	T	B	G	T
Arunachal	-0.04	-0.07	-0.05	-0.14	-0.16	-0.15	0.15	0.10	0.12
Tawang	0.07	-0.05	0.02	0.09	-0.04	0.04	0.00	0.00	0.00
W.Kameng	0.02	0.09	0.05	0.00	0.10	0.04	0.07	0.12	0.09
E. Kameng	0.05	0.56	0.23	0.08	0.61	0.26	0.00	0.00	0.00
Lw. Subansiri	-0.01	-0.06	-0.03	-0.41	-0.23	-0.33	0.30	0.20	0.25
Up.Subansiri	-0.07	0.12	0.01	-0.19	0.06	-0.08	0.00	0.00	0.00
W. Siang	-0.26	-0.57	-0.35	-0.30	-0.25	-0.28	-0.07	0.07	-0.01
E. Siang	-0.13	-0.16	-0.14	-0.20	-0.21	-0.21	0.21	0.14	0.29
Dibang valley	-0.16	-0.23	-0.18	-0.26	-0.39	-0.31	0.44	0.71	0.53
Lohit	0.02	0.03	0.03	-0.08	-0.06	-0.07	0.41	0.38	0.39
Changlang	-0.10	-0.16	-0.13	-0.09	-0.15	-0.11	0.00	0.00	0.00
Tirap	0.14	0.31	0.21	0.27	0.50	0.34	0.00	0.00	0.00
Manipur	0.10	0.14	0.12	0.00	0.03	0.02	0.15	0.13	0.15
Tamenglang	0.11	0.25	0.17	-0.06	0.01	-0.03	0.00	0.00	0.00
Senapati	0.29	0.32	0.30	0.14	0.21	0.17	0.00	0.00	0.00
Churachandpur	0.15	0.19	0.17	0.17	0.07	0.13	0.19	0.12	0.26
Chandel	-0.07	0.03	-0.03	-0.16	-0.03	-0.09	-0.16	0.26	0.05
Thoubal	-0.03	-0.03	-0.03	0.02	-0.16	-0.07	0.00	0.03	0.03
Bishnupur	0.32	0.30	0.32	1.35	1.15	1.25	-0.07	-0.02	-0.05
Imphal	-0.03	-0.01	-0.02	0.01	0.08	0.04	-0.02	0.00	-0.01
Ukhrul	0.05	0.05	0.06	-0.27	-0.33	-0.30	0.00	0.00	0.00
Meghalaya	0.09	0.04	0.07	0.15	0.11	0.13	0.09	0.02	0.07
Jantia	0.50	0.24	0.38	0.50	0.19	0.34	0.25	0.20	0.14
W.Garo	-0.17	-0.28	-0.21	-0.10	0.01	-0.05	0.12	-0.01	0.06
E. Garo	-0.10	-0.05	-0.08	-0.15	-0.07	-0.11	0.00	0.00	0.00
W. Khasi	0.27	0.18	0.21	0.23	0.27	0.25	0.00	-0.44	-0.77
E.Khasi	0.11	-0.10	0.02	0.46	0.28	0.37	-0.12	-0.14	-0.13
Mizoram	-0.02	-0.04	-0.03	0.00	0.01	0.00	-0.28	-0.31	-0.29
Aizawl	0.01	-0.03	-0.01	0.26	0.15	0.20	0.00	0.00	0.00
Lunglei	-0.10	0.02	-0.04	0.00	0.00	0.00	0.00	0.00	0.00
Chhimgtuipui	-0.10	-0.05	-0.09	-0.07	-0.03	-0.05	0.00	0.00	0.00
Nagaland	0.06	-0.03	0.02	0.15	0.07	0.11	-0.35	-0.45	-0.40
Kohima	0.14	0.09	0.12	0.28	0.24	0.26	-0.38	-0.44	-0.41
Phek	-0.12	0.06	-0.03	0.00	0.00	0.00	-0.47	-0.42	-0.44
Zunheboto	-0.01	-0.14	-0.07	0.00	0.00	0.00	-0.49	-0.67	-0.56
Wokha	-0.06	-0.11	-0.08	0.00	0.00	0.00	-0.01	0.15	0.06
Mokokchung	0.05	-0.04	0.00	0.04	-0.11	-0.03	-0.48	-0.79	-0.62
Tuensang	0.16	0.12	0.15	0.43	0.21	0.32	-0.39	-0.18	-0.33
Mon	0.15	0.36	0.25	0.37	0.40	0.38	-0.81	-0.49	-0.65
Tripura	0.12	0.18	0.16	-0.01	0.08	0.03	0.70	0.72	0.71
W. Tripura	-0.01	-0.02	0.00	-0.11	-0.18	-0.14	0.58	0.51	0.55
N. Tripura	0.13	0.27	0.20	0.00	0.15	0.07	0.73	0.91	0.81
S.Tripura	0.25	0.46	0.34	0.29	0.59	0.41	0.67	1.04	0.84

