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Primary Education among Tribals of Jharkhand Need to be Strengthen

Dr. Amar Kumar Chaudhary[1], Alka Divya Tigga[2]
[1]*Associate Professor, University Department of Commerce & Business Management, Ranchi University, Ranchi*
[2]*Assistant Professor Department of Commerce & Management, Doranda College, Ranchi University, Ranchi*

Abstract: ***Tribal has substantial share to total population of Jharkhand. Tribals literacy rate is far below than other sections of society in Jharkhand. Sympathy or empathy, they need to be educated. The Govt. should give special package and special attention for their inclusive growth. Sustainable inclusive growth can be achieved only through education & specially the primary education among the tribal students to set their steps to-gather with the society, strengthen of primary education is sie que non for upliftment of tribals who are deprived from centuries.***
Keywords-Primary education, inclusive growth, Sustainability, Sympathy, empathy, Strengthen & upliftment, sie que non.

I. INTRODUCTION

Education plays a crucial role in balancing the socio-economic fabric of the country as well as ensuring growth of the country. The Govt. of India has taken significant steps in improving education facilities in rural and poverty – stricken regions of the country.
An ambitious programme like Samagra Shiksha has been introduced to promote holistic education. While incorporating three mojor initiative of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) for providing integrated school education from pre-school to higher secondary level. The present Government though it's various steps and schemes in making all out efforts to provide basic education to all children irrespective of their age, gender, region, caste and class etc.

II. TRIBAL EDUCATION IN NATIONAL PERSPECTIVE

Education has still to play a significant role in the overall development of the poor people and specially among the poor tribal population of India where there is high dropout and low participation rates which is again gender sensitive. The impact of tribal education policy after independence can neither be said to be much satisfactory nor it can be taken to be very disappointing.
Even after 75 years of Independence, the goal of tribal education has not been achieved so far. In spite of the remarkable expansion of the elementary education system in the last three decades, a large number of tribal children and more among tribal girls who are deprived section of society in India continue dropout from school. Out of all the children enrolled at primary stage, a very high percentage drops out. Elementary education is a priority area in the tribal sub-plans from 5th five year plan. Education for S. T. Children is considered important not only because of the constitutional obligation but also as a crucial input for total development of tribal communities.
Nationa policy on education, 1986 has given the following suggestions towards education of tribals in India:

1) Priority will be accorded to opening primary schools in tribal areas.
2) There is a need to develop curricula and desire instructuational material in tribal language at the initial stages with management of switchover to regional languages.
3) ST youth will be encouraged to take up teaching in tribal areas.
4) Ashram School/Residential School will be established on large scale in Tribal areas.
5) Incentives schemes will be formulated for the ST's keeping in view their needs and life style.

III. TRIBES OF JHARKHAND

Jharkhand is a land of tribals since ancient times. Jharkhand is known for diversity of tribes. Presently, Jharkhand has 32 tribes of tribals communities. They are Asur, Baiga, Banjara, Bathudi, Bedia, Bijhia, Birhor Birjia Chero Chik Baraik, Gond, Gorait, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lohra, Mahli, Mal Paharia, Munda, Oraon, Parhaiya, Santhal, Dauria Paharia, Savar, Bhumij, Kol, Karwar & Kharia of which 8 tribes have been kept in the category of particularly valuable group of (PVGT) Tribal. They are Asur, Birhor Korwa, Birjia, Mal Paharia, Sauia Paharia, Parhaiya and Savar (Hill Kharia). Tribal Population of Jharkhand is 26.3% in 2001 and 26.2% in 2011 of the total population.

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Table – 1
Schedule Tribe Population in Jharkhand at a glance.

