



## **PROBLEMS OF SCHEDULE TRIBE STUDENTS IN PROFESSIONAL EDUCATION: EMPIRICAL EVIDENCE**

**Adiandhra Nagesh\* Dr. G. Venkata Ramana\*\***

*\*Research Scholar, Dept. of Sociology, Sri Krishnadevaraya University, Anantapuramu, AP.*

*\*\*Professor, Head and BOS, Chairman, Dept. of Sociology, Dean of Social Sciences,  
Director of Examination and Evaluation, Sri Krishnadevaraya University, Anantapuramu, A.P.*

### **Abstract**

*Schedule Tribe students as an individual or in group not only confronted with societal problems such as poverty, unemployment, illiteracy, Illiteracy etc. but also they are confronted with a variety of additional problems. Learning impairments, introversion, unawareness, seclusion, psychological problems, financial problems and so on are the examples of various issues. These problems are daunting and serve as road blocks in the pursuit of academic objectives. It is difficult to evaluate the overall conditions of Schedule Tribe in professional Education in all over the country, but it is also difficult to concentrate on significant number of Schedule tribes. In educational system it is difficult to integrate and bring into the mainstream of education for a all the segments of Schedule Tribe population. There have been number of research studies on Schedule Tribe Students regarding their education and educational problems, but there is a gap to know and study on various issues regarding the schedule tribes. In this paper it is highlighting the problems of Schedule Tribes facing in their educational career in Ananthapuramu district of Andhra Pradesh.*

**Key Words:** *Schedule Tribes, Problems, Schedule Tribe Students and Their Professional Education*

### **Introduction**

Schedule tribe community has been facing so many societal problems such as poverty, illiteracy, unemployment and homelessness. Additionally along with these problems they have been facing the problems of Learning impairments, introversion, unawareness, seclusion, psychological problems, financial problems and so many problems. These issues are the obstacles for the Scheduled Tribes to achieve the objectives of the academic goals. It is the complex to evaluate the overall conditions of the Scheduled Tribes in professional education in our country. It is also difficult to concentrate on the number of Scheduled Tribe students. However, integrating the all the issues of the Scheduled Tribe population into the single stream of education is difficult. There were number of research studies in depth on professional education, colleges and students of Schedule Tribes. So, there is plenty of literature available regarding Scheduled Tribe.

Economic well-being is the one of the most important deciding factor for the raising the social status of every individual. Obviously every individual and society must work for generation of wealth to achieve their economic goals. If everyone in the country involve in the process of producing the work there will be strong economy.

The people who live in poverty face not only lack of money but also face physical and psychological difficulties. Poverty is severe in some circumstances where the people divert their activities towards the illegal and anti-social activities such as stealing and robbery. So to avoid these kinds of issues it is better to implement various programs and policies to improve the status of marginalised people. Schedule Tribe people should sustain their living conditions towards the empowering from the



depressed conditions. To enhance their life they must work with the objective of generating the source of income in an adequate manner. But due to the lack of resources Scheduled Tribe students are not able to get proper education and they could not attain proper jobs. So it is very much essential to take various measures to put into operation to enable every Schedule Tribe individual for the promotion of professional education at higher level.

Professional education has good demand as the world has been growing at a breakneck pace. It plays major contribution for every individual to get employment opportunities. It leads for empowering and increasing social status. This lead to the every individual to make their own decisions and obtain their rights to exert control over their lives and pursue the preferred goals. They can make use their educational credentials to gain access to chances for status and to keep their living situation in good shape.

Constitutionally Scheduled Tribes have provided reservations and several programs and policies are also implementing by the both central and state governments to achieve social equality. But even after 75 years of independence we did not achieve social equality in the Indian society. There were various reasons for backwardness of Schedule Tribe that they were very slow to utilise the advantages of government programs and policies due to their culture and attitude. There were also slow tendency of Schedule Tribe positive response towards the professional education and modern technology.

After the independence schedule tribes received education with more attention and recognized the importance of education by the policy makers and implemented the educational policies systematically way for the development of education particularly among marginalized people such as SC's, ST's, Women etc. The literacy rate of ST's has increased from 8.5 percent to 59 percent during the period of 1961 to 2011. India literacy rate increased from 28.3 percent to 74 percent during the period from 1961 to 2011. Schedule tribe literacy growth rate has been lagging behind the overall literacy growth rate of the country. We can observe significant growth among schedule tribes literacy rate due to the concentration on the schedule tribe education.

