

Tribal Parents' Attitude Towards Higher Education of Girls in Relation to Levels of Education and Their Socioeconomic Status in West Bengal

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The study focuses on the attitude of parents from tribal communities in West Bengal towards their daughters' higher education, in terms of levels of education and socioeconomic status. The level of education is low among scheduled tribes of India due to a lack of education awareness. The aim of this study is to examine the attitude of tribal parents towards the higher education of their daughters in relation to levels of education. The study is based on quantitative data. The primary data was acquired from 400 parents, through a random sampling technique, from specific tribal areas in West Bengal. The socio-economic status of the parents is determined by three indicators including gender dimension, educational status, and geographical (rural and urban) location. The attitude of tribal parents is associated with the psychological behavior of tribal communities because the cultural practices of the communities determine their socio-economic status.

Keywords: tribes, socio-economic development, education, West Bengal, tribal communities

INTRODUCTION

According to the census of India 2011, there are 705 individual ethnic groups classified as scheduled tribes (STs) in India. The population of STs is 8.6 % of the total population (104.2 million) in India. In India, West Bengal has the highest percentage of STs (5.1 %) and 5.8 % of the population of West Bengal are STs.

There is a total of 23 million households of STs in India; three million from urban areas and 20 million from rural India. As per the census report, Government Of India 2011 the Sex ratio of tribal population of India is 943 tribal females per 1000 males. There are 929 tribal females to 1000 males in rural areas, while in urban areas there are 980 tribal females to 1000 males. While in West Bengal as per census report, 2011 Government of India tribal population in West Bengal is 982 females per 1000 males. There are 984 tribal females to 1000 males in rural areas, while in urban areas there are 950 tribal females to 1000 males.

The literacy rate of STs in India was found to be 59.0 %. In general, the literacy rate in males was higher (68.5 %) than the literacy rate in females (49.4 %). In West Bengal, the literacy rate of STs was 57.9 % with the literacy rate being higher in males (68.2 %) than in females (47.7 %).

In India, the ST is also known as “*vanvasi*” or “*adamjati*” because they are associated with their ancestral land and indigenous civilization of India. The Indian government published a report regarding the socio-economic status (SES) of STs in India. This report highlights an increased vulnerability of these tribes, in comparison to non-tribal communities, due to socio-economic problems. The report highlights the specific socio-economic problems faced by the tribal communities of India and lists recommendations to ensure their socio-economic development (Xaxa 2014). In the Alipurduar district of West Bengal, STs are facing socio-economic problems such as poor quality of health, lack of education, poor sanitization, poverty, and low standards of living. Madal and Sengupta recommend enhancing the source of livelihood among STs through the commercialization of agriculture and the development of the tourist industry (Mandal and Sengupta 2016, pp.61-78).

The level of education is low among STs of India due to a lack of awareness. Shifting cultivation is the major occupation of STs, however this generates a low income. In India tribes who are generally low income earners do not prefer higher education as they feel that it is better to earn their livelihood from very young age in case of boys while in case of girls early marriage is also their priority. Normally, pursuing education bears some cost tribal community due to their regional beliefs do not prefer to send their children to higher educational institutions. Even the modern education of their children is not a priority for the parents (Sujatha 2002). The level of education is much lower among girls of tribal communities than in boys. The Indian government implemented several policies to improve this statistic, however, all the policies failed due to a lack of education awareness in parents from STs (Bage and Sethy, 2019). In the Medinapur district of West Bengal, tribal communities face many problems such as hunger, poverty, and the lack of a sufficient source of income; as result, sending their children to school is not the main concern of family members (Chakraborty, 2019, pp.1-14). There are a lot of challenges regarding the level of educational in STs in India because they are not aware of education. However, this can be improved by the folk culture of the tribal communities because their socio-economic practices are associated with their cultural practices (Brahmnamdani and Babu 2018).

It is clear that the low SES of the STs in India is associated with their low level of education. Tribal communities do not have a sufficient source of income. The traditional occupation for many tribal households is shifting cultivation in forest areas which generates a low income. The education of children in such households is therefore not a priority as the family is struggling with poverty and hunger. In West Bengal, tribal communities face similar socio-economic problems, which ultimately determine the socio-economic behavior of tribal communities with respect to development.

