



Tribal education in Jhargram district with special reference to Eklavya Model Residential Schools

Prasenjit Nemo¹, Swami Tattwasarananda²

¹ Research Scholar, Department of Education, Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies, University of Calcutta, Recognized Research Centre Under Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, West Bengal, India

² Professor, Department of Education, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, West Bengal, India

Abstract

Education aims to build human resources for the nation. In the context of the educational scenario of our country, it is very important to give more importance to the education of the backward classes of society. Much more importance should be given to the children belonging to the scheduled tribe community, as they belong among the most marginalised sections of society. In our country, the populations belonging to the Scheduled Tribes number near 10.2 million. According to the census of 2011, India has the single largest tribal population in the world. According to the 2011 Census of India, this accounts for 8.6 percent of the total population of the country. Various initiatives and schemes of the central government and various state governments in India cover the aspect of education for the scheduled tribes. The Eklavya Model Residential School (EMRS) scheme by the government of India aims at the establishment and effective running of qualitatively good schools for children of scheduled tribe societies. In these schools, children from scheduled castes get enrolled in the sixth standard, and the admission process in these schools follows selection or competition in any mode approved by local authorities, parents, teachers, etc. Education in Eklavya Model Residential Schools is entirely free, as in the Navodaya Vidyalayas. The study objective is to assess the functionality of the Eklavya model residential schools situated in the Jhargram district of West Bengal, taking into consideration different aspects of a school system and any other important aspect presented. This study will be helpful to know about the present running status of the Eklavya Model Residential School Program and help to look beyond the ambiguities concerning the status of these schools. The study has different sources, like data that was gathered through interviews (with teachers and students), observation by the researcher, and official documents from the Government of India's Ministry of Tribal Affairs. This study can serve as first-hand data on all the Eklavya Model Residential Schools of Jhargram district in West Bengal and their present status.

Keywords: Tribal education, EMRS, different aspects

Introduction

Education is the soul factor responsible for the effective development of a nation. Education aims to build human resources for the nation. This particular aim of education cannot be successfully achieved if any section of society is kept out of the light of education. Education should be available to all members of society, especially those who are socially and financially disadvantaged. In the context of the educational scenario of our country, it is very important to give more importance to the education of the backward classes of society. Much more importance should be given to the children belonging to the scheduled tribe community, as they belong among the most marginalised sections of society. Various initiatives and schemes of India's central government and state governments address the issue of education for scheduled tribes. But the functionality and running status of these schemes are not up to the mark. The sorry state is reflected in the educational status of Schedule Tribe children in reports of government and non-government surveys. The Scheduled Tribes of India are the economically poorest and most socially marginalised groups. In our country, the populations belonging to the Scheduled Tribes are nearing about 10.45 crores. According to the census of 2011, India has the single largest tribal population in the world. According to the 2011 Census of India, this accounts for 8.6 percent of the total population of the country. The population of ST males is 5.25 crore, and that of ST females is 5.20 crore. The decadal growth of the

ST population was 24% in 2011 as compared to 2001. Hence, the government of India took the initiative of establishing Eklavya Model Residential Schools at localities where the scheduled tribe population is higher.

The Eklavya Model Residential School (EMRS) scheme by the government of India aims at the establishment and effective running of qualitatively good schools for children of scheduled tribe societies. Children from scheduled castes are enrolled in these schools for the sixth grade, and the admission process in these schools is based on selection or competition in any mode approved by local authorities, parents, teachers, and so on. Education in Eklavya Model Residential Schools is entirely free, as in the Navodaya Vidyalayas. From the initiation of the establishment of EMRSs in India in the academic year 1997-98, under the directives of the Ministry of Tribal Affairs, the number of these schools increased many fold. As seen, the EMRSs in West Bengal (Total 7) were established in two phases. The EMRS have been in operation in the districts of Jalpaiguri, Burdwan, Purulia, Bankura, and Jhargram since the academic year 1997-98, and the rest, two EMRS in Dakshin Dinajpur and Birbhum, have been in operation since the academic session 2005-06. During the first phase in West Bengal, the EMRS of Jhargram is established. It has been running successfully since its inception and is situated among the most populous scheduled tribes in this state's habited locality. Hence this particular institution was considered in the present study.