APPENDIX-IV

K: DISPARITY BETWEEN ST AND NON-ST/SC AT UPPER PRIMARY LEVEL

Sts/Dist	Disparity between ST and Non-ST/SC								
	TOTAL			RURAL			URBAN		
	M	F	T	M	F	T	M	F	T
Arunachal	-0.04	-0.07	-0.05	-0.14	-0.16	-0.15	0.15	0.10	0.12
Tawang	0.07	-0.05	0.02	0.09	-0.04	0.04	0.00	0.00	0.00
W.Kameng	0.02	0.09	0.05	0.00	0.10	0.04	0.07	0.12	0.09
E. Kameng	0.05	0.56	0.23	0.08	0.61	0.26	0.00	0.00	0.00
Lw. Subansiri	-0.01	-0.06	-0.03	-0.41	-0.23	-0.33	0.30	0.20	0.25
Up.Subansiri	-0.07	0.12	0.01	-0.19	0.06	-0.08	0.00	0.00	0.00
W. Siang	-0.26	-0.57	-0.35	-0.30	-0.25	-0.28	-0.07	0.07	-0.01
E. Siang	-0.13	-0.16	-0.14	-0.20	-0.21	-0.21	0.21	0.14	0.29
Dibang valley	-0.16	-0.23	-0.18	-0.26	-0.39	-0.31	0.44	0.71	0.53
Lohit	0.02	0.03	0.03	-0.08	-0.06	-0.07	0.41	0.38	0.39
Changlang	-0.10	-0.16	-0.13	-0.09	-0.15	-0.11	0.00	0.00	0.00
Tirap	0.14	0.31	0.21	0.27	0.50	0.34	0.00	0.00	0.00
Manipur	0.10	0.14	0.12	0.00	0.03	0.02	0.15	0.13	0.15
Tamenglang	0.11	0.25	0.17	-0.06	0.01	-0.03	0.00	0.00	0.00
Senapati	0.29	0.32	0.30	0.14	0.21	0.17	0.00	0.00	0.00
Churachandpur	0.15	0.19	0.17	0.17	0.07	0.13	0.19	0.12	0.26
Chandel	-0.07	0.03	-0.03	-0.16	-0.03	-0.09	-0.16	0.26	0.05
Thoubal	-0.03	-0.03	-0.03	0.02	-0.16	-0.07	0.00	0.03	0.03
Bishnupur	0.32	0.30	0.32	1.35	1.15	1.25	-0.07	-0.02	-0.05
Imphal	-0.03	-0.01	-0.02	0.01	0.08	0.04	-0.02	0.00	-0.01
Ukhrul	0.05	0.05	0.06	-0.27	-0.33	-0.30	0.00	0.00	0.00
Meghalaya	0.09	0.04	0.07	0.15	0.11	0.13	0.09	0.02	0.07
Jantia	0.50	0.24	0.38	0.50	0.19	0.34	0.25	0.20	0.14
W.Garo	-0.17	-0.28	-0.21	-0.10	0.01	-0.05	0.12	-0.01	0.06
E. Garo	-0.10	-0.05	-0.08	-0.15	-0.07	-0.11	0.00	0.00	0.00
W. Khasi	0.27	0.18	0.21	0.23	0.27	0.25	0.00	-0.44	-0.77
E.Khasi	0.11	-0.10	0.02	0.46	0.28	0.37	-0.12	-0.14	-0.13
Mizoram	-0.02	-0.04	-0.03	0.00	0.01	0.00	-0.28	-0.31	-0.29
Aizawl	0.01	-0.03	-0.01	0.26	0.15	0.20	0.00	0.00	0.00
Lunglei	-0.10	0.02	-0.04	0.00	0.00	0.00	0.00	0.00	0.00
Chhimtuipui	-0.10	-0.05	-0.09	-0.07	-0.03	-0.05	0.00	0.00	0.00
Nagaland	0.06	-0.03	0.02	0.15	0.07	0.11	-0.35	-0.45	-0.40
Kohima	0.14	0.09	0.12	0.28	0.24	0.26	-0.38	-0.44	-0.41
Phek	-0.12	0.06	-0.03	0.00	0.00	0.00	-0.47	-0.42	-0.44
Zunheboto	-0.01	-0.14	-0.07	0.00	0.00	0.00	-0.49	-0.67	-0.56
Wokha	-0.06	-0.11	-0.08	0.00	0.00	0.00	-0.01	0.15	0.06
Mokokchung	0.05	-0.04	0.00	0.04	-0.11	-0.03	-0.48	-0.79	-0.62
Tuensang	0.16	0.12	0.15	0.43	0.21	0.32	-0.39	-0.18	-0.33
Mon	0.15	0.36	0.25	0.37	0.40	0.38	-0.81	-0.49	-0.65
Tripura	0.12	0.18	0.16	-0.01	0.08	0.03	0.70	0.72	0.71
W. Tripura	-0.01	-0.02	0.00	-0.11	-0.18	-0.14	0.58	0.51	0.55
N. Tripura	0.13	0.27	0.20	0.00	0.15	0.07	0.73	0.91	0.81
S.Tripura	0.25	0.46	0.34	0.29	0.59	0.41	0.67	1.04	0.84