LITERATURE REVIEW

The attitude of tribal parents towards the higher education of girls in relation to their socio-economic status and levels of education in West Bengal, is the subject of discussion in the perspective of the multi-level approach of a review regarding the development of a conceptual framework. The literature review is categorized into the following sections:

- i. The SES of STs in West Bengal.
- ii. Level of higher education among STs of West Bengal.
- iii. Attitudes of tribal parents towards higher education of girls in West Bengal.
- iv. Review of rules, regulations, and acts for the development of STs in India.

The SES of STs in West Bengal

When it comes to socio-economic development, both the Santal and Lodha tribes are less advanced because they rely on cultivation as their main source of income. Both STs face health, education, and sanitization problems in their regions (Dhargupta et al. 2009, pp.31-38). In the Jalpaiguri district of West Bengal, STs are behind in every aspect of development. These STs are involved in their indigenous and

traditional occupation of cultivation; resulting in a low per capita income. The development of their cultural practices was reflected in the socio-economic behavior of the STs. A study by Sarkar showed that the cultural practices of STs in West Bengal determines their economic development (Sarkar 2017). In the Medinapur district of West Bengal, forest-based productions and the cultivation of paddy are the two major sources of income for the STs households. Although these two traditional occupations (Shit and Pati 2012, pp.149-156) have been sustained by the STs, they do not provide a sufficient source of income and does not promote socio-economic development.

Level of Higher Education Among Tribal Communities in West Bengal (Special Instances)

There are clear examples of gender bias in terms of the level of education in the STs of West Bengal. In general, the literacy rate of tribal males was higher than in females, however, in the old Malda block, the level of education in females was higher than in males (Mondal 2018, pp.160-172). The level of technical education was found to be higher in females compared to males in the Ratua-II and Harishchandrapur-II blocks of the Malda district (Mondal 2020, pp. 149-166). Educational impoverishment is a major problem in the economic development of tribal communities in Purulia. Due to their poor education status, tribes of West Bengal face poverty, health problems, and a low livelihood (Patra et al.2021, pp.110-121). The education status of tribal females is highly valued and associated with the SES of tribal communities in West Bengal.

Attitudes of Tribal Parents Towards Higher Education of Girls in West Bengal

There is socio-economic discrimination among the STs of West Bengal from the perspective of gender biases in issues of health and education (Basu and Biswas 2017, pp. 48-53). In the Nadia district of West Bengal, tribal parents were more concerned about the higher education of their children because they believed that this would improve their economic status (Haque and Gour 2021, pp.437-448). Female literacy rate in tribals is much low as tribals are not interested to send their female girl child to higher educational institutions. As per census report 2011 in West Bengal, the literacy rate among female tribal communities 57.97% is found to be far below the male literacy of the state 77.08% The differences between males and females in the perspective of educational status may be due to a number of factors, for example, females face the problem of discrimination due to a lack of social awareness, prejudice, and cultural stereotypes regarding the higher education of girls in West Bengal (Pradhan 2017, pp.73-81).

The positive attitude of STs towards the higher education of girls is due to an altered perception of tribal parents; they realized that their SES can be improved by education.

Review of Rules, Regulations, and Acts for Development of Tribal Communities in India

The constitution of India provides a legal framework of human rights to STs to ensure they have access to better facilities, livelihood, education, and health care; areas where STs are less progressive when compared to the non-tribal communities of India. In these circumstances, the Indian government adopted the decentralization policies which provided legal rights to STs in India under the perspective of the welfare approach (Pevar 2012). Therefore, the government implemented federal law, with the collaboration of local government and indigenous STs, which manage the emerging challenges of development faced by the STs in India. The legal rights of STs are the result of a long history of the development of these tribes (Getches et al. 2011). The concerns of STs are sensitive and challenging in India due to the lack of development in the tribal areas. Therefore, the Indian government has implemented a legal framework to ensure the development of STs in India. On the basis of the above-prescribed review of literature, there are some concise arguments regarding issues of socio-economic development of tribes in West Bengal:

Firstly, there are socio-economic differences and disparities in the development of STs in India because they do not have a proper source of income, except from cultivation and forest-based productions. This creates a gap in the development among STs who already face health, education, and sanitization problems, which hinder their development.