Objectives of the Study

- To find out if the objectives stated by Ministry of Tribal Affairs for Eklavya model residential school program are being fulfilled by the schools under this program.
- To assess the functionality of the Eklavya model residential schools taking in consideration different aspects of a school-system, namely;- Teaching-Learning-Evaluation, Infrastructural Facilities, Human Resources, Student Progression, Co-curricular Activities and any other important aspect presented.
- To find-out the prevalent problems in running of these schools.

Participants

- To find out the probable solutions for the problems at hand.
- To know how much the educational provision provided by these schools help their students in attaining achievement in higher education or placement in future life.

Methodology

The case study method was adopted by the researcher for this particular study. The study will be qualitative in nature.

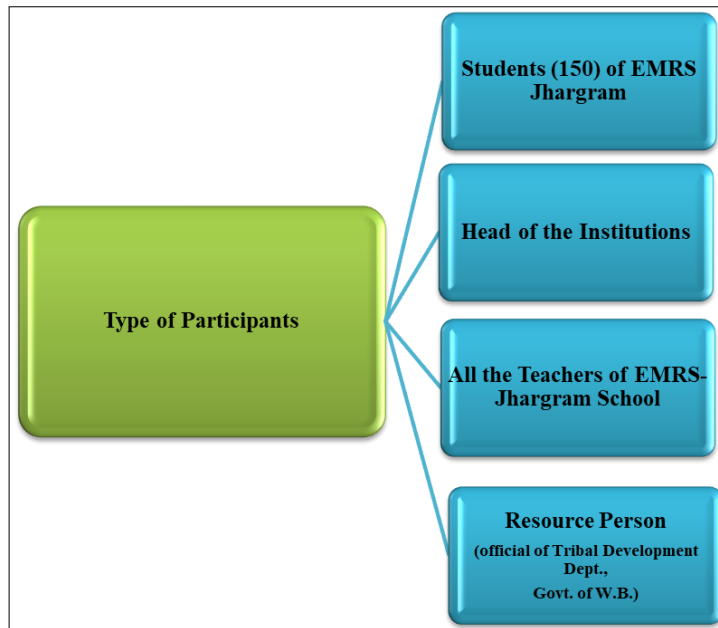


Fig 1

Sources of Data

- Data obtained through observation by the researcher.
- Data obtained from feed-back of above mentioned participants.
- Data obtained from official documents of the Ministry of Tribal Affairs, Govt. Of India & Tribal Development Department, Govt. of West Bengal.
- Data obtained from official documents of the institutions.

Tool

- Observation as a Tool
- Information Blank for HOI
- Open-ended Questionnaire for the Teachers
- Open-ended Questionnaire for the Students
- Interview Schedule for the Resource Person

Sampling Procedure: In choosing the students to obtain feed-back, purposeful maximal sampling procedure was used.

Techniques of Data Analysis

Collected data in the form of data information blank with the help of observation was analyzed by data obtained from institutions and presented in tabular forms. All other data collected in written form using an open-ended questionnaire or interview-schedule was analyzed by qualitative content analysis. Then corroborated using data collected from the resource person.

Analysis of Data

After memoing, codes were generated following open coding as well as *in-vivo* coding procedures. Codes were enumerated. Keeping in mind the objectives of this particular study, categories were generated from the codes, having different thematic background.