	2011	2001
Total Population	86,45042	70,87,068
Male Population	43,15,407	35,65,960
Female Population	43,29,635	35,21,108
Sex ratio rural	1003	989
Sex ratio urban	1007	965
% of tribal to total Population	26.2%	26.3%

(Source: Compiled from Census 2001 & 2011)

Table – 2
List of District more than 50% STs in Jharkhand

District	Total Population	ST Population	% of ST to Total Population
Khunti	5,31,885	3,89,626	73.3%
Simdega	5,59,578	4,24,407	70.8%
Gumla	10,25,213	7,06,754	68.9%
West Singbhum	15,02,338	10,11,296	67.3%
Lohardaga	4,61,790	2,62,739	56.9%

(Source: Census 2011)

Table – 3
Growth Rate of Total Population & Tribal Population of Jharkhand in census years

Sl. No.	Census Year	Total Population	Growth in %	T. P. of Tribals	Growth in %
1	1961	1,07,36,428	-	45,32,342	-
2	1971	1,42,28,238	32.52	45,69,880	8.28
3	1981	1,75,85,661	23.59	53,19,370	16.61
4	1991	2,18,48,860	24.25	60,44,010	13.412
5	2001	2,69,45,829	23.32	70,87,068	17.30
6	2011	3,29,88,134	22.42	86,45,042	22.00

(Source : Jharkhand land & People, V.N.P. Sinha & L.K.P. Singh Rajesh Publication 2013, Pg. No. – 212 & Census 2011)

The main reason of slow growth of tribals are nearly 94% tribes reside in rural areas, low literacy rate, more dependency in forest produces and agriculture, lack of basic amenities, lack of medical facility etc. Most of the tribal People of Jharkhand live in rural areas which are hilly, remote, unfertile land and forestry. They live in Peak of mountains specially primitive tribes. They like to live a solitary and mild life. All tribes have their on religions, rituals, conventions, customs, family clan, birth and death belief etc. They live a simple life and by nature they are simple and innocent. Forest is the lifeline of tribals of Jharkhand.

They collect forest fruits, roots, leafs, flowers etc. Sale of forest produces is the source of livelihood of tribals. They hunt wild animals. But due to deforestation availability of forest products have been declined. This is an alarming sign for existence of a number of tribals specially those who spend all day in gathering of forest produces and hunting wild animals. Agriculture is an important source of livelihood of tribals. They do not grow sufficient quantity of crops due to monsoon based agriculture and conventional method of agriculture. Tribes do labour work after agriculture and substantive population migrate to other State in search of work.

IV. EDUCATION SCENARIO OF TRIBES OF JHARKHAND

The overall literacy ratio among the STs of Jharkhand has increased from 27.5% at 1991 census to 40.7% at 2001 census which is 12.9% lower than the literacy rate of Jharkhand (52.6%) and 6.4% below than the tribals literacy rate at national level (47.1%) like the overall literacy rate among the STs male & female literacy rate of Jharkhand 54% and 27.2% are also considerably lower than those at the national level (59.2% and 34.8%). Literacy rate is also found too lower in primitive Tribal groups. Individual Tribes literacy ratio can be shown in the table No. – 4.

Table – 4

Individual Tribe of Jharkhand with their population sex ratio and literacy rate male & female 2011