Secondly, it was observed that the attitude towards higher education in tribal girls is positive. This is reflected by the greater rates of higher education among tribal females than in males, which is the result of educational development in the tribal areas of West Bengal.

Thirdly, tribal parents have a positive attitude to the higher education of tribal females because they believe that their SES can be improved by the educational development of their daughters. Additionally, tribal communities were more interested in the higher education of their children compared to the non-tribal communities in West Bengal.

Fourthly, the Indian government implemented policies regarding a welfare approach to ensure the socio-economic development of STs in India. The constitution of federal India ensures the legal rights of the tribal communities in India in terms of welfare.

OBJECTIVES

The objectives of the study are:

- a) To determine the attitude of tribal parents towards the higher education of their daughters.
- b) To determine the attitude of tribal parents towards the higher education of girls in relation to their levels of education.
- c) To determine the attitude of tribal parents towards the higher education of girls according to the geographical localities of rural and urban areas.

RESEARCH QUESTIONS

On the basis of the above-prescribed review of literature regarding the attitude of tribal parents towards the higher education of girls in relation to their socio-economic status and levels of education in West Bengal, the challenges and issues such as poverty, hunger, health, and sanitization faced by the tribal communities of India, were highlighted. West Bengal State has the largest population of STs but there are socio-economic differences and diversities among tribes in the perspective of socio-economic development. This paper examines the attitude of tribal parents towards the higher education of girls from the perspective of socio-economic status and level of education in West Bengal.

These are the research questions of the study:

- i. What is the SES of STs in West Bengal?
- ii. What is the attitude of tribal parents towards a higher education of girls in West Bengal?
- iii. What is the review of rules, regulations, and acts for the development of STs in India?

METHODOLOGY: STRATEGY FOR COLLECTION AND DATA ANALYSIS

The research is based on quantitative primary data which was collected through field visits conducted in certain areas of West Bengal. The primary data was acquired from 400 tribal parents through a random sampling technique. Additionally, the paper is also focused on the analysis of secondary data from census 2011 which examines the demographic profile STs in India. Both the primary and secondary data give a better interpretation of the SES of tribal communities in West Bengal.

Analytical Statistical Tools Used to Interpret the Primary Data

Both the primary and secondary data were analyzed by statistical tools. The primary data was analyzed using descriptive statistics regarding the economic and social development of STs in the sample areas of West Bengal. The objectives of the paper are justified by an independent *t*-test and an analysis of variance (ANOVA) model (Table 1).

TABLE 1
ANALYTICAL FRAMEWORK OF OBJECTIVES

Sl No.	Objective	Statistical Test	Description
1	To determine the attitude of tribal parents towards the higher education of girls.	Independent <i>t</i> -test	Independent <i>t</i> -test examines differences between attitudes of male and female parents towards the higher education of girls.
2	To determine the attitude of tribal parents towards the higher education of girls in relation to their levels of education.	ANOVA model	ANOVA model examines the difference in the attitudes of tribal parents toward the higher education of girls based on the level of education of tribal parents.
3	To determine the attitude of tribal parents towards the higher education of girls according to the geographical localities of rural and urban areas.	Independent <i>t</i> -test	Independent <i>t</i> -test examines the difference in the attitude of tribal parents towards higher education of girls from the perspective of rural and urban tribal parents.

Sl No.: Serial Number

Analytical Statistical Tools Used to Interpret the Secondary Data

The secondary data regarding the SES of STs was analyzed using descriptive statistics and interpreted through graphs and figures.

The methodological framework of this paper provides an approach to examine the attitudes of tribal parents towards the higher education of girls accordingly to their SES and education levels. There are some limitations to this research which include a small sample population and the focus on a quantitative data collection technique.

