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EDUCATIONAL STATUS OF SCHEDULED TRIBES IN INDIA: ISSUES AND CHALLENGES

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Abstract

In India most scheduled tribes are living outside the mainstream. They are geographically unreached, socially isolated, emotionally aggressive, economically backward and personally rigid communities. In free India many commissions and committees were implemented by central and state governments for development of scheduled tribes. Despite these efforts by the government of India and state governments the performance of the tribal in various tribes' education is lower than the successor Scheduled castes and, in many states, tribal average literacy rate is below than the average literacy rate of country literacy rate. From this study researchers suggest that policy makers, stakeholders should give much attention to socially, culturally, mentally, emotionally, financially based education which helps in drop out of the tribal students, recruitment of tribal and other faculty to handle them properly and focused on to bring them in mainstream of the society and directly motivate them to learn and explore their ideas in mainstream of others life.

Keywords: Schedule Tribes, Emotionally Aggressive, Educational Commission and Committee, Education, Social Attachment and Dropouts.

Introduction

Education is one of the indispensable armaments for character building. It is an essential tool for the progress of human capital. Education imparts information, expertise, status and quality of persons. After independence, the governments of India started focusing on literacy missions like adult education, night class for peasants/ farmers and focused on 3R's (Reading, Writing and Arithmetic) formula for communication and literacy formula to fulfill the assumptions of the Directive Principles of State Policy. In the modern scenario, global educationists sit together to give education for all (EFA) at Jomtien in 1990. Till 2004 India has not taken any initiative in this context later when second meeting of Global educationist sit together in 2004 at New Delhi then onwards government become serious and focused on to achieve SSA by 2015 under UPE program then in 2009 RMSA flagship program has been started under USE banner and try to cover all the people of country including tribal people from tribal areas in India.

India has a high concentration of indigenous tribal people. As per Census 2011, 8.6 percent of our total population is tribal. Total tribes were 8.2 percent according to Census 2001. More than 705 groups are identified as tribal across 30 states of India. The first list of tribes was prepared in 1931 on the basis of primitiveness. In 1935 the list was prepared looking into backwardness and during 1950 & 1956 both primitiveness and backwardness people were taken into consideration for enlisting tribal communities in the country. A large concentration of tribal communities is found in the central provinces of India, the middle belt and the north-eastern states of the country. About 92 percent of the tribal people in India live in rural areas. Almost all of them live in areas which are dry, forested or hilly and are unable to use the mainstream of roads and other facilities provided by the Governments. Most of them depend on agriculture and minor forest produce to sustain their life. India is a developing country in the world and our prime minister has set a vision for India to become a superpower soon in the world. But, without taking the tribal and other backward people of the country, how is it possible; India to become a super power country in the world? Super Power means development should be in all corners including international borders, army power, technology, economic, education, medical, road, infrastructure and safety.

Educational and Tribal population in India

India needs comprehensive development, however inferable from absence of schooling and expertise improvement; the minimized segments are not turning out to be essential for the comprehensive development. For comprehensive development, Indian constitution has made a separate section for the regressive classes with their reservation with suitable instructions and implementation procedure. In this context, the Constitution of India has reserved certain arrangements for SCs, STs and OBCs to empower them. These arrangements were made through a certain change to the constitutions in 1951, and an extraordinary statement was added to article 15(4). This provision engages the state to make extraordinary arrangements for SCs, OBCs and STs (Sahoo-2009). Therefore, the Government of India has given them constitutional support in the form of consultation by Union and states.



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Who are Scheduled Tribes?

Indian constitution, Article 366 (25) said that characterizes Schedule Tribes as “part of our gathering inside such clans or ancestral networks as are considered under article 342”. In the article 342 mentioned that determination of schedule tribes is endorsed; it does not contain the measure for the detail of the local area of Schedule Tribe. A well-defined criterion being followed is based on certain attributes such as:

Geographical isolation – They live in cloister, exclusive remote and hills and forest areas.

Backwardness – Livelihood based on primitive agriculture; low cost closed economy based on low level of technology which leads to their poverty. They have a low level of literacy and health.

Distinctive culture, language and religion – They have developed their own distinctive culture, language and religion, community-wise.

Shyness of contact – They have a marginal degree of contact with other cultures and people.

Besides the above, the Constitution has the following provisions for Schedule Tribes in the country.