The causes of the Schedule Caste educational backwardness was not fully and satisfactorily studied by the scholars and any other governmental and nongovernmental organizations. Invariably all individual researchers, organizational surveys and government appointed committees and found that educationally, economically and socially Schedule Tribes were the most backward community in our country.

In this regard, under the prime minister high level committee was appointed in India in the year 2006 and it was called Sachar Committee popularly. This committee identified that there was low level access to the educational opportunities; lower quality education and their economic backwardness are made the Schedule Tribes worse than Schedule caste and OBC's in India. This report also identified that 'one fourth of the Schedule Tribe children in the age group between 6-14 years have not been attending the schools. Only 60 percent of children attaining up to the matriculation level and only 50 percent children completing secondary school education. Liteacy rate among Schedule Tribes is 48.9 percent, which is far behind the national average 74.04 percent.

According to the National Sample Survey Report of the 75<sup>th</sup> Round (2018), reported by the Times of India (2020) the Gross Attendance Ratio (GAR) of Muslims was lower (i.e., 100) than SCs (101), STs



(102), OBCs, and minorities. The same case is also at Upper primary level; their GAR was lower than other communities. The GAR of Muslims at Secondary level was 71.9 per cent, which was less than STs 79.8 per cent, SCs 85.8 per cent and from OBCs also. Similarly, in the case of higher secondary level the GAR of Muslims was lowest i.e. 48.3 per cent, below from the SCs 52.8 per cent, STs 60 per cent and lowest from others communities also. At the level of above higher secondary, their GAR has been 14.5 per cent, just above the STs 14.4 per cent, but below from the SCs 17.8 per cent and other communities. In the age group of 3 to 35 years, among all communities, after the Muslims, Schedule Tribes has the highest proportion that had never enrolled in formal educational institutions or programs. The enrolment of Schedule Tribes in higher education, as per All India Survey on Higher Education Reports (AISHE) (conducted by MHRD, GOI) revealed that the representation in higher education has also lowest from other communities such as SCs, and OBCs and higher than Muslims. The evidence of the survey data is shown in the following table- 1

**Table-1, Schedule Tribe Students Enrolment percentage in educational institutions during the period from 2010-11 to 2018-19**

Years	SCs (%)	STs (%)	Muslims (%)	OBCs (%)
2010-11	11.1	4.4	3.8	27.6
2011-12	12.2	4.5	3.9	30.1
2012-13	12.8	4.4	4.2	31.2
2013-14	13.1	4.6	4.3	32.4
2014-15	13.4	4.8	4.5	32.8
2015-16	13.9	4.9	4.7	33.75
2016-17	14.2	5.1	4.9	34.4
2017-18	14.4	5.2	5.0	35.0
2018-19	14.9	5.5	5.2	36.3

Source: AISHE Reports

According to the above table Enrolment of ST students in higher education has been increasing From the year 2010-11 to 2018-19 but growth rate is less than SC’s and OBC’s and higher than Muslims. ST’s enrolment in 2010-11 was 4.4 percent and it was increased to 5.5 percent by 2015-16 where SC’s enrolment was increased from 11.1 percent to 14.9 percent. Above table is clearly showing that proportionally and in percent growth of ST’s enrolment rate in higher education is less than SC’s and OBC’s and better than Muslims.

**Review of Literature**

**Rajimol P and Stanly Joseph (2018)** discussed regarding developmental programs of tribal people in Wayaland of Kerala. Here they have conducted an empirical study by collecting the data of 598 tribal households of wayanad district with stratified sampling method. In this study tribal population conglomerated with 3 different communities such as Paniya tribe, Kurihya tribe and Kattunaikka tribe. In this study examined the awareness o tribal communities on the development programs in kerala with the fund given outlay under TSP in Wayanad of Kerala. Stanly Joseph recommended to get awareness about the constitutional rights, legal remedies and tribal developmental programs. It also suggested that electoral reforms towards the providing of share in governance with proper education, employment and



health facilities. He has suggested necessary steps to acquire development for increasing the level of standards of the tribal people and to lead dignified life.