Analysis of Data Collected from Teachers

Table 1

Generated Codes	Generated Themes
One post vacant	Need of human resource
More non-teaching staff required	
Teacher for fine arts	
Subject-specific teacher	

Non-teaching staff for hostel	Teachers' remuneration	
More cooks needed		
More lab-assistant needed		
Only one clerk		
Store-keeper needed		
Pay-scale not satisfactory		
At per with other schools		
Insufficient		
Remuneration don't match job profile		
Enough for contractual teachers		
Increment	Need of infrastructural facility	
High market price		
More Classroom		
New conference hall		
Problematic pump in girls' hostel		
Separate Geography lab		
Common room for students		
Classroom problem		
More classroom furniture		
Building as a Learning Aid		
Betterment of classroom furniture	Betterment of Language and Communication Skill	
Teachers' canteen		
Security fencing over boundary wall		
Need of play ground		
More emphasis on Spoken English		
Communication with right pronunciation		
Competent teacher		
Regular practice		
Constrain of Santhali		
TLM needed		Betterment of facilities for learning
Language lab needed		
Incorporation of IT in classroom		
Lab instrument needed		
Science models needed		
More opportunity for lab-work		
Models & charts needed		
Maps needed		
Pointer needed		
TLMs for grammar		
Philosophy book needed	Environment of school	
More reference books		
Projector needed		
Classroom Library		
Language library		
Timely supply of text books		
New spoken English class		
Picture of eminent persons		
Painting of classroom		
Painting the school building		
Betterment needed	Improvement of evaluation system	
Eco-friendly and green		
Betterment of drainage system		
Better than others		
More tree plantation		
Regular class test		
Weekly test		
Evaluation after chapter completion		
Re-introduction of pass-fail system		Nature of learners
Oral tests		
First generation learners		
Motivation for learning		
Simplicity & politeness		
Interest generation		
Motivational counseling		
Communicate less		
No guidance from home		
Poor in English	Value Education	
Yoga practice		

Regular prayer system	Co-curricular activities
Quotations of eminent persons	
Reading habit formation	
Biographies of eminent persona	
Participation in betterment of sanitation	
Observing silence	
PT practice	
Essay competition	
Quiz and debate	
Extempore speech	
Cultural function	
Whole-hearted participation of students	
Sport equipments in plenty	
Observational days	
Birth anniversary school exhibition	

Analysis of Data Collected from Students

Table 2

Generated Codes	Generated Themes
More teacher needed	Need of human resource
Geography teacher needed	
Cook needed	
Sufficient non-teaching staff	
Nice environment	School environment and facilities
Big play-ground	
More tree plantation	
More class-room needed	
More bathrooms	
Classroom furniture	
Study room needed	Hostel environment and facilities
Individual reading desk	
Television	
Telephone needed	
More beds	
More rooms	
More number of bathrooms	
More supply of drinking water	Problem understanding instructions
English related problem	
Problem understanding language	
Better if translated	Admission to school
Via lottery system	
To learn proper English	
To study further	
To study in English medium	Teacher guardian communication
Teacher-guardian meeting	Activities of Daily Assembly
Vedic chant	
National Anthem	
News reading	Cleanliness of hostel
Cleaner bathrooms needed	
Cleaner dinning room	
Participation in sports	Co-curricular activities
Availability of sports instruments	
Game-wise playing facility	
Whole-hearted participation of students	
Performance of students	
Teachers help	Co-curricular activities
Observational days	
Birth anniversary	
Song and dance classes	
Story book reading	
Gardening	
Painting	
Sports Day	
Quiz competition	

Interpretation of Data Collected from Teachers

Need of Human Resource

According to the information provided by the teachers of this school, there is only one vacancy at present. They said that a fine arts teacher is also required. The teachers opined that more non-teaching staff was needed, especially for the hostels. They pointed out that a storekeeper and more cooks are needed for the hostel. For the school, they said that more laboratory assistants and clerks are needed.

Teachers' Remuneration

According to the teachers of this institution, their pay scale is not satisfactory and is not on par with that of teachers at other schools. They opined that their salary amount is insufficient in contrast with the soaring market prices. Some of them think their remuneration does not match their job profile either, as they have to take on many responsibilities beyond teaching. Most of them said that an increment is needed. Only a few teachers stated that the remuneration is appropriate for the position of contractual teachers.