RESULTS AND INTERPRETATIONS

This section emphasizes the development of STs on the basis of the following pre-determined socio-economic indicators (Table 2):

TABLE 2
ANALYTICAL FRAMEWORK OF RESULTS AND INTERPRETATIONS

Serial Number	Content	Nature of Data	Source	Analytical Tools
i.	Demographic characteristics of STs	Secondary	Census of India	Descriptive statistics
ii.	A figure comparing the development of STs between India and West Bengal	Secondary	Census of India	Descriptive statistics
iii.	Socio-Economic profile of tribal parents in the sample areas	Primary	Field Visit	Descriptive statistics
iv.	Attitudes of tribal parents towards a higher education of girls according to their SES	Primary	Field Visit	Statistical Test: <i>t</i> -Test and ANOVA Model

Demographic Profile of STs in India

Trends of ST Populations

The ST population expanded from 1961 to 2011, and the highest proportion of ST populations are located in rural areas of India (Table 3).

TABLE 3
ST POPULATION IN INDIA: CENSUS 1961 TO CENSUS 2011

Census	The population of STs/ Million			Growth Rate		
	Total	Rural	Urban	Total	Rural	Urban
1961	30.1	29.3	0.77			
1971	38.0	36.7	1.2	26.2	25.1	67.6
1981	51.6	48.4	3.2	35.8	31.9	147.3
1991	67.7	62.7	5.0	31.2	29.6	56.4
2001	84.3	77.3	6.9	24.5	23.2	39.5
2011	104.2	93.8	10.4	23.7	21.3	49.7

Source: Computed and analyzed by the author of the Census of India 1961 to 2011

Trends of ST Proportions

The proportion of STs in India, in both rural and urban areas, increased between 1961 and 2011 (Table 4).

TABLE 4
THE ST PROPORTION IN INDIA: CENSUS 1961 TO CENSUS 2011

Census Year	Percentage of ST in the total population of India		
	Total	Rural India	Urban India
1961	7.0	8.0	1.0
1971	7.0	8.4	1.3
1981	7.6	9.2	2.0
1991	8.0	10.0	2.4
2001	8.2	10.5	2.5
2011	8.6	11.4	2.9

Source: Computed and analyzed by the author of the Census of India 1961 to 2011.

The Sex Ratio in STs

The sex ratio, comprising both rural and urban areas, increased in India from 1961 to 2011 (Table 5).

TABLE 5
SEX RATIO IN STS: CENSUS 1961 TO CENSUS 2011

Census Year	Sex Ratio		
	Total	Rural India	Urban India
1961	987	990	895
1971	982	985	896
1981	983	988	912
1991	972	976	920
2001	978	981	944
2011	990	991	980

Source: Computed and analyzed by the author of the Census of India 1961 to 2011

Literacy Rate Trends in STs

The literacy rate, including both male and females, increased in STs populations in India (Table 6).

TABLE 6
A COMPARATIVE FRAMEWORK OF THE LITERACY RATE IN THE ST POPULATION OF INDIA: 1961 TO 2011

Literacy Rate in Scheduled Tribes			
Census	Scheduled Tribes		
	Persons	Males	Females
1961	8.5	13.8	3.1
1971	11.3	17.6	4.8
1981	16.3	24.5	8.04
1991	29.6	40.6	18.9
2001	47.1	59.1	34.7
2011	59.0	68.5	49.4

Source: Computed and analyzed by the author of the Census of India 1961 to 2011.

Gross Enrolment Ratio for Students From STs

The gross enrolment ratio of students from STs increased from 2013/2014 to 2016/2017 in India (Table 7).

TABLE 7
ENROLMENT RATIO OF STUDENTS FROM STS INTO HIGHER EDUCATION

Years	Higher education in individuals aged 18-23 years		
	Male	Female	Total
2013/2014	12.5	10.2	11.3
2014/2015	15.2	12.3	13.7
2015/2016	15.6	12.9	14.2
2016/2017	16.7	14.2	15.4

Source: Census Data

A Figure Comparing the Development of STs Between India and West Bengal

The Demographic Profile of STs

The total proportion of STs in India was 8.6 % of the total population. In West Bengal specifically, STs accounted for 5.8 % of the total population and 5.1 % of the total ST population in India (Table 8)

TABLE 8
COMPARATIVE ANALYSIS OF ST POPULATIONS IN INDIA AND WEST BENGAL

India/Region	Population in Total	Total ST population	% of ST population that make up the total population of India and West Bengal	% ST population in West Bengal in total population of STs in India
	In Hundred Thousand			
India	12018.55	1045.46	8.6	-
West Bengal	912.76	52.97	5.8	5.1