Constitutional Safeguards for STs

1. Educational & Cultural Safeguards

Framers of the Indian Constitution realized that certain marginalized sections in India were excluded from the national mainstream and suffered extremely from social, educational and economic backwardness. They considered that this section needed special constitutional safeguard to protect their rights and interests as to enable them to join the national mainstream. List of constitutional provision for Scheduled Caste are as follows:

Art. 15(4), - Special arrangements for the progression of other in reverse classes (which incorporates STs)

- Art. 29 - Protection of Interests of Minorities (which incorporates STs);
- Art. 46 - The State will arrange and implement with exceptional application; the instructive interests of fragile areas of the Scheduled Castes and Scheduled tribes will be protected from social shamefulness and all types of mental and physical abuse.
- Art. 350 - Right to preserve particular Language, Script or Culture;
- Art. 350 - Instruction in Mother Tongue.

Five fundamental principles of tribal development

Tribal development was first time set somewhere near Prime Minister of India, late Pandit Jawaharlal Nehru in his 'Tribal Panchsheel' which was subsequently endorsed by Dhebar Commission (1960) and Shilu Ao Committee (1988). Nehru greatly admired and respect of tribal development in the preface to the book after reading a written book by a great anthropologist Verrier Elwin entitled A Philosophy for North Eastern Frontier Area (NEFA).

The five fundamental principles of tribal development are:

1. Individuals have their own interest to create as per their own virtue and cannot abstain from forcing anything on them. We should respect all cultures and expressions for all-round expressions in an individual i.e. SCs and STs.
2. Tribal rights cannot be regarded in the case of wood and land.
3. We should attempt to prepare and develop their very own group individuals to accomplish crafts by organization and advancement. Some specialized staff from the external will, presumably, be required, particularly initially. In any case, we ought to try not to bring such a large number of pariahs into the tribal regions.
4. We cannot delay the maximum government schemes in tribal areas, it may create lack of adoption with normal mainstream.
5. We should judge results on the basis of human character and their involvement in a particular task.

(Source: The National Commission for Scheduled Tribes)

Above said extraordinary arrangements stunningly affect tribal literacy level as numerous tribes have their own exceptional and vernacular language unique in relation to the normal language spoken in the state where they live. Panda 2011 and Sujatha 2008 have good observations and reflect that a few people have their own home and their number were 100 and approx one third people have their own house from their ancestors these data were collected from 500 tribal people.

In overall context we are looking at a glance at the records of the Tribal which reflects its literacy rate was 8.53 percent in 1961. In the same period, the female literacy rate was 3.2 percent while male literacy was 13.83 %, just while SCs community literacy was 10.27 preceded by STs Community 8.53 only. See the table for this data given below:

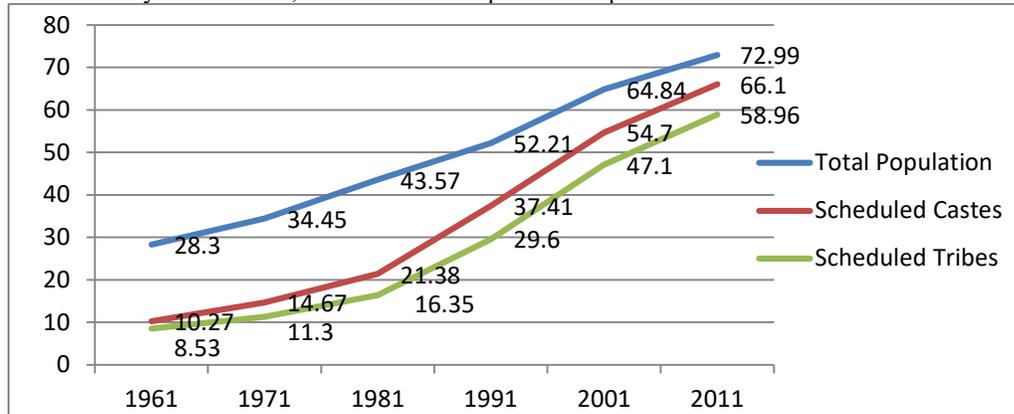


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Table name Comparative literacy rates of SCs, STs and Total Population in percent



