

# Review Paper on Education among Particularly Vulnerable Tribal Groups in Jharkhand with Reference to Sauria Paharias

Dr. M. Thamilarasan, PhD  
Associate Professor, Head in-charge of the Department,  
Research Supervisor,  
Department of Sociology, University of Madras,  
Chennai -5

J. BENJAMINE - Full Time, PhD Scholar,  
Department of Sociology,  
University of Madras, CHENNAI - 05

## Abstract:

Education is most important and essential for the development of any society and nation. Particularly Vulnerable Tribal Groups are living in remote areas and also they are occupying unique position in Indian civilization and culture. This paper intends to review about the education among particularly vulnerable tribal groups in Jharkhand with reference to Sauria Paharias. The present paper proposes the framework for challenges associated in accessing education among particularly vulnerable tribal groups in Jharkhand and prepositions and in future that could be tested empirically by the researchers. The findings of this research indicates that, social, cultural, educational, economic, political, (naxal movements), problems of migration and health problems impacts on the education among particularly vulnerable tribal groups in Jharkhand with reference to Sauria Paharias. In addition to these, this paper also provides some suggestions to achieve educational development among Particularly Vulnerable Tribal Groups.

**Keywords:** Particularly Vulnerable Tribal Groups, culture, challenges, education, development, Literacy

## 1. INTRODUCTION

Particularly Vulnerable Tribal Groups (PVTGs) are one of the marginalized communities in India. Tribal groups are facing several challenges in their day to day life like cultural and economic displacement, lack of resources, drought, and infectious diseases and so on (Behera, 2014). Particularly Vulnerable Tribal Groups are economically and socially backward people and they have low rate of literacy and little access to various resources for their development. Even after 20<sup>th</sup> century, particularly vulnerable tribal groups in Jharkhand has not improved and developed to an acceptable level. These people are still living with widespread poverty, illiteracy, primitive agricultural practices, and sickness. Nowadays, government provides several schemes for uplifting tribals although their literacy level is lower than non-tribals and this is because of poor health condition, remoteness, hostile environment, poverty and blind belief system (Maharana and Nayak, 2017). Education is the most powerful tool that helps in improving nutritional and health standards, reducing unemployment and poverty and also to achieve human development and growth. This paper intends to review about the challenges associated in accessing education among particularly vulnerable tribal groups in Jharkhand with reference to Sauria Paharias.

## 2. Literature Review:

### 2.1 Cultural problem

According to **Kacchap and Saw (2016<sup>1</sup>)**, early child marriage is a major cultural problem in preventing tribal community of Jharkhand in getting proper education. The study made by Goswami (2018), confirms that child abuse, human trafficking is prevailing to a great extent at Jharkhand. Further Guha and Ismail (2015) stated that, about 35 percentage of tribal girls are getting married within the age of 15, 50 percentage within the age of 20, 15 percentage of the girls above the age of 20 which revealed that children especially girls did not get proper education due to early child marriages.

**Vahini (2015<sup>2</sup>)** illustrated that the region of Jharkhand has developed as a divisional source place for intra-nation trafficking of the country. In Jharkhand majority of the trafficking is of women from the tribal region for local support in downtown which requires for certain job. In big cities such as Delhi, prohibited employment firms have pruned up to assist the market. The primary trafficking reclining pockets require deliberation of policymakers.

**Pandey and et al (2018<sup>3</sup>)**, revealed a study that, women with very low education are most prone to get early marriage and attain motherhood at an earlier age. The women are prepared to admit and change themselves into the practice of silence. Women from tribal region often follow their tradition such as maintaining their dressing pattern, food habits, festival, gives importance to their family elders resulting in the early marriages, etc. This happens because of the lack of education of women in the tribal sectors which denies them from speaking for their rights of education, freedom, empowerment, etc.

## **2.2 Political Problem**

According to **Kacchap and Saw(2016<sup>4</sup>)**, politician's false reassurance stands as one of the major political problems in preventing tribal community of Jharkhand in getting proper education.