Source: Computed and analyzed by the author of the Census of India 2011

Educational Status

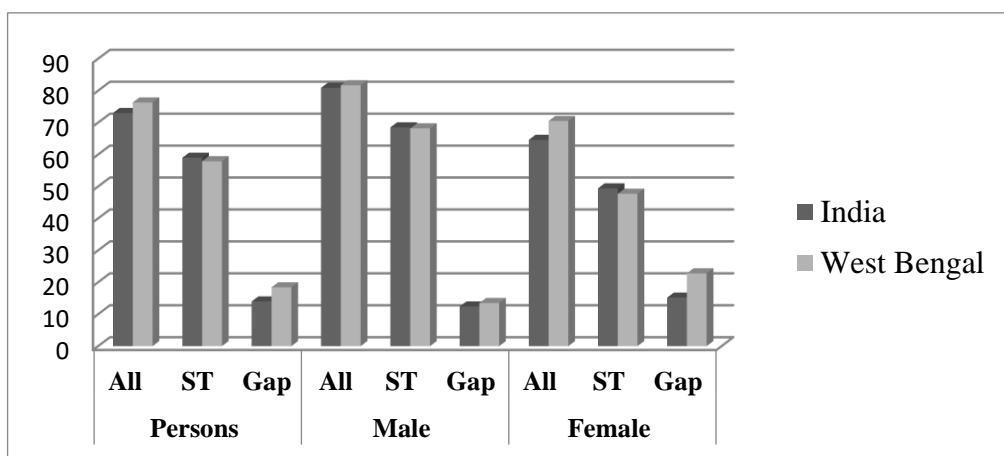
The literacy rate in West Bengal was 76.3 % compared to 73.0 % in India, however, the literacy rate among STs in West Bengal was 57.9 %, which was less than the literacy rate among STs in India (59 %). The literacy rate of males from STs in India was higher than the literacy rate of males from STs in West Bengal. The same is observed for the female literacy rates in STs (Table 9 and Figure 1)

**TABLE 9
LITERACY RATE OF STS IN INDIA AND WEST BENGAL**

India/ State	Total (%)			Male (%)			Female (%)		
	Total	STs	Difference	Total	STs	Difference	Total	STs	Difference
India	73.0	59.0	14.0	81.0	68.5	12.4	64.6	49.5	15.2
West Bengal	76.3	57.9	18.4	81.7	68.2	13.5	70.5	47.7	22.8

Source: Computed and analyzed by the author of the Census of India 2011.

**FIGURE 1
LITERACY RATE IN INDIA AND WEST BENGAL**



The Proportion of STs Population Below Poverty Line (BPL)

The percentage of the STs population BPL declined from 2009/2010 to 2011/2012 in India but increased in West Bengal during the same time frame (Table 10).

**TABLE 10
PROPORTION OF STS POPULATION BPL**

India/State	Rural		Urban	
	2009/2010	2011/2012	2009/2010	2011/2012
India	47.4	45.3	30.4	24.1
West Bengal	32.9	50.1	20.6	44.5

The Socio-Economic Profile of Tribal Parents From the Sample Areas

Gender Distribution of Tribal Parents

Out of the total sample of tribal parents (n=400), 53.5 % were male and the 47.0 % were female (Table 11)

TABLE 11
MALE AND FEMALE PROPORTION OF TRIBAL PARENTS FROM THE SAMPLE AREA

Tribal Parents Sex	Number	% of total sample
Males	214	53.0
Females	186	47.0
Total	400	100.0

Source: Field Visit

Educational Status of Tribal Parents

There were diversities among tribal parents according to their education level. Out of the total sample of tribal parents (n=400), 44.7 % were educated up to secondary level, 32.7 % were illiterate, and 22.6 % were educated up to the senior secondary level (Table 12)

TABLE 12
EDUCATIONAL CATEGORIES OF TRIBAL PARENTS

Educational Category of Tribal Parents	Number	% of total sample
Illiterate	131	32.7
Up to Secondary	179	44.7
Senior secondary level	90	22.6
Total	400	100.0

Source: Field Visit

Geographical Location of Tribal Parents

Out of the total sample of tribal parents (n=400), 62.5 % lived in rural areas and 37.5% lived in urban areas (Table 13).