From the above table we can say that STs Community was on back foot in comparison to their successor category. The Government of India has taken many initiatives for Scheduled Tribes due to their backwardness, hardship and unreachable in Indian Culture as per the literacy rate of India. Indian Government has begun an inventive plan for the advancement of training among Scheduled Tribes, i.e., the foundation of Ashram schools. Ashram schools with inns for boarding and housing to ancestral understudies in the planned territories began by the Government. With the above schemes and procedures, it is not enough to educate them properly in the present decade. Because they are not receiving what they required due to ugly training techniques received by the instructors. In the present day, the critical life required for schooling turns into a matter of extravagance for the tribal family (Pradhan 2011). Indian education systems developed and made many changes in post-independence still deprived terms are coming in the education field. It gives us simple messages on how much changes are required in the education system to fill the gap at grassroots level in a society. Today where are they (STs and SCs) standing among us? We can see how education has enhanced our society from bullock cart to airplane, boat to ship and peddle to vehicles, personal message to internet and mobile for communication. At the same time from misconception to scientific study and snake man to chandrayaan. Still the condition of the tribe is not much progress in respect of over all categories. Even their progress is slower than their successor scheduled castes. We can see all the details through data (Authenticated by government documents which can be considered as secondary sources of data) in the discussion part. That's why this paper has a gap between previous and current data from different commissions and committees of the country.

On the basis of the rationale of the study, researchers have formulated some objectives, which is directly related to this paper.

In the light of above observations, the paper critically sets the following objectives:

Objectives of the study are as follows

1. To study the problems of students in the family and School that hinders the education.
2. To review the effectiveness of different educational programs for educational development of tribals of India,
3. To identify the assistance given by the Government for tribal education and its Utilization.
4. To compare the educational gaps between Scheduled castes and Scheduled Tribes of India.
5. To suggest suitable educational remedial measures for the improvement of SCs and STs people.

The present study is based on secondary data which have been taken from various research studies including census data, commissions and committees reports and Ministry reports.

Research questions

1. What are the basic problems of tribal students to get education at home and in school?
2. What extent educational programs are effective for tribal students at school and college level?
3. What types of assistance governments had supplied and its utilization received by tribal students?
4. What is the gap percentage of scheduled castes and scheduled tribes in educational development in India?
5. What types of suggestions are required for tribal students in India?



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Review of Literature

There is much literature on tribal education which helps in development and growth among them. According to Virginius Xaxa (2015), says that there are maximum similarities between pre and post independent Government schemes for the STs people.

By these STs provisions, 7.5 per cent jobs were reserved both in central and state government for tribal people. This is a pooling chain towards the mainstream by government services to them. Though this is not fulfilled because of the lack of educational qualifications and necessary skills of STS people. Rami's (2012) has studied the status of primary education in the tribal district of Dang in Gujarat and found that most of the schools have buildings, but fail to attract the girl students because of lack of other essential amenities like drinking water as well as separate toilets, common room for boys and girls. Hence, the dropout rate had gone higher among the tribal girls and medium of instruction which is quite different from their own mother language.

Pradhan and Sanjay Kumar (2011) found in their study that special initiatives like Ashram schools with hostel facility, introducing vernacular at basic education level, and teaching in local language, the tribal students were still lagging behind with other students.

Arun Kumar Ghosh (2007) studied the tribal education in Jharkhand and West Bengal and observed that the female enrolment ratio of the tribal is much lower than that of their males. During the cultivation time, the drop-out rate is more because children are required to help their family members in sowing, weeding, plantation, and harvesting activities.

Vinoba Gautam (2003) found that non-tribal education has very limited value in tribal cultural premises because it does not match with the lifestyle of individual teachers. There is a need to link school education with life and the needs of the tribal communities.

From the above studies we can conclude that governments have taken active participation to develop educational conditions of tribes of India still due to lack of implementation strategies from local bodies, it is not fulfilling the desired expectation from them. That's why researchers have been interested in investigating the lacuna in different commissions and committees' recommendations at grass root level.

Methodology of the Study

For the present study, researchers have used an online survey with available data on the website of the Ministry of welfare society, Ministry of Tribal Welfare and Ministry of Tribal Affairs Statistics division.

Table -1 Trend in Proportion of Scheduled Tribe, Scheduled Castes and all category Population

Year(census)	Population (in millions)			Proportion of Population	
	Total	SC	ST	SC	ST
1961					
1971	439.2	64.4	30.1	14.7	6.9
1981	547.9	80.0	38.0	14.6	6.9
1991	665.3	104.8	51.6	15.8	7.8
2001	838.6	138.2	67.8	16.5	8.1
2011	1028.6	166.6	84.3	16.2	8.2

Table-1 shows that total population of all categories in 2011 became approx three times of total population of 1961, in the same way SCs categories total population in 2011 became more than three times of 1961 while STs categories total population of 2011 approx 3.5 times from 1961 while total proportional population of SCs and STs increased from 1961-2011 1.9 percent and 1.7 percent respectively.