Need of Infrastructural Facility

According to the teachers of this institution, there is a problem with the number of classrooms and more classrooms are needed. Some of the teachers said that there is a need for new classroom furniture and that the old ones need improvement. They also opined that there should be a separate room for the geography laboratory. Some of the teachers said there should be a teachers' canteen, a common room for students, and a separate conference room in the school building. Many teachers opined that a bigger playground is needed for the students. A few teachers suggested that the school building itself should be used as a learning aid by decorating it with strategically placed paintings depicting learning contents. They also pointed out that there is a need for security fencing over the boundary walls.

Betterment of Language and Communication Skills

Most of the teachers opined that more emphasis should be given on Spoken English and students should be involved in regular practice. Some teachers said that all communications in English should be made using correct pronunciation and for that teachers should make themselves competent. Teachers of this school feel that there is a problem concerning teachers communicating in Santhali, the mother-tongue of most of the students.

Betterment of Facilities for Learning

Most of the teachers in this school said that there is a huge need for TLMs like science-models, charts, maps, pointers, TLMs for grammar, projectors in the classroom, etc. The language teachers feel that a language laboratory and separate language library are needed for the improvement of language teaching. Some teachers opined that more laboratory instruments are needed and that students should have more opportunities to get involved in laboratory-based assignments. They said that more reference books, a timely supply of all books, and classroom libraries are needed. Some of the teachers were of the opinion that new spoken-English classes should be taken.

Environment of School

According to the teachers, regular painting is needed outside the school building and inside the classrooms. Some teachers said that the environment of the school still needs improvement, although it is better than other schools, specifically EMRSs. Some of the teachers expressed their opinion that the school campus is eco-friendly and green, but more tree planting can make the condition better. Some teachers said that more pictures of eminent people should be present. A portion of the teachers pointed out the need for a better drainage system within the school.

Improvement of Evaluation System

The teachers said that for the improvement of the evaluation system, frequent class tests, weekly tests, oral tests, tests after completion of each chapter, etc. should be employed. Some of the teachers opined that the pass-fail system should be reintroduced.

Nature of Learners

According to information gathered from teachers, the students getting admission into this school are first-generation learners and have poor knowledge of English. But they have motivation for learning. They also said that the students are simple and polite. Most of the teachers informed me that the students get no guidance from their respective homes and communicate very little.

Value Education

According to teachers, students practise yoga, pray on a regular basis, read quotations from famous people, and read various books to instil values. The teachers said that students are also held responsible for making the toilet section of the hostel unhygienic, and they said the students are involved directly with the cleaning process.

Co-curricular activities

The teachers informed me that the students of this school participate in activities like PT practice, essay competitions, quizzes and debates, extempore speeches, school exhibitions, etc., apart from studying. The teachers said that days with importance in national, local, or tribal culture are observed in the school through cultural functions. They also said that the students wholeheartedly participate in them. The teachers informed me that the school has plenty of games and sports equipment, and the students regularly participate in games and sports.

Interpretation of Data Collected from Students

Need of Human Resource

According to the students at this school, more teachers are needed. They opined that there are sufficient non-teaching staffs in their school; only more cooks are needed for the hostels.

School Environment and Facilities

According to most of the students, the environment of their school is nice. Some of the students said that a bigger playground is needed. They also said that more tree planting can improve the environment at their school. From the feedback of the students, it is known that there is a need for more classrooms and more bathrooms in the school building. A few students opined that the classroom furniture needs improvement.

Hostel environment and Facilities

According to the students, more rooms and bathrooms are needed in the hostel. They also said that more beds and personal reading desks are needed. Some of the students opined that there should be a separate study room within the hostel premises. From the data collected from students, it is known that more supplies of drinking water are needed for the hostels. A few of the students suggested that there should be a telephone connection and provision for watching television in the hostel for students.