**Pankaj, Mitra and Borah (2018<sup>5</sup>)**, narrated that the schools were blasted by the naxalities to make it pre-empt and being changed into a police quarters. As school campuses are the only civic buildings found in the state of Jharkhand region, police forces and political parties generally occupy those buildings for camping or to take rest during the time of tramping. Majority of the higher secondary school buildings are the primary aim of the politicians, naxals and the armed forces, because of their size and spacious atmosphere which can be quickly reformed into police quarters. The freak level of the secondary level is high-reaching. In several tribal areas of Jharkhand, majority of the tribal students discontinued their studies after finishing their primary education. The primary cause for this drop-out of their education is the inadequacy of secondary schools in the villages and in the tribal regions of Jharkhand.

According to **Kabita Kumari Sahu (2014<sup>6</sup>)**, it has been reported that there is very less number of participation in the social events by the tribal children because of the lack of education. Despite the growth of the tribal people the measures of improvement has been pretty slow. It is

the role of the government to take serious steps in order to improve the education of the tribes and if not the educational status of the tribes will be tribulation, misery and fatality. The government has to take measures to take the education of the tribes crucial and to enhance their literacy status. Hence, the education of the tribal children is affected due to the irresponsible political means such as several government interference, executors and government officials by not taking these problems in consideration and not providing funds from the state and central resources to enhance the education of the tribes. Lacking of several basic facilities and more schemes to improve the education of the tribal people are the major reasons that they suffer from economic development. Absence of awareness program by the government to teach them the importance of literacy is the main cause of illiteracy of the tribal people.

**Ganguly (2016<sup>7</sup>)**, explained that the tribal people to get their education meets several challenges and explains the need to build up school amenities in small disorganized and faraway tribal regions. Most of the tribal sectors live in moderately colonized residence, in the remote and in unreachable mountainous and forest regions of the state. The Department of Tribal Welfare and The Department of School Education failed to monitor and also not generously assist for the development of education in these tribal regions.

### **2.3 Social Problem**

**Leeson and Anbuselvi (2015<sup>8</sup>)**, made a study and stated that even in today's world there is a strong belief among the different tribes that acquiring educational knowledge make their children aberrant, ungracious, estranged from their community.

**Brahmanandam and Babu (2016<sup>9</sup>)** described a significant factor that the confederation of the tribal people into the emigrant rule drive them to their unification into the huge social structure, and this had assisted the colonial rulers to take a systematic constitutional and administrative rule and establishment or road development, elaboration of railways and further mode of communication. Hence these establishments had conflicting hits on the socio-economic growth of the people of tribal in Jharkhand. The people from the administrative sector used this chance to entrench into their property with a reason of some advancement projects. Then these powerful people in certain period of time extrude the land owners (tribal) from their own property. Chandra, Mahesh, et.al. (2015), then described about the British rule which isolated the tribal

and given rights to them to undertake their respective socio-economic and cultural background. Hence this made the tribes isolated from the society and to fall under illiteracy of education.

According to **Ganguly (2016<sup>10</sup>)**, the people of the tribes and their cultural system may be taken into account as the diversification of traditional and bio-communal life. Eugenic strains, languages, culture, community organizations, financial background are the signature marks of these tribal people which is separated them from other communal people in the country of India and all these factors are intently associated to the educational status of the tribal community which is ignored predominantly.

According to **Sarkar and Das (2017<sup>11</sup>)**, the empowerments of the tribal girls were poor when compared to the girls of the non-tribal region. The author stated that this is due to the lack of the government measures for the growth of the tribal women. The girls of the tribal region have to be educated in order to overcome the barriers and to be empowered. Because of the absence of certain fulfillment, competency enactment, these tribal people have not modestly welcomed the state and central policies for the empowerment of women. The tribal women have not intently taken an interest in their self liberation because of their poor economic autonomy and prevalent education.

## **2.4 Educational Problem**

According to **Xaxa (2015<sup>12</sup>)**, the uncultured state did not provide any facilities to develop the socio-economic status of the tribal with the exception of offering them defensive measures. The author also stated that the after Independence, India has been sustained with the same strategy with slight variation such as offering few percentage of seats in state subsidized educational sectors and government offices. Beneath such factors, for tribal 7.5 per cent seats were restrained both in the governments of state and central. Despite reservation offers employment probabilities, the absence of educational capabilities and certain skills refused the tribal of the employment, and the allotted seats persist vacant in several facts.