Table-2 Comparative Literacy rates of SCs, STs, and Total population in percentage

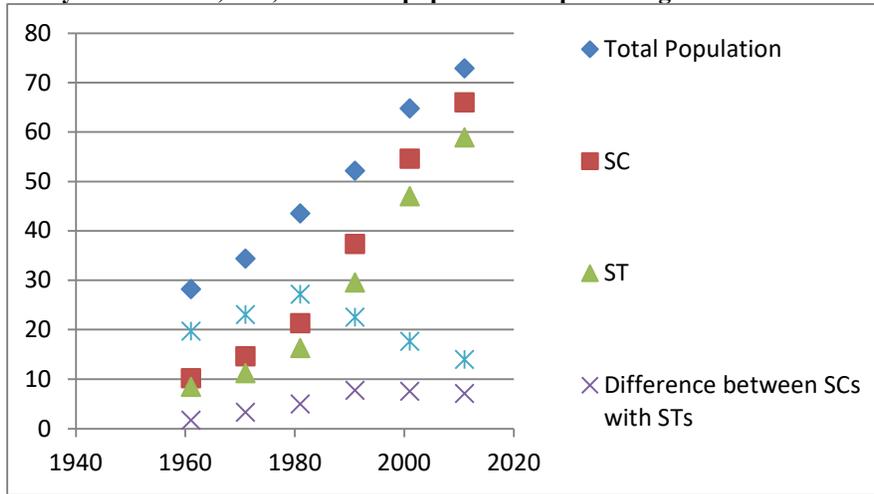


Table No.-2 shows the literacy gap between Total population to SCs, STs and in between SCs and STs Categories. Since 1961 to 2011 literacy gap between total categories to STs Community 19.77 to 14.03 percent, means that in 51 years only 5.74 percent literacy improved in STs Community in respect to all categories. While SCs categories and STs Categories have 1.74 to 7.14 changes from 1961 to 2011, it means 5.4 percent SCs categories improved than STs Category while central and state governments provide more facilities to STs Community in all over the country. **As per the census 2011, the average literacy rate of STs in the country is 58.96.**

Table:3 Data on States having ST literacy rate less than country's average for STs Literacy rate

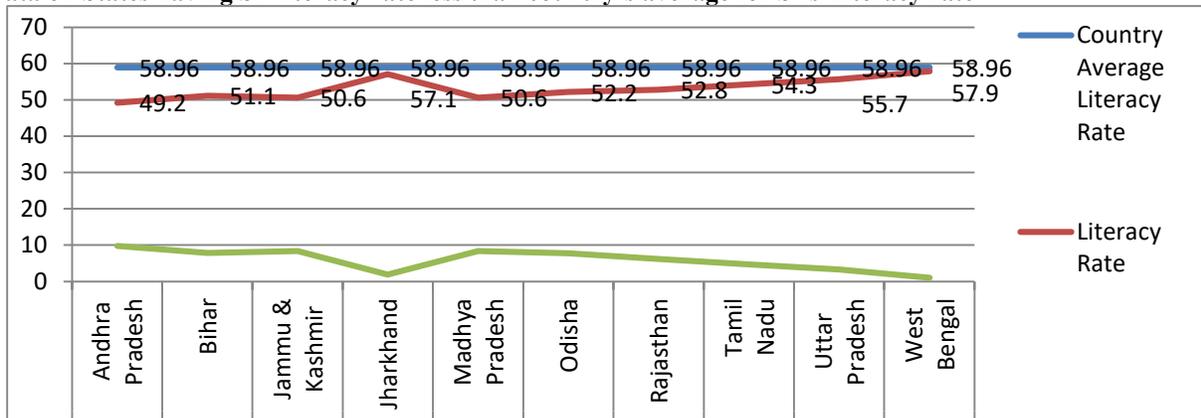


Table:4 Literacy rate of All Social Groups, SC and ST Population (1961-2011)