Problem Understanding Instructions

The students of this school confessed that they have English language-related problems. Most of the students said they still have problems understanding the English language. While some other students said they feel comfortable with English only if the meanings are translated for them.

Admission to School

The students of this school said that they got admission via lottery. Many students opined that they got admission into this particular school because they wanted to learn proper English. A few of them said that they simply got admission because they wanted to study further after the primary level. A group of students also said that they wanted to study at an English-medium school, so they got admission here.

Co-curricular Activities

According to the students, they participate in various co-curricular activities of the school wholeheartedly. They said that there is enough sports equipment available in their school, and there are also game-wise different playing facilities present. All the students said that they regularly participate in games and sports. Anonymously, all of the students stated that there is a separate sports day celebration once a year in which all of the students participate through various sports events. The students were informed that days of national, regional, and tribal interest are all observed and celebrated in their school, including Poush-parbon and Hool Diwas. Apart from the usual Rabindra-jayanti and Netaji's birthday celebrations, they specifically mentioned the birth anniversary celebration of Pt. Ragunath Murmu. They informed me that the students have cultural performances during these celebrations. They also said that teachers helped them with preparation and performance. The students of this institution said that they have song and dance classes on a regular basis. They said that they also have storybooks issued from the library, and they read those books in their free time. The students said that they themselves are involved in gardening on the school campus on a regular basis. They also said that they have definite areas assigned in the garden that they have to take care of themselves. The students said that they have painting classes in their routine. Some of the students informed me that they participate in quiz competitions.

Teacher-guardian Communication

According to the students, teacher-guardian meetings are held in their school at regular intervals, where guardians discuss their wards' educational status and other problems, if any.

Activities of Daily Assembly

The students informed me that they perform various activities in their daily assembly before starting school. They said that they perform Vedic chants every day. According to them, they also read out that day's news headlines in the assembly. They also said that like other schools, their assembly also ends every day with the National Anthem.

Cleanliness of Hostel

The students of this school said that the dining rooms in the hostels should be cleaner. They also said that steps should be taken to keep the bathrooms cleaner.

Interpretation of Data Collected through Observation Infrastructure

- Good and healthy environment in the school compound, within the school building, and in the hostel premises.
- Airy and large class rooms and clean bathrooms.
- Special facilities are available in the teachers' room, like a coffee corner, canteen, freezer, air-conditioning system, projection system, good seating arrangement, an automated shoe-polishing machine, etc.
- A central addressing system is available.
- Well-decorated separate office for the head of the institution.
- Well-structured and well equipped science subject laboratories.
- A library filled with new and used books, reference books, science magazines, and so on.
- There is a good-quality play area as well as a separate basket-ball court.
- Separate large shed with concrete flooring for conducting various programs.
- Airy and well-decorated hostel rooms. There is a separate prayer-hall in the hostel. The bathrooms in the hostel building are properly cleaned.

Human Resource

- Good relationship among teachers, students, other staff and the present administrators.
- Teachers are happy and willing to work.

Teaching-learning

Resource persons from various educational institutions visit the institution on a regular basis and teach special classes.

Co-curricular Activities

- Department-wise, separate wall magazines.
- Students participate in all co-curricular activities like sports, cultural programs, gardening, cleaning of the hostel and campus, etc.
- Students participated and performed brilliantly in the Republic Day parade in Kolkata and won a cup.
- Students participate in interschool football matches on regular intervals.
- Students participate in school exhibitions by making and demonstrating models themselves.
- Students give volunteer service in programmes at other institutions.
- Students put on plays to raise social awareness about superstitions.

- Tribal culture-oriented performances like tribal drumming, tribal dancing, etc. are promoted in cultural programmes.

Student Progression

- Students participated and showed achievement in various talent-search exams like the Jagadish Bose National Talent Search.
- Students get admission to renowned colleges after passing out of this school.