**De (2017)** conducted research on the tribals suffered with inadequate food consumption caused for poor health conditions. Due to the less calorie consumption and become more nourished. They have been suffering from various diseases like malaria, TB, diarrhea, filarial anemia etc., Primary Health Centres are not located in proper location due this women have faced number of problems. Tribal don't have awareness about HIV/AIDS especially among women folks. Due to unaware of the health and hygiene, tribal women face problems related reproduction tract infection.

**Saha et al. (2016)** discussed about the health conditions of the tribal are poor and less advanced. Author has mentioned that the National Family Health Survey reported infant mortality and maternal mortality rate is higher among the tribal community. The nutritional status of children and health condition is also in a bad. The government has not initiated to reduce the problems of health, minimum health facilities and main streaming them to develop various programs through planned development were not uniformly accepted and acknowledged. It was reported that Institutional slavery of the Bhil community in Madhya Pradesh is of Maximum compared to the Bhaiga tribal community. The author recommended the tribal centric development programs which will enhance the development of the tribal population.

**Duong (2016)** Investigated on 200 faculty members working in various colleges of Vietnam National University located in Hochiminh city and studied about demographical effect in external and internal University factors responsible for Job Satisfactory In Vietnamese higher education. In this most of the respondents responded as full of job satisfaction and concluded that Job satisfactory is significantly influenced by demographic internal, external University environment factors.

**P. Manikanta (2013)** studied on the health status of Tribal elderly of Andhra Pradesh. It revealed that the elderly tribes who have 80+ category people faced complicatory health (61.2 %) problems where 70-79 aged tribal people (61.2%) and 60-69 aged category (39.4%) respectively. It is also studied about the main illness related diseases to the aged people had Knee pain (9.7%), Asthma (1.7%), Sugar/Diabetes (1.3%) And Digestion (1.3%). In urban areas there was poor health conditions due to the lack of care takers, lack of sufficient health facilities, poor economic conditions and they believed that failing of health is a normal occurrence of life

**Malagi (2012)** Wrote a paper “Student Support Services for Disadvantaged Group in Higher Education” in “Golden Research Thoughts”, the share of enrollment of Schedule caste and schedule tribes at higher education has been increasing steadily. But, however their enrolment at higher level comparative with non-tribal it is lower. In this stud it has recommended necessary steps for the development of tribal people.

**Mondel and Mete (2012)** conducted research on “Tribal development in India : Educational perspective” in “Indian Streams Research Journal”. After the Africa India has the largest concentration of tribal people in the world. Mostly tribal people inhabited in isolated areas in villages or hamlets are significantly under developed areas of the country. In recent days tribal people settled permanently in villages, towns and cities. In the development of the society tribal people are segregated from the non tribal people. So it is essential that there should be the equitable progress of tribal in all aspects



comparatively with non-tribal. This paper keeps more concentration to put on the constitutional safeguard, several committees and commissions, schemes and programs.

### Objectives

1. To study the importance of professional education for Scheduled Tribes
2. To analyse the various problems of Scheduled Tribes students in professional education in the study area.
3. To draw the conclusions and recommendations to the government.

### Sample design

In research, a sample refers to a smaller, manageable version of a longer group. It is subset containing the characteristics of a larger group. In this research, the researcher have taken 300 sample of minority students from 20 colleges in the various higher educational level like M.Phil., Ph.D., MCA, B.Tech, M.Tech, Post-graduation level.

Before framing the sample size, the researcher observed the Scheduled Tribe, historical background of Scheduled Tribe in Anantapuramu district, Andhra Pradesh later through the Questionnaire, visited various colleges and taken the report directly from students through the Questionnaire. And also tried to get the information related to Muslims attitude towards higher education, religious beliefs, cultural aspects, family restrictions, their coherence with the Society, Economic conditions etc.

### Methods of Data collection

First Researcher kept over all observation on Muslims and through Questionnaire visited 20 selected colleges and select 300 respondents. Researcher was used Questionnaire, Interview, and Observation in the research. Finally, secondary data also used to study and compare