Year	All Social Groups (figures in percentage)			SC (figures in percentage)			ST (figures in percentage)			Difference Between SCs and STs Total %
	M	F	T	M	F	T	M	F	T	
1961	40.4	15.35	28.3	16.96	3.29	10.27	13.83	3.16	8.53	1.74
1971	45.96	21.97	34.45	22.36	6.44	14.67	17.63	4.85	11.30	3.37
1981	56.38	29.76	43.57	31.12	10.93	21.38	24.52	8.04	16.35	5.03



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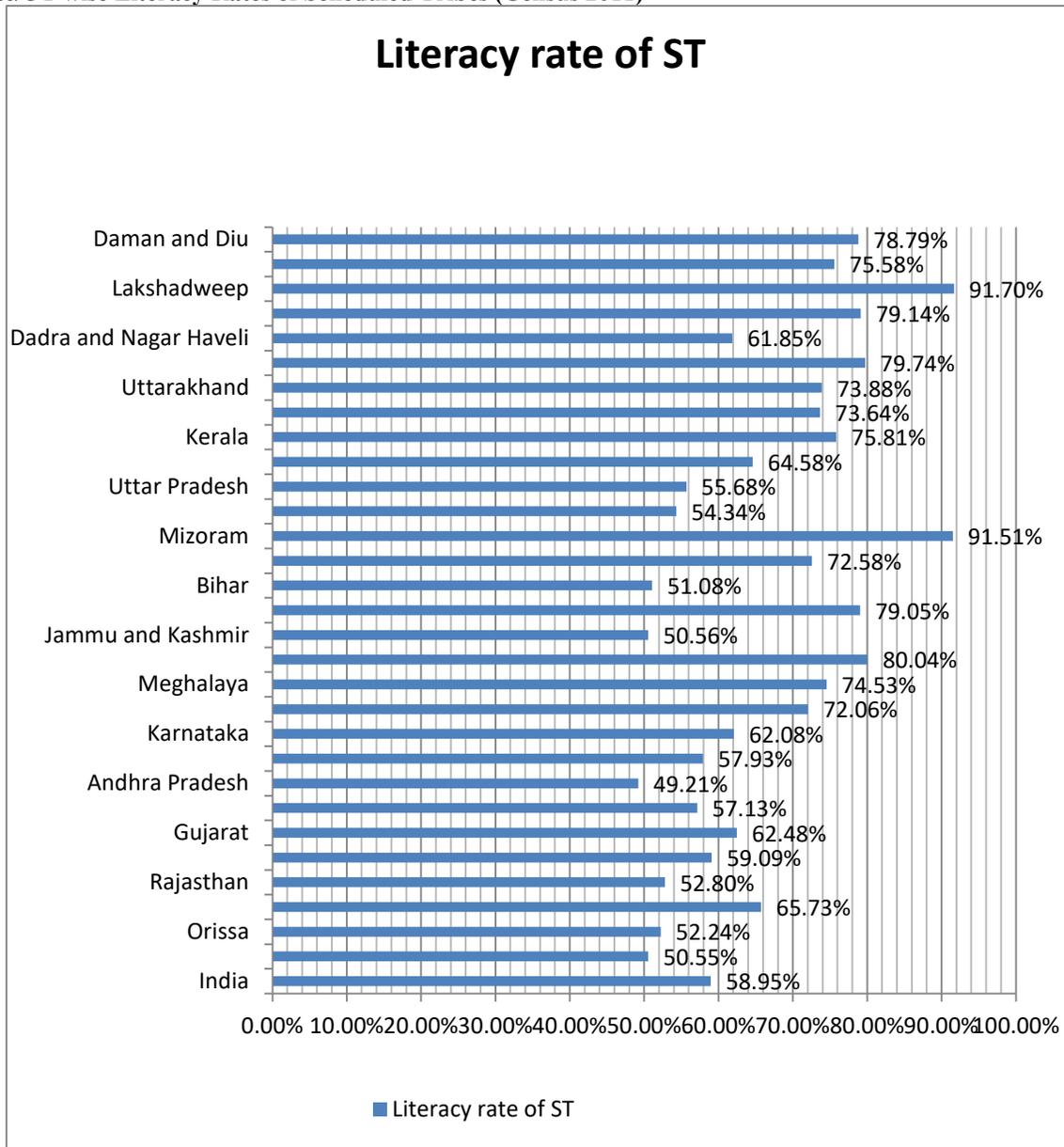
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1991	64.13	39.29	52.21	49.91	23.76	37.41	40.56	18.19	29.60	7.81
2001	75.26	53.67	64.84	66.64	41.9	54.69	59.17	34.76	47.10	7.59
2011	80.89	64.64	72.99	75.17	56.46	66.07	68.53	49.35	58.96	7.11

(Source: Registrar General of India)

From this table we can say that tremendous improvement has been made by SCs category from 1961 to 2011 approx 6.6 times while STs Community has made approx 7 times which is better than all over the categories.