Name	Total Population			Sex Ratio	Child Sex Ratio	Literacy		
	Total	Male	Female			Total	Male	Female
All	86,45,042	43,15,407	43,29,635	1003	976	57.1	68.2	46.2
Asur Agaria	22,459	11,473	10,986	958	956	46.9	58.8	35.4
Baiga		1,829	1,752	958	1104	36.7	43.3	29.6
Bhanjara	487	242	245	1012	939	40.3	55.4	25.6
Bathudi	3464	1,754	1,710	975	866	57.2	65.1	39.2
Bedia	1,00,161	50,207	49,954	995	1023	58	69	46.9
Binjhia	14,404	7,320	7,084	968	928	56.3	68.9	43.4
Birhor	10,726	5,472	5,254	960	968	34.5	41.3	27.4
Birjia	6276	3174	3120	977	997	50.2	61.7	38.4
Chero	95,575	48,860	46,715	956	947	63.6	76.2	50.4
Chick Baraik	54,163	27,126	27,037	997	960	64.5	75.3	53.6
Gond	52,676	26,925	26,751	994	971	59.8	71	48.6
Gorait	4,973	2527	2446	968	988	62	72.6	51
Ho	9,28,289	4,59,209	4,69,080	1021	992	54	67	41.4
Karmali	64,154	33,203	30,951	932	912	62.4	73.7	50.3
Kharia Dhelki Kharia, Dudh Kharia, Hill Kharia	1,96,135	97,139	98,946	1019	990	65.9	73	58.9
Kharwar	2,48,974	1,26,763	1,22,211	964	983	56.4	68.2	44.2
Khond	221	114	107	939	778	62.4	76	48.4
Kisan Nagesia	37,268	18,880	18,385	974	989	49.5	60.2	38.5
Kora, Mudikora	32,786	16,487	16,299	989	955	55.5	68.5	42.4
Korwa	35,606	18,000	17,606	978	1002	37.9	45.8	29.7
Lohra	2,16,226	1,09,383	1,06,843	977	962	56.2	67.1	45.1
Mahli	1,52,663	76,631	76,032	992	983	54.2	66	42.4
Mal Paharia, Paharia	1,35,797	67,791	68,006	1003	997	39.6	49.1	30.2
Munda, Patar	12,29,221	6,14,199	6,15,022	1001	973	62.6	72.9	52.4
Oraon, Dhangar (Oraon)	17,16,618	8,55,210	8,61,408	1007	967	67	75.9	58.1
Parhaiya	25,585	13,070	12,515	958	988	33.1	41.5	24.3
Santhal	27,54,723	13,71,168	13,83,555	1009	975	50.8	62.9	39
Sauria, Paharia	46,422	22,970	23,252	1012	1034	39.7	48.9	30.6
Savar	9,688	4,864	4,824	992	1019	33.7	43.3	24
Bhumij	2,09,448	1,04,910	1,04,910	1,04,538	996	968	56.7	70.443
Karwar	8,145	4,082	4,063	995	981	64.3	76.9	51.7
Kol	53,584	27,037	26,547	982	1013	47.7	60.3	34.8

(Source: Census 2011)

Jharkhand education statistics depicts a very pathetic situation, Particularity in term of providing primary education to tribals. This can better be understood by going through the following table.- 5

Table – 5
Level of Education among Major Schedule Tribe in Jharkhand

Name of STs	Literate without Elementary Level	Below Primary	Education level attached				
			Primary	Middle	Matric/HS/ Intermediate	Technical & Diploma Holder	Graduate & above
All Schedule Tribes	3.00	30.6	28.6	17.7	16.5	0.1	3.5
Santhal	3.5	34.3	30.0	17.0	13.2	0.1	2.0
Oraon	2.4	26.9	25.3	18.5	20.8	0.2	5.9
Munda	2.8	27.9	29.6	18.9	17.1	0.1	3.7
Ho	2.4	26.4	28.4	19.9	19.7	0.1	3.1
Kharwar	5.5	38.2	32.3	11.3	10.8	0.1	1.8
Lohra	3.5	35.5	30.5	16.1	12.5	0.1	1.9
Bhumij	2.9	36.1	32.8	18.7	11.1	0.0	1.4
Kharia	2.0	26.0	26.5	18.3	21.4	0.1	5.6

(Source: Office of Registrar General & Census 2001)

Among the total Tribal literates 30.6% are either without any educational level or home attained education below primary level. The proportion of literate who have attached education up to primary level and middle level and 28.6% and 17.7% respectively. Persons educated up to matric/secondary/higher secondary constitute 16.5%. This implies that every 6th tribal literate is a matriculate, Graduate & above are 3.5% while not technical & technical diploma holder constitute the negligible 0.1%.

There are 32 tribes in Jharkhand. Out of then eight (8) come under PGT (Primitive groups). We see the table No.- 4 only 07 (seven) Tribes namely Oraon. Kharia, Munda, Bhumij, HO, Lohra, Santhal & Kharwar are not only the share of population i.e. max than 85% but also in preview of literacy.