TABLE 13
PROPORTION OF TRIBAL PARENTS FROM RURAL AND URBAN AREAS

Geographic location of parents	Number	% of total sample
Rural Areas	250	62.5
Urban Areas	150	37.5
Total	400	100.0

Source: Field Visit

Attitudes of Tribal Parents Towards the Higher Education of Girls in Relation to Their Own SES

Attitudes of tribal parents towards the higher education of girls are measured according to their gender perspective, education level, and geographical localities (rural versus urban scenarios).

a. Difference in the attitude of male and female tribal parents towards the higher education of girls in West Bengal

There is a small difference in the average value of the attitude score between male and female tribal parents. Attitude of parents was measured by Levene's test for equality of variances. The average attitude score for male parents is 165.28 whereas the average attitude score for female parents is 164.56 (Table 14). The score was 0.419 (Table 15). The difference between the two-variable attitude score and gender (Table 15) is not statistically significance. Therefore, there is no difference between the attitude of male and female tribal parents towards a higher education of girls in West Bengal.

**TABLE 14
GROUP STATISTICS**

Group Statistics					
	Gender	Number	Mean	Standard Deviation	Standard Error Mean
Attitude	Male	214	165.2850	25.23092	1.72475
	Female	186	164.5699	26.39734	1.93555

**TABLE 15
INDEPENDENT T-TEST VARIABLES**

Independent Sample t-Test										
		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude	Equal variances assumed	.419	.518	.277	398	.782	.71515	2.58431	-4.36544	5.79575
	Equal variances not assumed			.276	384.75	.783	.71515	2.59251	-4.38210	5.81241

F: F-test or F-Statistic; Sig: Significance value; df: degrees of freedom

b. Difference in attitude of tribal parents towards the higher education of girls in relation to their own level of education.

Table 16 lists the descriptive qualities of statistics comprising sample mean, standard deviation, and description of categorized independent variables (Illiterate, up to secondary and senior secondary level)

**TABLE 16
DESCRIPTIVE QUALITIES OF STATISTICS USED TO DETERMINE THE ATTITUDE OF TRIBAL PARENTS BASED ON THEIR OWN EDUCATION LEVELS**

Descriptive								
	Number	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Illiterate	131	158.80	29.07	2.54	153.77	163.82	73.00	215.00
Up to secondary	179	170.92	25.16	1.88	167.21	174.63	112.00	221.00

	Number	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Senior secondary level	90	162.02	18.29	1.92	158.18	165.85	126.00	219.00
Total	400	164.95	25.74	1.28	162.42	167.48	73.00	221.00

Min: minimum; max: maximum

An ANOVA analysis indicates that there is a statistically significant difference between the mean 6059.623 in the group and within the group 635.866 (Table 17), therefore it is concluded that there are significant differences in the mean attitude of tribal parents towards the higher education of girls in relation to their own level of education.

TABLE 17
STATISTICAL ANALYSIS OF THE MEAN ATTITUDE OF TRIBAL PARENTS TOWARDS HIGHER EDUCATION IN GIRLS IN RELATION TO THEIR OWN EDUCATION LEVELS

ANOVA					
Attitude					
	Sum of Squares	Degree of Freedom	Mean Square	F	Significance Value
Between Groups	12119.246	2	6059.623	9.530	0.05
Within Groups	252438.851	397	635.866		
Total	264558.098	399			

F = Calculated Anova value

c. Difference in attitude of tribal parents towards the higher education of girls in relation to their location (rural and urban)

There is a large difference between the sample mean attitude of rural and urban tribal parents. The average attitude score from parents who live in rural and urban areas is 170.62 and 155.50 respectively (Table 18).

TABLE 18
THE STATISTICS USED TO DETERMINE THE ATTITUDE OF TRIBAL PARENTS FROM URBAN AND RURAL AREAS

Group Statistics					
	Location	Number	Mean	Standard Deviation	Standard Error Mean
Attitude	Rural	250	170.62	29.65	1.87
	Urban	150	155.50	12.72	1.04

The difference in the attitude score of tribal parents from rural and urban areas towards the higher education of girls was found to be statistically significant ($p = 0.05$) (Table 19).