APPENDIX-IV

L: PERCENTAGE OF EDUCATED PERSON TO TOTAL ST POPULATION
AT VARIOUS LEVEL(ST)

STATE	P.C. OF EDUCATED PERSON TO TOT POP.								
	PR & MID								
	TOTAL			RURAL			URBAN		
	M	F	T	M	F	T	M	F	T
Arunachal Pradesh	4.44	2.66	7.10	3.68	2.22	5.90	16.84	9.65	26.46
MANIPUR	14.94	10.21	25.15	14.76	9.80	24.55	16.97	14.67	31.64
MAEGHALAYA	8.75	7.41	16.16	7.60	6.05	13.66	16.06	16.03	32.09
MIZORAM	18.47	16.29	34.76	15.60	12.32	27.93	21.94	21.10	43.04
NAGALAND	15.87	12.36	28.23	15.66	11.80	27.47	17.41	16.44	33.85
TRIPURA	9.20	4.27	13.47	8.98	4.04	13.03	22.06	17.58	39.64
STATE	SEC								
	M	F	T	M	F	T	M	F	T
Arunachal Pradesh	1.07	.51	1.58	0.54	0.25	0.80	9.64	4.64	14.28
MANIPUR	4.56	2.50	7.06	4.26	2.18	6.44	7.84	5.92	13.76
MAEGHALAYA	2.14	1.41	3.56	1.55	0.79	2.35	5.88	5.34	11.22
MIZORAM	3.49	2.23	5.71	2.27	0.99	3.25	4.96	3.73	8.69
NAGALAND	3.98	2.36	6.34	3.31	1.73	5.03	8.93	7.00	15.93
TRIPURA	1.15	0.30	1.45	1.01	0.22	1.23	9.30	5.03	14.31
STATE	HIGHER								
Arunachal Pradesh	0.257	0.085	0.342	0.26	0.08	0.34	3.19	1.17	4.36
MANIPUR	1.049	0.404	1.485	1.05	0.40	1.48	3.80	1.60	5.39
MAEGHALAYA	0.423	0.268	0.690	0.42	0.27	0.69	2.07	1.36	3.43
MIZORAM	0.920	0.336	1.256	0.92	0.34	1.26	1.57	0.67	2.24
NAGALAND	0.747	0.304	1.051	0.75	0.30	1.05	2.64	1.12	3.76
TRIPURA	0.176	0.041	0.216	0.18	0.04	0.22	3.30	1.48	4.79
STATE	TECH								
Arunachal Pradesh	0.09	0.00	0.10	0.05	0.00	0.05	0.84	0.05	0.89
MANIPUR	0.18	0.06	0.24	0.12	0.06	0.18	0.77	0.08	0.85
MAEGHALAYA	0.09	0.03	0.12	0.02	0.01	0.04	0.52	0.11	0.63
MIZORAM	0.11	0.04	0.15	0.03	0.02	0.06	0.20	0.06	0.27
NAGALAND	0.13	0.03	0.16	0.09	0.03	0.12	0.40	0.08	0.48
TRIPURA	0.03	0.01	0.03	0.02	0.01	0.02	0.65	0.08	0.72