Among the numerically larger tribes, Oraon & Kharia have more than half of the population in age of 07 years and above are literates while Munda have the literacy rate almost equal to all STs at national level. Remaining five larger tribal groups have shown the overall literacy rate below than that of the national average.

Table – 6
Literacy rate of eight major tribals of Jharkhand

Sl. No.	Name of STs	Literacy rate	
		Persons	Female
1	All STs of State	40.7	27.2
2	Oraon	52.5	40.80
3	Kharia	51.00	42.20
4	Munda	47.9	34.9
5	Bhumij	41.3	24.0
6	HO	39.2	23.9
7	Lohra	38.9	25.0
8	Santhal	33.0	19.5
9	Kharwar	29.60	13.90

(Source: Office of Registrar General & Census 2001)

The literacy rate of other 24 tribes specially the Primitive Group of Tribes which are eight in members are very below to the state level literacy rate Table No. 4 depicts that the literacy rate of male and female are less than 40% and 30% respectively.

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V. GOVERNMENT SCHEMES AND PROGRAMMES TO PROMOTE EDUCATION AMONG TRIBAL STUDENT OF JHARKHAND

The following are the main Schemes & Programme for tribal students in Jharkhand:

A. Scheme For The Establishment of Ashram Schools in Tribal Sub Plan Areas-

The scheme started in 1990-1991 to promote and extend educational facilities in Tribal Areas on the patten of the old Gurukul type of education. The scheme covers all Tribal sub Plan areas of the country spread over 21 states and 2 Union Territories. Jharkhand State is one of them. This is centrally sponsored scheme on cost sharing basis between centre and states in the ratio of 50:50. The scheme provides funds for the construction of school building from the primary standard to the senior secondary stage and also provides for the upgradation of the existing primary level Ashram schools. The State Government provides the land for Ashram Schools free of cost under this scheme, grant is also provided for construction of students hostels, staff quarters, purchase of furniture, equipment, set of books etc. only the capital cost is provided by central Government, the recurring expenses are to be made by the respective State Government.

B. Mid-Day Meal Scheme

The National Programme of Nutritional Support to Primary Education popularly known as Mid Day Meal Scheme has been started on August 15, 1995. The objective of the programme is to give a boost to universalization of primary education y increasing enrolment, attendance, retention, reduce dropout rate and also improving nutritional status of children in primary classes studying in Government, Local Body and Government aided schools. Foodgrains are supplied free of cost @100 gm per child per schools day where cooked/processed hot meal is being served with a minimum content of 300 calories and 8-12 gram of protein each day of school for a minimum of 200 days and 3 kg per student per month for 9-11 months in a year.

C. Scheme for setting Up Educational Complexes in Low Literacy Pockets for the Development of Tribal Women's Literacy-

In Order to increase the literacy rate of tribal women, the scheme was launched in 1993-94 in 136 districts having low literacy rate spread over 14 states of the country namely Arunachal Pradesh, Andhra Pradesh, Bihar, Gujrat, Jharkhand, Maharashtra, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttaranchal and West Bengal. The scheme also cover entire Primitive Tribal Group population irrespective of women literacy percentage. The ultimate objective of the scheme is to promotion of education among tribal girls in the identified low literacy districts as well as to improve the socio economic status of the poor and illiterate tribal population through the education of women. The scheme is implemented through NGOs, autonomous bodies of State Government and co-operative societies. It is a 100% central sponsored programme. The Ministry of Tribal Affairs provides funds for schools which is operating under Sarva Shiksha Abhiyan, Kasturba Gandhi Vidhyalaya or by education department of State under any other scheme. Under the scheme fund is provided for school, hostel along with whole premised for those areas, where such schools are not available. Recurring grants are provided to run educational complexes @ Rs. 9,000 per students are provided two sets of uniform, one set of books every year, besides free food and medicine during their stay in the educational complex. The students parents are also paid an incentive of Rs. 50 per month for sending their girls to school. The educational complexes impart not only formal education to tribal girls but also train the students in agriculture, animal husbandry and many other vocations and crafts to make them economically strong. Therefore, the scheme provides free education as well as accommodation, cloth, books, food and incentive also to tribal girls.