TABLE 19
THE INDEPENDENT T-TEST CALCULATION

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for equality of means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude	Equal variances assumed	109.91	.000	5.92	398.0	.000	15.11	2.55	10.09	20.13
	Equal variances not assumed			7.04	367.42	.000	15.11	2.14	10.89	19.32

DISCUSSION AND CONCLUSION

On the basis of the above analysis and data interpretation, it is clear that STs are less progressive in socio-economic development compared to non-tribal communities. The analysis of both primary and secondary data highlights the socio-economic disparities among STs in the terms of literacy and education. It was also confirmed that there is a large population of STs in India, but they are less progressive in socio-economic development because they cannot easily access the facilities necessary for such development. There is a large gap in the developmental procedures between tribal and non-tribal communities in West Bengal.

The SES of tribal parents was determined by three indicators including gender, educational status, and geographical location (rural versus urban). These indicators represent the SES of tribal parents; gender illustrates the demographic profile of tribal parents while educational status represents their socio-economic status. The geographical locality determines the economic profile of tribal parents because they can access better economic opportunities in urban areas easily compared to rural areas.

We observed that the psychological behavior of tribal parents influences the participation of girls in higher education. In this study, there was gender-wise variation in the tribal parents but according to the *t*-test, the difference in the attitudes of tribal parents towards higher education of their daughters, was not significant. Both male and female tribal parents were interested in the participation of their daughters in higher education. Additionally, a review of the literature shows that tribal parents considered education as a major tool for the socio-economic development of their children.

There are socio-economic diversities among tribal parents according to their education status. The analysis of the primary data determined that the educational status of tribal parents differ significantly in their attitudes towards their daughters participation in higher education. In this study, the educational status of tribal parents was categorized into three categories; illiterate, up to secondary level, and senior secondary level. It was observed that many of the tribal parents were not highly educated but their attitudes were positive and encouraged the participation of their daughters in higher education. Thirdly, the attitude score of parents from urban areas was higher indicating a more positive attitude. This may be because tribal

parents from urban areas have better access to economic opportunities compared to parents from rural areas of West Bengal.

We observed a good attitude (indicative of a high attitude score), associated with a good SES and a low attitude score associated with a low SES. The attitude of tribal parents is associated with the psychological behavior of tribal communities because their cultural practices determine the tribes SES. Tribal communities have different types of cultural attitudes, norms, beliefs, and cultural stereotypes regarding their SES. In India, many tribal communities have developed the forest-based economy because it is a major source of their income.

Our concluding remarks will focus on the socio-economic behavior of tribal communities and their perception on development, which is the result of the psychological mindset of tribes in the context of state-oriented policies. On the basis of this argument, there are many contradicting perceptions about state-oriented policies in tribal communities because, in the context of economic and non-economic cultural practices, tribes exist in their isolated world. It is known that attitude is associated with a qualitative description, however, in this study, we focused on a quantitative measurement. Nevertheless, the study defines the attitudes of tribal parents on the basis of pre-determined indicators such as gender, educational status, and rural-urban localities. Tribes have their indigenous knowledge in the context of the state framework; therefore, we discuss the attitude of tribal parents toward higher education of their daughters in the state framework. Does this determine whether tribes are accepting to the modernization process of globalization in the framework of state-oriented policies? Attitude is a subject of social science because our thoughts determine our actions, and our actions determine the nature of the world. Therefore, the difference in the attitude of tribal and non-tribal communities may be a result of different cultural worlds. However, the measurement of the attitudes of tribal parents was done in the framework of state-oriented policies which contain many contradictions, issues, and challenges about their attitude towards the higher education of their daughters on the basis of pre-determined indicators. There are differences in the attitude of tribal parents on the basis of gender, educational status, and rural-urban localities. This raises the question, what policies should be recommended in regard to the higher education of tribal girls? State-oriented education is the major tool for changing the perception of tribal parents. There is a need to re-think and re-define the state-oriented educational policies in the framework of the cultural practices of tribes because these practices determine the tribes economic development. Therefore, this need cannot be ignored by the authority of the state because India is a welfare state and has the responsibility to secure the indigenous knowledge of the tribal communities, which can be never measured accurately by an educational policy of the state framework.

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