**Majumdar and Sikdar (2017<sup>13</sup>)**, revealed that the difficulty of inadequate number of educators has been associated by the issue of defective skilled, devoted and gender delicate teachers in educational institutions of tribal region. The lack of teachers is one of the key issues in literacy

fulfillment in tribal regions. Absence of knowledge of several teachers and obligation of tribal esteem aspect and language which directs to loss in obtaining the recognition and form a communication network with tribal students which make the tribal students to stay away from getting education.

According to **Pankaj, Mitra and Borah (2018<sup>14</sup>)**, In Jharkhand it is reported that several school buildings are damaged. Many schools are found to be with no classrooms. There is no facility of MDM which is known as mid day meals in several schools. It is noted that about 90 percentages of the schools have no authentication for computer based classes. There are several schools without basic amenities such as water, electricity, food; lavatories, etc. are reported as major drawback. It is clearly reported that yearly medical checkup was not conducted in several schools of Jharkhand.

**Pandey et al (2018<sup>15</sup>)**, stated that the survey taken in the year 2011 reveals that the educational status of Jharkhand is relatively about 67.63 percentage which stands very low in correlation to all over the states and union sectors. In consideration of the proficiency of the women in Jharkhand is very poor relatively around 56 percentages. The people of the tribal's literacy ratio is found to be as bottom as 40.7 and among women is as low as 10. The big tribal regions such as Lohra, Bhumij, Kharwa, Santhal possess these specific evident of census. It is clearly evident that the target of the "The Millennium Development Goals, 2000" cannot be achieved until the children especially girls of the tribes get their education.

The study of **Swangla and Puri (2014<sup>16</sup>)** revealed that most of the tribal parents do not make sense of the significance impact of their part for the legitimate literacy of their children especially girls. Low financial status, lack of education and unawareness on Government schemes of parents has a poor influence on their girl's literacy. The lack of facilities such as conveyance, drinking water, sanitation, school buildings, is relentless in the tribal region of Jharkhand. Inadequate female tutors and language tutors are the further two aspects obstructing the development of the literacy of these tribal girls' literacy in the regions. The dominant causes for this prevalence are pressure of household responsibility, financial position of the family, outlying schools and unawareness of parents about the education of their girls, insufficient female educators frighten the parents to send their girl children to schools.

**Saikia (2017<sup>17</sup>)** speculated that in literacy status, the child labors of about 37.8 percentages are uneducated; only 19.2 percentages know to read and write only 26.7 percentages completed primary schooling and 16.1 percentages attained secondary school. The children of tribes of about 40.3 percentages go to schools as they have the transport and language facility and 59.6 percentages of the child labors possess no amenities to get their education. The study of the author targets the awareness of elders and the children of the tribes about the development of human basic by acquiring proper literacy. It is noticed that social circumstances do not allow them to acquire education rather of performing in the farm as labor. The worst condition is that the parents of the tribal children when they come back from their day's work, the children are ready to go or even asked to go for work in the night to tackle their family economic condition by sacrificing their education.

Further **Saikia (2017<sup>18</sup>)** insisted that low educational level or Illiteracy is one of the primary reasons of child labor. The backwardness of the tribal community is high because of 71.5 percentages of tribal elders are not educated. Hence these guardians have no awareness for the development of their upcoming generation. They only focus on earning money from their children to meet their daily financial condition instead of sending them to school. According to the tribal people, children are their financial assets and don't have the capacity to enjoy the government assistances provided for their welfare because of their illiteracy.

## **2.5 Economic Problem**

**Akhter and Akhter (2016<sup>19</sup>)** speculated that the financial status of the tribal community is highly poverty-stricken in which they do not wish to give education to their children because in tribal region even the children of the family were occupied to support the financial condition.

**Brahmanandam and Babu (2016<sup>20</sup>)** made a study and stated that there were amorphous reasons like improper and repulsive teaching systems taken up by the educators, and so on. It also pertains to the other difficulties like poor financial situation and resources economy. In certain circumstance, the tribal children are treated as economic property to support the family wage by going for work with the elders. In this position of critical requirements of life, the children education inclines as a concept of luxuriousness for the tribal people.