D. Scheme for Construction of Hostels For Tribal Girls & Boys

The scheme for construction of tribal girls hostels was started during the 3rd Plan period. A separate scheme for construction of tribal boys hostels was launched in 1989-90. The scheme for construction of hostels for tribal girls and boys has been launched during 10th Five Year Plan by merged of both two schemes. The primary objective of the proramme is to promote literacy among tribal students by providing hostel accommodation to such tribal students who are not in a position to continue their education because of their poor economic condition and remote location of their village. The scheme is a centrally scheme on a cost sharing basis between the centre and states in a ratio of 50:50 and it covers the entire tribal population in the country. The scheme provides fund for the extension of existing hostel buildings and construction of new hostels for the middle, secondary, college and university level. State Government provides the land for building free of cost and also provides recurring expenditure for the running of the hostels. Under the scheme, 211 hostels have been sanctioned for construction from inception of the state

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1) *Prayas:* Prayas is a new Programme to bring the tribal children in school who are not coming. For this the school management Committee, Teachers and local conscious people sit to-gather and find out the cases of dropout. For this "Children Parliament" is formed with Ministers among the students and take are assigned by the teachers. It has an encouraging result.
2) *Gyan Setu:* Gyansetu is a programme to increase the level of education among the school children who are enrolled and coming to school. Annual status of education (Rural) (ASER 2018) have published regarding level of reading, Arithmetic, Physical education and other facilities etc, we can see the reading level of all children in rural Jharkhand.

Table – 7
(% of children by grade and reading level all children 2018)

Std.	Not even letter	Letter	Word	Std. I Level test	Std. II Level test	Total
I	53.1	27.5	9.1	4.6	5.7	100
II	32.2	35.1	15.0	8.8	8.9	100
III	17.1	29.6	21.9	12.7	18.8	100
IV	9.7	25.2	19.6	16.9	28.6	100
V	8.0	18.6	18.0	21.1	34.3	100
VI	4.9	13.4	13.8	20.6	47.3	100
VII	2.3	8.5	8.9	20.7	59.6	100
VIII	1.8	5.6	9.1	17.1	66.4	100

(Source : ASER (Rural) 2018 Report Page- 122)

The reading tool is a progressive tool. Each rows shows the variation in children's reading levels within a given grade. For example, among children in Std – V 8% even can not read letters, 18.6% can read letter but not words or higher. 18% can read words bu not Std – I level text or higher, 21.1% can read Std – I level text by not Std – II level text, 34.3% can read Std – II level text. For each grade the total of those exclusive categories is 100%.

The table shows quality education at primary level in Jharkhand. The % of tribal students are far more than the general level of education. The objective of Gyan Setu is to increase the capability & competency level among the students.

a) *NISTHA:* The main objectives of NISTHA Programme is to provide training and to motivate the school teachers, In Jharkhand, it is being regularly carried out by making clusters through with new technology & latest learning programmes.
b) *Scholarship:* The Jharkhand State Government is providing scholarship to all Schedule Tribes/Schedule Caste an OBC Students regularly. The rate of scholarship are : Std 1 & 2 – 320 Rs yearly, For Std 3 to 5 – 540 Rs. Yearly & for std 6 6o 9 – 620 Rs yearly.
c) *Free Books & Dresses:* The State Government is provides free books of JCERT & School uniform with School Kit includes Copy, Pen, Pencil, Razor & Instrument Box, Shoes, Socks & One Woolen Sweater to all students irrespective of Caste, creed & religion. This is a good initiative.
d) *Cycle Free of Costs:* The State Govt. provides cycle to ST, SC, OBC and girls who are studying class VIII & more. This programme have is positive impact specially for girls in rural areas.
e) *Development Fund to School:* The State Govt. is paying all schools as development fund from 25,000 Rs to 1,00,000 Rs yearly according to the enrolment of students. Teachers are also paid Rs. 500 yearly for teaching – learning naturals.