APPENDIX-IV

M: PERCENTAGE OF EDUCATED PERSON TO TOTAL NON-ST/SC POPULATION
AT VARIOUS LEVEL(NON-ST/SC)

STATE	P.C. OF EDUCATED PERSON TO TOT POP.								
	PR & MID								
	TOTAL			RURAL			URBAN		
	M	F	T	M	F	T	M	F	T
Arunachal Pradesh	7.17	4.33	11.50	3.93	2.51	6.44	16.89	9.80	26.70
MANIPUR	2.62	3.27	5.89	0.57	1.88	2.45	6.09	5.64	11.73
MAEGHALAYA	13.18	8.70	21.88	6.03	4.52	10.56	20.82	13.16	33.98
MIZORAM	15.23	13.97	29.20	7.83	9.32	17.15	19.74	16.80	36.53
NAGALAND	19.91	11.61	31.53	15.87	12.77	28.64	23.34	10.63	33.97
TRIPURA	4.67	5.43	10.10	0.86	2.35	3.22	17.30	15.66	32.96
STATE	SEC								
Arunachal Pradesh	2.97	1.28	4.25	0.72	0.10	0.82	9.74	4.81	14.55
MANIPUR	0.61	1.12	1.73	0.17	0.41	0.58	1.34	2.34	3.68
MAEGHALAYA	5.92	3.11	8.96	3.16	1.47	4.52	8.86	4.85	13.71
MIZORAM	3.50	3.16	6.66	2.15	0.81	2.95	4.33	4.60	8.92
NAGALAND	6.66	4.56	11.23	3.86	1.43	5.32	9.03	7.20	16.23
TRIPURA	1.93	1.35	3.28	0.30	0.30	0.60	7.32	4.86	12.18
STATE	HIGHER								
Arunachal Pradesh	0.88	0.33	1.20	0.09	0.04	0.12	3.25	1.19	4.44
MANIPUR	0.06	0.20	0.24	0.00	0.10	0.07	0.16	0.36	0.52
MAEGHALAYA	0.55	0.17	0.72	0.30	0.15	0.45	0.81	0.20	1.00
MIZORAM	0.46	0.47	0.92	0.34	0.66	0.99	0.53	0.35	0.88
NAGALAND	1.84	0.62	2.47	0.84	0.04	0.88	2.69	1.11	3.81
TRIPURA	0.46	0.28	0.74	0.06	0.04	0.10	1.80	1.09	2.89
STATE	TECH								
Arunachal Pradesh	0.26	0.03	0.29	0.04	0.01	0.05	0.90	0.10	1.00
MANIPUR	0.06	0.01	0.07	0.03	0.01	0.03	0.12	0.02	0.14
MAEGHALAYA	0.46	0.11	0.57	0.14	0.02	0.16	0.79	0.21	1.01
MIZORAM	0.90	0.59	1.48	0.18	0.09	0.27	1.33	0.89	2.22
NAGALAND	0.29	0.06	0.35	0.14	0.02	0.16	0.41	0.10	0.51
TRIPURA	0.21	0.02	0.23	0.03	0.01	0.04	0.80	0.06	0.86