**Devoji (2015<sup>21</sup>)**, stated that in Jharkhand the part of tribal women is very decisive. The women are the primary liability for their family's food immunity and so they work every day in order to earn income for them to survive. This study reveals that the livelihood of the tribal women and their families become dangerous if they stay away from the forest as it gives them income and food redemption. Because of their family situation the tribal women cannot come to the urban city and get their education. Hence in Jharkhand there is a lack of women empowerment because of their poverty, cultural background, and socio-economic status since the women cannot get their educational rights properly.

**Nair and et al (2016<sup>22</sup>)**, discussed as the communal and economic background mandates the encounter on girls to a great intensity, many studies revealed that the opinion of girls as financial responsibility or property is qualified socially over the family. Financial obstacles are considered as a primary cause for girl's drop-out of school and the view on the girls of the tribal regions is that they are an economic asset in the labor contracts. Most of the tribal people are not the land owners; hence the family elders or men roam for occupation and the women has to take care of the remaining members of the family. Girls of the tribes endow by taking care of the house responsibility, which helps her mother from working as a labor to compensate their daily needs. Hence, girls of the tribal community stay at home to support their families or go work to meet their essentials instead of getting education by going to schools.

**Dar and Najar (2017<sup>23</sup>)** stated that the major drawback of the tribal children's education is the parental behavior. Majority of the elders of the tribal underestimate the educational performances of their children because they possess no idea on illiteracy. In this study the author explained that the educational level of the tribal children is very poor because of low attendance of classes, as the students drop out or bunk the classrooms in order to help their parents in the farm to earn money with or without the access from their teachers.

**Sanghaik (2014<sup>24</sup>)** made a study that despite advancement of education and growth measures the partiality among men and women persist. The tribal girls prevail resourcefully impoverished as they are not having the freedom of getting education. Literacy is the most significant means for imparting revolution and establishing social transformation. Globally, the girls have been stopped from educational liberty which makes them very low in all aspects. The tribal women

cannot be actually legitimized without strong economic assistance. Financial freedom is fundamental for their upstanding status in the community and independence. The discrimination and under estimation of the tribal women happens due to their poor economic redemption and low education level.

## 2.6 Health Problem

**Akhter and Akhter (2016<sup>25</sup>)** also described that the following are the health issues of the tribal which prevent them in acquiring educational knowledge. The tribal people of Jharkhand have health disorders such as hereditary diseases due to the huge level of consanguineous marriages, lack of immunity level in children, contagious and viral diseases such as cholera, malaria and parasitic fevers, enhancing ratio of diabetes mellitus in adults, Unhygienic circumstances, no proper infrastructure of the health care centers, financial condition of the people which prevent them from getting proper medical assistance, lack of hospital facilities, unhygienic sanitation, no attention on maintaining their medicinal methods, very bad health consciousness, etc.,

**Pankaj, Mitra and Borah (2018<sup>26</sup>)**, revealed a study, In Jharkhand, it was reported that the children were affected by general diseases such as jaundice, encephalitis, malaria, cholera, etc. in the school zone. High pervasiveness of health disorders in children disturbs their everyday attendance in schools. Despite there is procurement for medical camp in schools, the check-up procedure associates primarily to the assessment of the children weight and body mass index (BMI). Hence, such health factors and medical practices affect the education of the tribal children in Jharkhand.

**Pandita (2015<sup>27</sup>)**, made a study on health status of tribes in Jharkhand which revealed that the health status of tribes is very miserable in the state. The different researchers have speculated the disorders of ischemia, cholera, malaria and hereditary diseases among the tribal peoples of Jharkhand. There are several contributing aspects and reasons for the miserable health status of the tribes in Jharkhand. The lack of health organizations, inaccessibility to health centers, and unhygienic health situation and practices are some of the few causes for the bad health conditions of the tribes in the state. Due to these health factors many of the parents of the tribal families are not healthy to earn and make their children as an earning asset. Hence they send them to work instead of going to schools which prevent them from getting education.