VI. REASONS OF DROPOUT OF TRIBAL CHILDREN AT SCHOOL LEVEL IN JHARKHAND

The following are the main reasons of dropouts of tribal children at primary education/ school educations:

1) Lack of awareness among the tribal family regarding the importance of education and their inherited life style the education does not support. No. positive environment at home.
2) Due to poverty, children help their parents at home and help to collect forest products and other livelihood activities.
3) Discharging sibling core responsibility as the mother works whole day for livelihood.
4) School environment in uncomfortable due to language problem. Each tribals has their own language, culture, heritage & customs. Students among tribals are also not mixing. So both side form students & teacher, they do not feel comfortable. Teachers are outsiders, they do not understand what the students want to say & their feeling. Books are not in their mother languages & the example given in books does not suit in their nature & behavior. So they feel uncomfortable and horrifying.

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5) Tribal parents are migrating in search of food after agriculture specially primitive tribes like Birhor to earn their livelihood.
6) Most of the tribal children are suffering form different disease such as malaria, anaemia & Skin diseases & there is no medical facilities in the school.
7) No proper roads & communication facilities specially in rainy seasons and they are scattered.
8) School building & other infrastructure facilities are horrible etc.

VII. CONCLUSION AND RECOMMENDATION

Jharkhand is a tribal dominated State. Upliftment of tribals in Jharkhand is one of the main objective for creation of the State. Primary education among the tribal children is the main pillar for inclusive development of tribals and come forward to them in equal footing in the main stream of society. Whatever Sympathy or empathy give to tribals but they need to uplift and primary education is sine qua non for their mental, physical, economical, social and Cultural development.

It has been observed that after 22 years of inception of Jharkhand, the educational development programme causing dissatisfaction among the tribal communities. In spite of various plans programmes and projects taken up by the Government machinery, Christian Missionaries, Rashtriya Swayamsevak Sangh (RSS), other Social & religion organisations & NGOs, the results are far from satisfactory.

The main reason of dropout of tribal children specially primitive tribes in Jharkhand is language problem. The Govt. policy & New Education Policy also advocate that the use of mother tongue or home language as a medium of instruction in early stages of education. Teacher should always be interact with the tribal children specially in primary level in their mother longue so that they can freely express their feelings, sentiments, problems and questions with their teachers.

Thus there is a need of strategic planning vis-à-vis primary education among tribals as every tribal has its own language, customs, rituals, culture, social and economic status. There is a need of planning first to economically uplift the poor tribal through the programmes and implementation which suits their nature and behavior such as agriculture, allied sectors, forest produce, horticulture, sericulture, poultry, piggeries, goatry, diary form etc. They believe in community participation. The ultimate aim is to provide basic amenities to tribal people for their survival then only we can go for primary education for sustainability.

A strategic comprehensive awareness programme should be carried out to implant the importance of primary education to uplift their mental, physical and financial among the tribal children specially girls. The campaign programme should not only be promoted by Government and teachers but also by the community groups, NGOs, religious and philanthropic bodies and other intermediaries. The media both print & electronic have great impact on the common people. Thus they should also be involve in literacy awareness campaign programme.

Most of the tribal's culture, customs, heritage are performed collectively. They believe in community participation. Tribal areas in their own languages in the issues like enrolment, girl's education, retention of children in the school and other involvement in primary education.

The mode of awareness programmes can be through.

1) Drama and dance
2) Films, leaflets, posters, video and any other forms of communication in tribals & local language.
3) Youth tribal volunteers should come forward to convince the tribal & their society.
4) NGOs, tribal leader, Social worker and other intermediaries should be involved in the awareness campaign.