TABLE-1

Correlates And Determinants of Tribal Education

	ST Lit Rt	ST	ST	ST	pt-rate		T GER
Sts/Dist	Tot-lit X1	Fe lit rt	% of U Po	GER-Fe	F	% CH	
ARUNACHAL	34.45	24.94	5.84	118.38	51.59	16.17	122.75
Tawang	20.80	13.61	0.00	86.15	55.67	0.92	98.33
W.Kameng	30.00	15.55	6.71	112.46	43.75	2.42	119.78
E. Kameng	23.55	11.73	0.00	87.11	60.73	4.91	106.55
Lw. Subansiri	31.08	22.67	12.68	100.05	53.43	30.78	113.11
Up.Subansiri	35.52	25.16	0.00	133.56	48.21	2.27	142.01
W. Siang	40.77	32.44	8.00	159.20	47.47	10.22	161.38
E. Siang	42.26	34.12	5.69	133.66	46.31	13.24	131.45
Dibang valley	45.31	31.87	6.93	54.43	50.94	18.22	59.38
Lohit	45.12	34.46	7.31	76.39	43.40	12.75	82.87
Changlang	47.85	35.08	0.00	134.56	49.23	31.35	142.12
Tirap	21.89	11.76	3.29	65.98	64.15	22.50	98.37
MANIPUR	53.63	44.47	8.54	137.20	48.50	98.61	143.91
Tamenglang	49.96	40.14	0.00	141.13	53.40	98.83	158.16
Senapati	46.19	36.75	0.00	102.85	58.81	98.38	110.07
Churachandpur	57.41	49.30	18.27	152.67	41.07	99.66	161.16
Chandel	44.58	34.60	4.61	116.24	52.63	98.85	134.92
Thoubal	57.96	44.01	17.53	90.00	25.23	95.72	111.31
Bishnupur	60.51	48.04	11.95	48.04	44.19	93.07	57.56
Imphal	77.74	69.64	57.78	176.62	8.85	84.32	185.90
Ukhrul	60.25	51.34	0.00	147.45	49.96	99.87	151.51
MEGHALAYA	46.71	43.63	14.21	129.16	37.55	73.60	126.57
Jantia	34.98	36.50	9.15	134.49	42.46	66.01	115.45
W.Garo	38.16	30.98	9.98	115.01	41.80	63.22	116.52
E. Garo	48.34	41.73	5.53	140.52	40.55	83.66	142.93
W. Khasi	50.34	48.14	6.66	168.70	49.17	92.76	165.18
E.Khasi	55.62	54.55	25.29	126.14	27.29	71.54	120.02
MIZORAM	82.71	78.70	45.83	106.64	33.38	82.94	111.39
Aizawl	88.76	85.67	54.19	126.72	30.27	88.25	128.37
Lunglei	77.56	72.55	38.70	117.88	36.40	72.58	125.63
Chhimtuipui	59.12	51.33	13.29	119.40	45.33	66.88	131.89
NAGALAND	60.59	54.51	11.64	98.16	44.89	98.34	100.92
Kohima	70.50	62.89	19.52	91.97	33.86	94.52	93.86
Phek	61.82	50.45	5.72	107.59	53.64	99.27	116.46
Zunheboto	63.97	57.61	10.08	136.47	47.27	99.70	137.73
Wokha	74.84	66.66	15.22	141.12	44.20	99.79	143.30
Mokokchung	75.73	75.06	12.04	100.67	36.12	99.77	100.98
Tuensang	47.40	41.50	6.44	80.76	51.55	99.44	82.46
Mon	33.61	28.04	5.57	76.00	59.89	99.77	81.01
TRIPURA	40.37	27.34	1.81	112.31	21.97	4.95	126.79
W. Tripura	52.53	38.56	3.77	142.28	19.54	1.89	151.77
N. Tripura	38.65	25.59	1.11	104.66	23.53	12.64	124.20
S.Tripura	29.47	17.39	0.29	90.22	23.44	3.295085	107.26