According to **Kumar (2017<sup>28</sup>)**, tribal people are affected from both normal and abnormal health disorders due to the lack of hygienic circumstances, poor drinking water, poor sanitation, sufficient health centers. The tribal people often use some traditional medicines which are followed by their ancestral and would not go for a health centers due to the inaccessibility, no proper transport facilities, no awareness of the diseases, absence of proper medical camps, etc. Because of the major health disorders most of the tribal people restrict their children from going to schools and stops their education due to the financial condition of the family.

Additionally **Verma and Shah (2014<sup>29</sup>)**, stated that Disregard, lack of awareness reported in malnutrition, absence of convenient government health centers, dearth of clean water facility and electricity are the primary causes for the bad health condition of tribal people of Jharkhand. Several studies have explained further or same kind of causes for bad and poor health status of tribal people in the country. In addition, Islary (2014) explained that the lack of attention on the tribal people of Jharkhand resulted in various kinds of diseases and health disorders which make them weak both physically and mentally which pushed them backwards in all aspects such as health, finance, education, etc. These were due to the inattentive care of the tribes not providing them proper awareness, facilities of health care essentials, etc.

Further, **Negi (2018<sup>30</sup>)**, revealed a study that bad health conditions of tribal people in Jharkhand is a matter of many reticulate aspects. Many reasons have been listed for an unhealthy condition of tribal people. Bad sanitations, ignorance, absence of self hygiene regimen and health awareness are the primary key aspects for vogue of health issues among these communities. Lack of qualified health awareness, scarcity, and reasonless beliefs turned into the bad health status of the tribal people of Jharkhand. Because of the lack of educational knowledge, the tribes not even get the knowledge of their health disorders which leads them to very bad economical background.

### **3. Discussion and Research Framework:**

It is very much evident from the review that, there are several challenges associated in accessing education among particularly vulnerable tribal groups in Jharkhand. Earlier studies evident that, social, cultural, educational, economic, political, naxalites, problems of migration and health problems impacts on the education among particularly vulnerable tribal groups in Jharkhand.

Several studies have been conducted regarding the challenges faced by tribal groups. This study tries to bridge the gap between these researches by reviewing about the particularly vulnerable tribal groups in Jharkhand.

#### **Propositions:**

- P1: Social problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P2: Cultural problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P3: Educational problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P4: Political problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P5: Economic problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P6: Naxalite problems impact on the education among particularly vulnerable tribal groups in Jharkhand
- P7: Problem of migration impact on the education among particularly vulnerable tribal groups in Jharkhand
- P8: Health problems impact on the education among particularly vulnerable tribal groups in Jharkhand

#### **4. Conclusion, Recommendation and Future work:**

The present study has reviewed about the education among particularly vulnerable tribal groups in Jharkhand with reference to Sauria Paharias. This paper provides better insights about the challenges faced by particularly vulnerable tribal groups in accessing education. Hence this research provides new insights for the future researchers to understand about the tribals. The theoretical implications of this research from the detailed review of existing study indicates that, in future the present research can be extended by hypothesized and tested empirically by collecting and analyzing the primary data through quantitative research.

Many important issues that act as a hurdle for accessing education have been identified by this paper through reviewing the existing researches. Education acts as a tool for the transmission of culture and also for the societal change and economic betterment. Therefore, education is more important for particularly vulnerable tribal groups to promote themselves towards the development. In order to promote educational development among PVTGs, following suggestions / recommendations can be adopted:

- Adult literacy programmes can support illiterate tribals to have some knowledge
- In initial stages, students must be offered the textbooks in their own language
- The timing of the school can be changed based on the availability of students
- More specific Scholarships must be provided for children from PVTG communities
- Vocational education can be conducted to provide them some knowledge
- Investments should be greater on educational and financial resources for the development of particularly vulnerable tribal groups
- Training of teachers from the local communities specially for the primary level is needed

In future, the work can be extended by conducting the experimental study in the proposed area. This can be achieved by conducting the quantitative research through hypothesizing and testing it with the help of proposed framework. The primary data can be collected from particularly vulnerable tribal groups in Jharkhand to make the results effectively.

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