Migration of tribals in search of food should be stopped by providing them work in off season. Covid-19 can become" blessing in disguised"

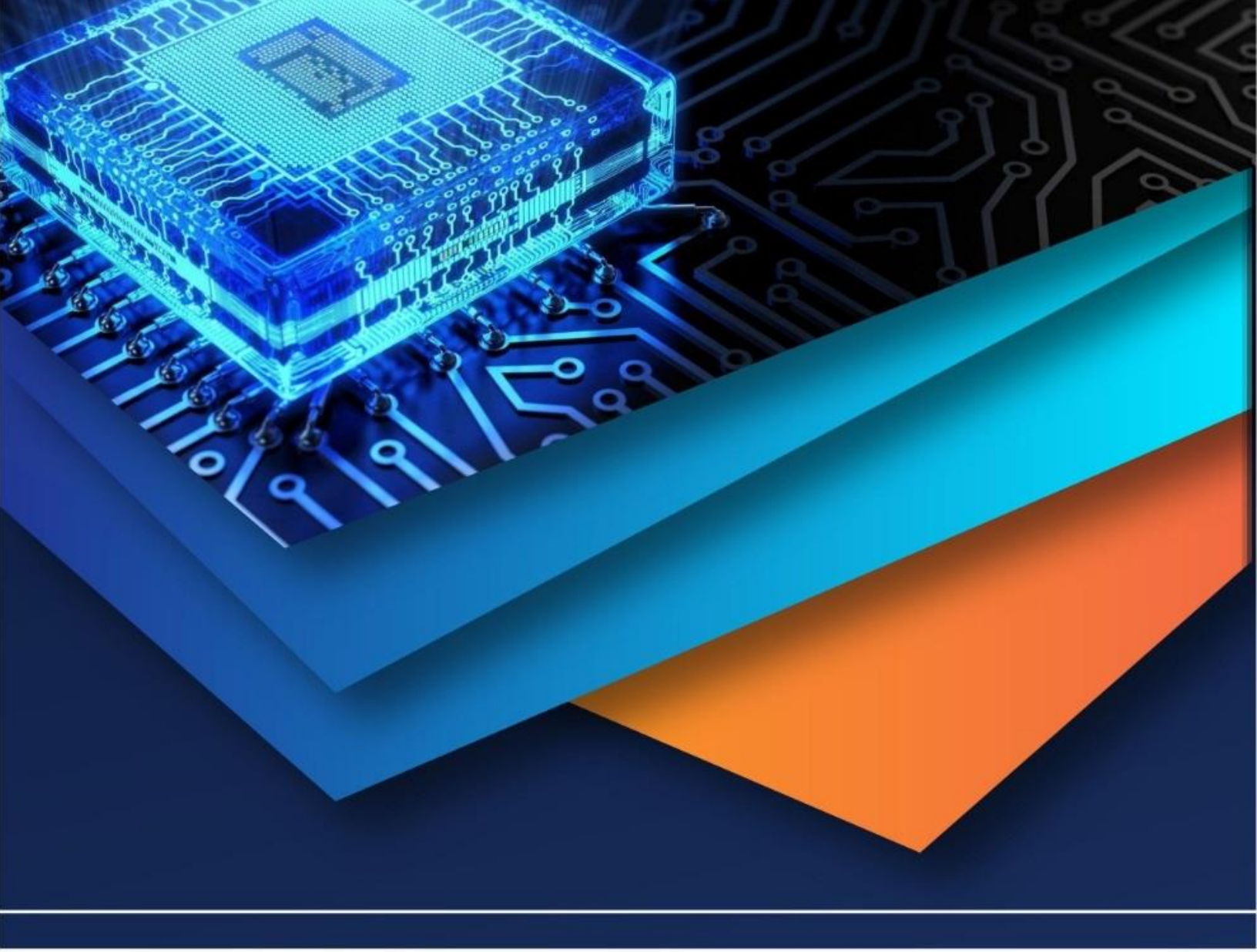
Sum-up : Tribals certitude 26.2% of the total population of Jharkhand. Economy of tribals is decreasing due to deforestation, industrialization and migration. Primary education is the only ray of hope for the upliftment of tribals. Thus there is a need of strategic planning for inclusive growth of tribals. Local tribals youth, retiremed Personnels, Social & religious organisations, NGOs & other intermediaries should come forward to educate for equal footing of tribals with other section of society.

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