Table: 5 State/UT wise Literacy Rates of Scheduled Tribes (Census 2011)





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This table shows the comparative literacy rate of STs in all the states of India. We can see 91.5 percent literacy of STs in Mizoram state while 91.7 percent in UTs of Lakshadweep of India while lowest literacy rate of STs Category in state is 49.2 percent and UT is 61.9 percent of India

Table:6 Gross Enrolment Ratio (GER) Boys and Girls

Gross Enrolment Ratio (GER)-Boys			Gross Enrolment Ratio (GER)-Girls		
Classes	ST	All Categories	Classes	ST	All Categories
Classes I-V(6-10 years)	137.2	115.40	Classes I-V(6-10 years)	136.7	116.7
Classes VI-VIII(11-13 years)	90.7	87.70	Classes VI-VIII(11-13 years)	87	83.1
Classes I-VIII(6-13 years)	120.5	104.90	Classes I-VIII(6-13 years)	118.7	103.7
Classes IX-X(14-15 years)	57.1	69.00	Classes IX-X(14-15 years)	49.1	60.8
Classes I-X(6-15 years)	108.2	97.60	Classes I-X(6-15 years)	105.3	94.8
Classes XI-XII(16-17 years)	32.7	42.20	Classes XI-XII(16-17 years)	24.8	36.1
Classes IX-XII(14-17 years)	45.4	55.50	Classes IX-XII(14-17 years)	37.3	48.4
Classes I-XII(6-17 years)	96.8	88.00	Classes I-XII(6-17 years)	92.8	84.8
Source: Statistics of School Education 2010-2011					

From the table-6 we can say that Gross enrolment of Girls in Primary section is higher than the Boys while at senior Secondary level Boys Gross Enrolment rate is higher than the Girls and overall Boys Gross Enrolment is better than the Girls.



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Table:7a Dropout Rates of ST and Total Boys in India

Table: 7a

Drop Out Rates (DOR) Boys		
	ST	All
Classes I-V	37.2	28.7
Classes I-VIII	54.7	40.3
Classes I-X	70.6	50.4
Source: Statistics of School Education 2010-2011		

Table: 7b Dropout Rates of ST and Total Girls in India

Drop Out Rates (DOR) Girls		
	ST	All
Classes I-V	33.9	25.1
Classes I-VIII	55.4	41.0
Classes I-X	71.3	47.9
Source: Statistics of School Education 2010-2011		

From Table-7a and 7b we can conclude that dropout rates of STs Boys and Girls are more than the other categories. It became more negative at secondary level; only approx two third tribal students left the schools in comparison to other categories.

Initiative taken for educational development of Tribal

The gainful drive has been taken by states and local governments for the advancement of ancestral individuals are as per the following:

- 1. Post-Matric Scholarship for Scheduled Tribe Students:** This plan was to empower the ST understudies seeking Post-Matriculation, whose family income is less than 1 Lakh.
- 2. Hostel for ST Men and Lady understudying:** This scheme was during the third five years plan for the ST Men and Lady and dispatched in 1989-1990.
- 3. Rajiv Gandhi National Fellowship Scheme (RGNF):** RGNF was presented in the year 2005-2006 with the goal to urge the understudies to have a place with ST people to seek after advanced education, for Research Work.
- 4. Vocational Training Center for Tribal People:** This plan is to foster the ability of ST understudies relying upon their capability and present market patterns.
- 5. Scheduled Tribes National Overseas Scholarship:** This plan offers willingness to do investigations abroad for Masters, Doctorate, Post Doctorate in the field of Engineering, Technology and Science.
- 6. Scheme of Best Education for ST Students:** The Ministry of Tribal issues in 2007-2008 to energize ancestral local areas for proceeding with their higher investigation.
- 7. Ashram School in Tribal Sub-Plan Area:** This plan was begun in 1990-1991 so as to furnish schooling with private office to ST understudies.