Administration

Ramakrishna Mission has taken over the responsibility of this institution for the past few years, and the institution has shown remarkable progress ever since.

Others

- Students and teachers of this institution visit other renowned educational institutions within this state to study the environment and assess the modifications to be done within their own institution.
- There are solar panels present, which are used to power the school's surroundings at night.
- This institution's teachers wear special attire.
- This school's teachers made a donation to the Chief Minister's Relief Fund.
- This school has an academic calendar.
- In the religious functions of this school, tribal deities such as Marang Burung are given prominence alongside other Hindu Gods and Goddesses.

Interpretation of Data Collected from Resource Person Problems of EMRS Program

- Most of the students coming to these institutions belong to Particularly Vulnerable Tribal Groups (PVTG), who are generally very shy and don't interact easily with teachers.
- There is a problem with the proper socialisation of the students as they are isolated in these schools from children from other portions of society.
- Quality students are not available as the schools are located in remote tribal areas.
- For the proper running of the EMRS program, teachers with an English medium background should be recruited. But eligible candidates are not coming to these schools, and the recruited teachers at present are also unhappy as the salary is low, job security is less, and benefits are less.
- Teachers lack a sense of responsibility.
- The students don't have favourable conditions at home and forget all they have learned during long vacations when they stay there.
- There is no provision for vocational training in EMRSs. Most students get confused after leaving school concerning what they will do next.
- Tribal society's rich culture is being lost as younger generations abandon it. The students at EMRS are also drifting away from their tribal cultures.

Probable solutions of the problems faced

- The EMRSs should shift to an inclusive setup regarding student admission. There should be provision for the admission of general students in EMRSs too. This can

help students belonging to the ST community socialise properly.

- To address problems concerning quality teacher recruitment, the whole process is being done through the Public Service Commission (PSC) of West Bengal.
- The problems with teachers' remuneration and job security are also being addressed. The salaries of the teachers have already been enhanced and will be revised further. EPF and medical facilities are now available. If not suspended, the teachers are to continue their service till sixty years of age.
- Vocation oriented diploma courses should be introduced to EMRSs, so that the students can have a direction in their career after leaving the school.
- Many exposure programmes are already taking place at the EMRS in Jhargram. It is proposed that every EMRS should follow this EMRS as a model in this matter. This type of programme can put the students in a better position concerning exposure to the outside world.
- Work education needs to be promoted to tap the potential of students. Good-quality, efficient game teachers need to be recruited.
- Cultural practises are promoted in various co-curricular activities in Jhargram to reacquaint students with their rich tribal culture.

Corroboration of Data

Data obtained from resource persons supplements data obtained through observation and data obtained from teachers and students in the following ways:

- Quality students are not available as the schools are located in remote tribal areas.
- Teachers of EMRSs are unhappy as the salary is low, job security is less, and benefits are less.
- The students don't have favourable conditions at home and forget all they have learned during long vacations when they stay at home.
- The students at EMRS are drifting away from their tribal cultures. Cultural practises are promoted in various co-curricular activities in Jhargram to reacquaint students with their rich tribal culture.
- Many exposure programmes are already taking place at the EMRS in Jhargram. It is proposed that every EMRS should follow this EMRS as a model in this matter.
- Work education needs to be promoted to tap the potential of students.

Findings

On the basis of the major findings and the corroboration, the postscript of the study can be shown as follows:

- The Eklavya Model Residential Schools of Jhargram aim at the all-round development of the students.
- The Tribal Development Department of the West Bengal government has taken various initiatives regularly to improve the condition of EMRS since the inception of this school programme in this state.
- School officials and teachers take steps to provide additional academic and career guidance to students in the upper secondary level.
- Salary and job-related facilities for the teachers and staff need to be enhanced and made well-recurring.
- Hostel facilities need to be thoroughly reviewed as well as redesigned.