**Table-2, Number of samples taken from different colleges, and different courses**

University	SSSIHL	YSR H U	JNTU	SKU	TOTAL
<b>B.Tech&amp; M.Tech</b>	10 (17.25)	00 (00)	26 (44.82)	22 (37.93)	<b>58</b> <b>(100)</b>
<b>Pharmacy</b>	00 (00)	00 (00)	22 (41.50)	31 (58.50)	<b>53</b> <b>(100)</b>
<b>B.B.A</b>	00 (00)	00 (00)	00 (00)	13 (100)	<b>13</b> <b>(100)</b>
<b>MBBS</b>	00 (00)	09 (100)	00 (00)	00 (00)	<b>09</b> <b>(100)</b>
<b>B.Ed &amp; TTC</b>	00 (00)	00 (00)	00 (00)	25 (100)	<b>25</b> <b>(100)</b>
<b>Post-Graduation</b>	24 (40.00)	00 (00)	00 (00)	36 (60.00)	<b>60</b> <b>(100)</b>
<b>Nursing</b>	08 (33.33)	00 (00)	06 (25.00)	10 (41.67)	<b>24</b> <b>(100)</b>
<b>BA/B.SC/B.COM</b>	00 (00)	00 (00)	00 (00)	58 (100)	<b>58</b> <b>(100)</b>
<b>Total</b>	42 (14.0)	09 (03.0)	54 (18.0)	195 (65.0)	<b>300</b> <b>(100)</b>



**Table-3, Total respondents reported their type of house**

Type of House	Thatched	Tiled	Terraced	Rented	Total
<b>B.Tech&amp; M.Tech</b>	06 (10.35)	18 (31.04)	25 (43.10)	09 (15.51)	<b>58</b> <b>(100)</b>
<b>Pharmacy</b>	10 (18.87)	25 (47.17)	10 (18.87)	08 (15.09)	<b>53</b> <b>(100)</b>
<b>B.B.A</b>	02 (15.38)	06 (46.15)	02 (15.38)	03 (23.08)	<b>13</b> <b>(100)</b>
<b>MBBS</b>	00 (00.0)	07 (77.78)	01 (11.11)	1 (11.11)	<b>09</b> <b>(100)</b>
<b>B.Ed &amp; TTC</b>	07 (28.0)	05 (20.00)	04 (16.00)	09 (36.00)	<b>25</b> <b>(100)</b>
<b>Post Graduation</b>	10 (16.67)	18 (30.0)	22 (36.66)	10 (16.67)	<b>60</b> <b>(100)</b>
<b>Nursing</b>	04 (16.67)	04 (16.66)	06 (25.00)	10 (41.67)	<b>24</b> <b>(100)</b>
<b>BA/B.SC/B.COM</b>	15 (25.86)	20 (34.48)	15 (25.86)	08 (13.8)	<b>58</b> <b>(100)</b>
<b>Total</b>	54 (18.0)	103 (34.33)	85 (28.33)	58 (19.34)	<b>300</b> <b>(100)</b>

Source: Field Survey

Note: Figures in Parenthesis denote row percent

Among various economic factors type of house is also one of the most important factor to indicate the respondents economic status. In this regard researcher classified sample schedule respondents with type of house. Type of house was divided into four kinds they are thatched, tiled, terraced and rented houses. In the above table 3 we find that 54 respondents (18 percent) reported as they are living in Thatched house, 103 respondents (34.33 percent) reported as they are living in tiled house, 85 respondents (28.33 percent) reported as they are living in terraced house and 58 respondents (19.34 percent) reported as they are living in rental house. It has been clearly concluding that majority of respondents are living in tiled house following this they are living more in terraced house in the study area.

**Table-4, Opinion of the Schedule Tribe students on helping by their teacher**

Course	Yes	No	Total
<b>B.Tech&amp; M.Tech</b>	45 (77.58)	13 (22.42)	<b>58</b> <b>(100)</b>
<b>Pharmacy</b>	48 (90.56)	05 (09.44)	<b>53</b> <b>(100)</b>
<b>B.B.A</b>	13 (100)	00 (00)	<b>13</b> <b>(100)</b>
<b>MBBS</b>	08 (88.90)	01 (11.10)	<b>09</b> <b>(100)</b>
<b>B.ed &amp; TTC</b>	18 (72.0)	07 (28.0)	<b>25</b> <b>(100)</b>



<b>Post-Graduation</b>	52 (86.67)	08 (13.33)	<b>60</b> <b>(100)</b>
<b>Nursing</b>	18 (75.0)	06 (25.0)	<b>24</b> <b>(100)</b>
<b>BA/B.SC/B.COM</b>	42 (72.41)	16 (27.59)	<b>58</b> <b>(100)</b>
<b>Total</b>	244 (81.33)	56 (18.67)	<b>300</b> <b>(100)</b>

Source: Field Survey

Researcher tried to know whether the respondent took the help from their teacher or not at the time of their difficulty or failure. In the table 4 nearly 244 respondents reported as they have taken help from their teachers and remaining 18.67 percent respondents reported as they have not taken any help from the teachers. According the table majority respondents took help from their teachers.