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8. **Tribal Research Institute:** Fourteen Tribal Research Institutes (TRIs) have been set up in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Jharkhand, Rajasthan, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura.
9. **Book Bank:** Provide books to read at home for a certain period. Before it ensures that books are available for them.
10. **Coaching for ST:** Free training classes are given to ST understudies to improve their expertise and capacities for different serious assessments.
11. **Challenges:** In spite of protected arrangements and safe gatekeeper with different government drives and programs, teaching ancestral kids is as yet a significant worry for the public authority. There are so numerous socio-social, conservative, geological, and authoritative impediment (report Ministry of Tribal Affairs, GOI, 2013) for which proficiency pace of ancestral individuals have never been at standard with whole populace, and hole between them is in every case high, for instance the hole among ancestral and entire populace in education rate was 19.7% in 1961 which expanded to 21.6% in 1991 and has declined to 14.3% in 2011(see table-1). Anyway, the contemporary difficulties looked by the ancestral individuals to get instruction are as per the following:
 1. Socio-financial and social: Their social-monetary conditions are exceptionally poor in regard to other classification. In light of this they would prefer not to stir up in standard; they have dreaded losing their character from the general public.
 2. Economic conditions: Tribal people group is monetarily in reverse. It is hard for them to satisfy their fundamental requirements.
 3. Reluctance of guardians towards schooling: Illiteracy of guardians and their disposition towards instruction is detached, just as their local area never urges the understudies to seek after observed physically.
 4. Infrastructural difficulties: Most of the schools situated in ancestral territories have no learning materials, study materials, and physical resources and human resources are also very less to manage the schools.
 5. Language related difficulties: In the majority of the states, official/provincial dialects are utilized for study hall instruction and these are not perceived by the ancestral youngsters at essential level.
 6. Teacher related difficulties: Irregularity of the instructors in school neglect to set up Communication Bridge among the ancestral understudies.

Recommendations

1. Government should take some specific initiative through various programmes like awareness camp, street drama, counseling, etc which can create awareness to the tribal people.
2. Emphasis should be given to career or job oriented courses.
3. Infrastructural requirements have always been neglected. It should be taken under consideration.
4. Teachers should be locally recruited who understand and respect tribal culture and practices and most importantly are acquainted with the local language.
5. New teacher training institutes should be opened in tribal sub plan areas to meet the requirement of trained teachers.
6. Teaching and learning should be imparted in local language.
7. Motivational strategies should be applied to take higher education.
8. Government needs to establish residential schools in tribal areas under various government schemes.
9. There must be strong machinery to protect students from abuse, neglect, exploitation, and violence.
10. In order to bring the tribal students into the main streams of national development, community involvement is necessary through panchayati raj institutions.
11. Establish schools for boys, girls and co-education in tribal areas make them a model for other tribal areas.
12. Proper monitoring by high level officials at regular intervals is necessary for smooth functioning of school administration.

Suggestions

From this paper researchers have suggested for improvement of tribal education are as follows-

- a. **Literacy camp** - For educational awareness proper campaigns should be organized in tribal areas.
- b. **Behaviour of Tribal Parents** - For a positive view of the Tribal parents government and NGOs should take them in faith/ trust about providing education to them without harming them.
- c. **Instruction in Local Language** - All study materials should be supplied in local languages to the tribal people.
- d. **Recruitment of Local teachers** - It is suggested to appoint more tribal teachers in the tribal areas.
- e. **Provide scholarships** - ST scholarships should be provided to the tribal students from KG to PG, especially in medical, engineering, and other vocational streams.
- f. **Residential schools** - More residential schools and colleges should be established in each state and districts in tribal areas.



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- g. **Social security-** Social security of students, because institutions are using them as a labour in different places instead of educating them.
- h. **Proper Monitoring** - Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers.

Conclusion

Education is a weapon which can control the darkness and give us light to make our journey go smoothly. Long back onwards humans were taking education and making their life comfortable and educating the new generation to survive in a society. At the same time STs and SCs communities were not educated due to their nature of living environment. Since the attainment of independence, government of India has taken several initiatives, schemes and programs and allotted funds to different plans to spread education among the tribal people. No doubt all these efforts are significant and highly appreciable, but despite all these efforts, the educational rate of growth among the tribal is very low in comparison to other categories. Representation of tribal people at higher education is not satisfactory. Now the time has come to take hard and fast decisions and effective plans to reduce the obstacles in pursuance of education by tribal children.

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