- There are sufficient teaching and non-teaching staffs in the Jhargram EMRS.
- Overall, teaching-learning-evaluation qualities are good at EMRS in Jhargram.
- Vocational education needs to be integrated into the Jhargram EMRS system.
- Proper mechanisms need to be evolved for ensuring sufficient placement in terms of job opportunities and higher studies.
- Educational guidance and career counselling services need to be initiated in the EMRS.
- Teaching English as a first language needs more serious attention from the authorities.

Limitations

EMRS is a scheme that runs in the seven districts of West Bengal. But the present study was limited only to Jhargram district. The tools used in this study were self-made with guidance from a guide and expert. Guardians of the students could have been considered another source of data. Ex-students of these schools were not considered a source of data.

Conclusion

The EMRS programme conceived by the Ministry of Tribal Affairs of the Government of India is such a path along which the aim of tribal education described in the previous paragraph can be achieved if the programme is run properly. At the state level in West Bengal, the EMRS programme is run under the supervision of the Tribal Development Department, Government of West Bengal. Official documents and information collected from the department indicate that from the inception of the EMRS scheme in West Bengal, concerned authorities took numerous initiatives to run the programme systematically in this state. Yet, at the time of the study, some problems were found to exist concerning the running of these schools. In these institutions, ST children not only from this state but also from neighbouring states get the opportunity for a good-quality education up to the higher secondary level totally free of cost. Students require much more exposure and guidance in order to succeed in the future. Although instances of success for ex-EMRS students in competitive examinations and work sectors are not very rare.

Hence it can be concluded that although the present condition of Jhargram EMRS in West Bengal exhibits few problems in different aspects of school education and administration, these institutions, upon which the institutional case study is performed, also show the potential to excel in the field of tribal education.

References

1. Ahuja R. Research Methods. First Edition, Reprint 2013. Rawat Publications. New Delhi, 2013. ISBN: 81-7033-653-8.
2. Backward Classes Welfare Department and Tribal Development Department, Government of West Bengal. Compendium of Government Orders and Circulars, 2004, 2.
3. Cresswell JW. Qualitative Inquiry and Research Design. Third Edition. SAGE Publication Ltd., New York, 2012. ISBN: 978-1-4129-9530-6.
4. Geddams MS. A Study on Eklavya Model Residential Schools (EMRS) in Tribal Education. Voice of

- Research, 2015, 3(4). ISSN 2277-7733. Retrieved from, http://www.voiceofresearch.org/doc/Mar-2015/Mar-2015_7.pdf
5. Mangal SK. Essentials of Educational Psychology. Fifth printing, New Delhi, PHI Learning Private Ltd, 2011.
6. McLeod J. Qualitative Research in Counselling and Psychotherapy. Second edition. Sage Publication Ltd., New York, 2011. ISBN: 978-1-8492-0062-2.
7. Ministry of Tribal Affairs. Revised Guidelines for Setting Up Eklavya Model Residential School. Retrieved from, 2010. <http://tribal.nic.in/Content/Eklavya Model.aspx>
8. Ministry of Tribal Affairs. Annual Report, 2016-2017.
9. Ministry of Home Affairs, Government of India. Census Report 2011. Retrieved from, 2012. www.censusindia.gov.in
10. Right to Education Act, No. 35 of 2009. Registered no DL- (N)04/0007/2003-09, 2009.
11. Sahoo KK. Challenging Issues of Tribal Education in India. IOSR Journal of Economics and Finance, 2014;3(2):48-52. Ver. II (Mar-Apr. 2014). ISSN:2321-5933. Retrieved from, <http://www.iosrjournals.org/iosr-jef/papers/vol3-issue2/Version-2/J03224852.pdf>
12. Shrivastava LRN. Developmental Needs of the Tribal People. National Council Educational Research and Training, New Delhi, 1971.
13. Statistical Profile of scheduled Tribe in India. Status of Education among Scheduled tribes. Retrieved from, 2013. <http://tribal.nic.in/WriteReadData/userfiles/file/Scheduled Tribes Data/Section2.pdf>