**Table-5, Opinion of the sample respondents whether they were discriminated by their teacher or not**

Course	Yes	No	Total
<b>B.Tech&amp; M.Tech</b>	04 (06.89)	54 (93.11)	<b>58</b> <b>(100)</b>
<b>Pharmacy</b>	02 (03.77)	51 (96.23)	<b>53</b> <b>(100)</b>
<b>B.B.A</b>	01 (07.69)	12 (82.31)	<b>13</b> <b>(100)</b>
<b>MBBS</b>	00 (00)	09 (100)	<b>09</b> <b>(100)</b>
<b>B.ed &amp; TTC</b>	05 (20.0)	20 (80.0)	<b>25</b> <b>(100)</b>
<b>Post Graduation</b>	05 (08.33)	55 (91.67)	<b>60</b> <b>(100)</b>
<b>Nursing</b>	02 (08.33)	22 (91.67)	<b>24</b> <b>(100)</b>
<b>BA/B.SC/B.COM</b>	06 (2.39)	52 (97.61)	<b>58</b> <b>(100)</b>
<b>Total</b>	25 (08.33)	275 (91.67)	<b>300</b> <b>(100)</b>

Source: Field Survey

Note: Figures in Parenthesis denote row percent.

To find whether there is any discrimination or not in the school by the teacher researcher raised the question and discussed through the table 4. According to the above analysis 91.67 respondents reported as there is no discrimination by the teacher and only 8.33 percent respondents means 25 sample students reported as there is discrimination by the teacher.



**Table-6, Type of discrimination by the teacher on Schedule Tribe students at school**

Course	Marks	Attention	Seating	Others	Total
<b>B.Tech&amp; M.Tech</b>	01 (25.0)	02 (50.0)	00 (00)	01 (25)	04 (100)
<b>Pharmacy</b>	01 (50.0)	00 (00)	00 (00)	01 (50.0)	02 (100)
<b>B.B.A</b>	00 (00)	00 (00)	00 (00)	01 (100)	01 (100)
<b>MBBS</b>	00 (00)	00 (00)	00 (00)	00 (00)	00 (100)
<b>B.ed &amp; TTC</b>	02 (40.0)	00 (00)	01 (20.0)	02 (40.0)	05 (100)
<b>Post Graduation</b>	01 (20.0)	01 (20.0)	01 (20.0)	02 (40.0)	05 (100)
<b>Nursing</b>	01 (50.0)	00 (00)	00 (00)	01 (50.0)	02 (100)
<b>BA/B.SC/B.COM</b>	02 (33.33)	01 (16.67)	01 (16.67)	02 (33.33)	06 (100)
<b>Total</b>	08 (32.0)	04 (16.0)	03 (12.0)	10 (40.0)	25 (100)

Source: Field Survey

Note: Figures in Parenthesis denote row percent.

Above table 6 reveals that various type of discrimination by the teacher on Schedule Tribe students at the school level in Anantapuramu district of Andhra Pradesh. It is stated that 25 respondents reported as they are discriminated in various manner such as in the process of awarding marks, attention on the students, seating arrangements and others. It is analyzing about 25 sample respondents 08 respondents (32 percent) reported as they are discriminated in marks, 04 respondents (16 percent) discriminated in the form of keeping attention, 03 respondents (12 percent) reported as discriminating in seating arrangements and 10 respondents (40 percent) reported as they are facing the discrimination in the process of others such as allowing into other co- curricular activities etc.

The researcher identified the various problems of the sample respondent students at school age like Standards of education is high, Insufficient concentration on children, insufficient teaching, Shortage of books, hostel problems, No tuition facility at home, no games and other problems. In our study area respondents reported more than one problem also.

**Table-7, Problems faced by the sample respondents at school level**

Problems	No. of Respondents	Percentage
No Problem	81	27.00
Educational standards are High	36	12.00
Inadequate attention on Children	62	20.67
Inadequate teaching faculty	41	13.67





Shortage of Books	15	05.00
Lack of coaching at Home	14	04.67
Hostel Problem	12	04.00
Others	10	03.33
Ednl Standards are high & Shortage of Books	11	03.67
Problem of Teaching and Concentration on children	04	01.33
Problems of Teaching , concentration, Educational standards and Standards of Books	14	04.67
Total	300	100

Source : Field Survey

Note : Figures in Parenthesis denote row percent

Above table 7 reveals that 27 percent respondent's means 81 sample students reported as No problem in their education at school age. 12 percent of the respondents reported as the standards of education is higher than their level. 13.67 percent of the respondents reported as there is no sufficient faculty, 5 percent of the respondents reported as there is shortage of books to their studies, 4 percent respondents raised the problem at hostel, 3.67 percent respondents raised the problem of shortage of books and standards of education is high, 4.67 percent of the respondents reported as the problem in teaching and concentration on studies in the study area.

**Table – 8 Opinion of the respondents concern on their Teacher**

Opinion	Very much concern	Somewhat concern	Indifferent	Totally indifferent	Total
No.of respondents	190	62	30	18	300
Percentage	63.33	20.67	10.00	06.00	100

Source: Field Survey

Note: Figures in Parenthesis denote row percent.

The researcher tried to collect the data to find opinion of the respondents about him by the teachers concern through the statement that “How did you find your teacher in school about you”. Collected data has tabulated and analyzed and later presented in the table 8 which reveals that 63.33 percent of respondents reported as very much concern, 20.67 percent of respondents reported as somewhat concern, 10 percent of respondents reported as indifferently concerned and 6 percent respondents expressed their opinion as totally different in the study area

**Table - 9, Opinion of the Students on their teacher performance with rating**

Opinion	Excellent	Good	Moderate	Poor	Very poor	Total
No. of respondents	124	142	24	06	04	300
Percentage	41.33	47.33	08.00	02.00	01.34	100

Source: Field Survey

Note: Figures in Parenthesis denote row percent.



In the above table researcher tried to collect the data opinion about the teacher y respondents with the ratings such as excellent, good, moderate, poor, and very poor. As per the researcher 41.33 percent of respondents reported their opinion on their teacher performance is excellent, 47.33 percent respondents reported as good, 8 percent respondents reported as moderate, 2 percent respondents reported as poor, 1.34 percent respondents reported as very poor. Over all opinion concluded that respondent's opinion rating is from excellent to good regarding the performance of their teachers in the study area.

### Conclusion

Central and state governments have been implementing various programs and policies to the weaker and suppressed section of the society. Present study concentrated on the Schedule Tribe students and their problems in the process of acquiring the professional education. It is analyzed the various problems faced by the Schedule Tribe students at professional education. Here researcher suggested in his findings that government should take as initiative and frame essential policies for the development and overcoming all the problems of Schedule Tribe in Ananthapuramu district of Andhra Pradesh. Central and State governments should keep concentrations on the drought prone areas and backward communities. Governments should be take strong decisions to promote education for all category people equally and it should promote brotherhood relations among all Indians. There should be feeling of My Nation north the feeling of my caste, my religion etc.

### References

1. Rajimol, P & Joseph, P.S(2018) Tribal Of Wayanad And The Backdrop Of Developmental Programmes. Southern Economist, Vol 57.
2. De, Kankana (2017). Health Awareness among Tribes of Rural India. Journal of Molecular and Genetic Medicine, 11(1). 104.
3. Kalyan B. Saha, et al. (2016). Indigenous and tribal peoples' health. The Lancet, 388(10062), 2867.
4. Kalyan B. Saha, et al. (2016). Indigenous and tribal peoples' health. The Lancet, 388(10062), 2867.
5. Duong, M. Q. (2016). The effects of demographic, internal and external university environment factors on faculty job satisfaction in Vietnam. Journal of Educational Issues, 2(2), 113-130.
6. Manikanta, P. (2013). A Study on the Health Status of the Tribal Elderly of Andhra Pradesh Paripex-Indian Journal of Research, 2(10) 188-190.
7. Malagi, VV (2012): Student Support Services for Disadvantaged Group In Higher Education. Golden Research Thoughts. Vol. 2. No. 4. October 2012.
8. Mondal, Ajit and Mete, Jayanta (2012): Tribal Development in India: Educational Perspective. Indian Streams Research Journal. Vol. 2. No. 11. December 2012.