



ISSN: 0975-833X

Available online at <http://www.journalera.com>

**INTERNATIONAL JOURNAL
OF CURRENT RESEARCH**

International Journal of Current Research
Vol. 13, Issue, 01, pp. 15786-15792, January, 2021

DOI: <https://doi.org/10.24941/ijcr.40500.01.2021>

RESEARCH ARTICLE

GRADUAL STREAMING OF EDUCATION AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN JHARKHAND: ROLE OF RESERVATION POLICY

***Samsur Rahaman**

Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, India

ARTICLE INFO

Article History:

Received 10th October, 2020
Received in revised form
11th November, 2020
Accepted 28th December, 2020
Published online 30th January, 2021

Key Words:

Scheduled caste, Scheduled tribe,
Community, Education,
Reservation.

ABSTRACT

This paper attempts to analyze the vertical movement of SC and ST students of Jharkhand from primary school to higher education. The study has found that a small number of students can reach to higher education from SC and ST community. It is far lesser than the national enrolment rate as well as the national literacy rate. The educational progress rate of SC and ST of Jharkhand is also lower than the national level SC and ST progress. The study has found a quality crisis in the education among SC and ST of Jharkhand, although seen high gender parity from primary to secondary school in both the communities. But in higher education, significant gender imparity has been noticed. There must be a change of perception and mindset to quality progress in education among SC and ST. The study has also found reservation as an indirect incentive to influence the people to make them educated. The reservation or an affirmative action may act as a backup but can't transform the whole community at large.

Copyright © 2021, Samsur Rahaman. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Samsur Rahaman. "Gradual streaming of education among scheduled caste and scheduled tribe in Jharkhand: role of reservation policy", *International Journal of Current Research*, 13, (01), 15786-15792.

INTRODUCTION

India is known for its highly stratified and diversified caste, class and culture. The caste factor has a vast hierarchal root that gets reflected through the socio-economic, educational and cultural inequalities. As a result, the term like forwarding caste, Scheduled caste, Scheduled tribe; other backward class is often common in our society. After independence, India's government has concentrated on reducing the disparity between backward and forward classes. Despite all that affirmative action (mainly reservation), the life of major backward class like Scheduled Caste (Dalits) and Scheduled Tribe (Adibasi) have not been significantly changed. The Scheduled Caste and Scheduled Tribe are also known as a marginalized section of the society. The term marginalized implies that when a person is potentially discriminated from a specific ground and pushed to live in the edge of the community. It is mainly a social phenomenon by which most of the minorities or sub-social group clipped or ignored by the majority social group. They lack adequate access to basic needs such as health, education, food, defence, housing, justice, ethnicity and employment. The lack of social, political and economic involvement of disadvantaged groups (ST, SC and OBC) is one of our country's major challenges (India). This deficiency leads to more backwardness among the underprivileged section of society. It creates a frame of hierarchy based on religion, culture, economic, caste and ethnicity. Education is the backbone to develop a nation.

There is an excellent correlation between the overall progress of a country and educational progress. Education is a mean to empower an individual socially, economically, technically and politically. For the marginalized people, education is a potential remedy to move from isolation to dynamism. Education stimulates greater social mobility and helps to eradicate the obstacles to progress. It promotes an inclusive society by reducing socio-economic disparity.

The scheduled caste and scheduled tribe: The Simon Commission was the first to use the term 'Schedule Caste' to designate a community of underprivileged people. They were regarded as untouchables. They were excluded from equal opportunities in all socio-economic sectors, including education. They were supposed to believe that they are contemptible. Later, the term includes the order of the Government of India (Scheduled Caste) of 1936 (Ghurye,1969). The Constitution of India has also prescribed about the Schedule Tribes. They are the original inhabitant of this country. They live in distant areas like forest or hilly tracts and detached from the liberal society at large. They are the followers of different religious belief and customs which distinguishes them from others. Their lives have been very primitive. As a result, they are excluded from education and economic progress. Their primitive lifestyle has been found as a means to poor socio-economic status in Indian society. During the drafting of our Constitution, special provision was introduced to promote equality, social justice for all citizens among disadvantaged section like SC and ST. Articles 46

propose that the State should take an interest in the educational and economic advancement of SC, ST shall defend it from social inequality and all forms of exploitation.

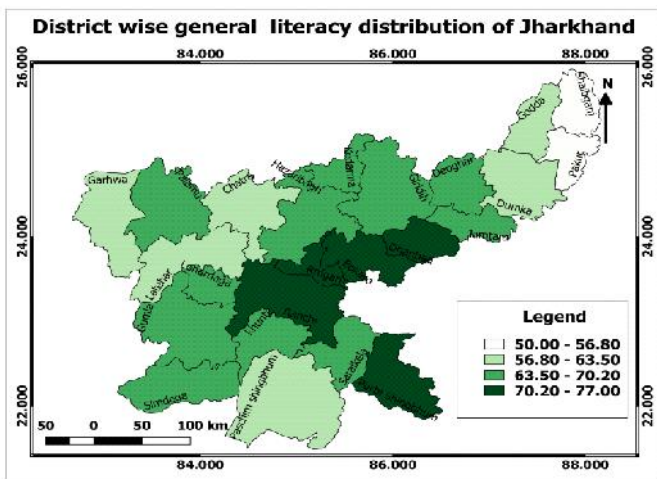
Study area

The Jharkhand is the habitat of one of the oldest tribes (Indigenous people like Santhal, Munda, Bihor, Asur, Chamar etc.) and castes. Most of the tribal people live in the village and practise very primitive life. The total population of Schedule Caste in Jharkhand is 12.08%, and Scheduled Tribe population consist of 26.21 %. The SC and ST community share 38.29 % of the total population of Jharkhand (Census 2011). Despite healthy contribution in population, SC and ST has been seen as one of the most depressed and marginalized communities in this state. After independence, the fruits of education were confined to a small elite or creamy layer of the society, which was one of the significant barriers to make an equal society. As a result, the gap between forward and backward class has been increasing with time. A continuous effort has been needed to equalize every section of the society by spreading education. While participation in elementary and secondary education is satisfactory, but it is not equal in higher education to share of total population among SC and ST communities in Jharkhand. This leads to substantial educational differences within these social classes. The research was mainly carried out based on secondary data.

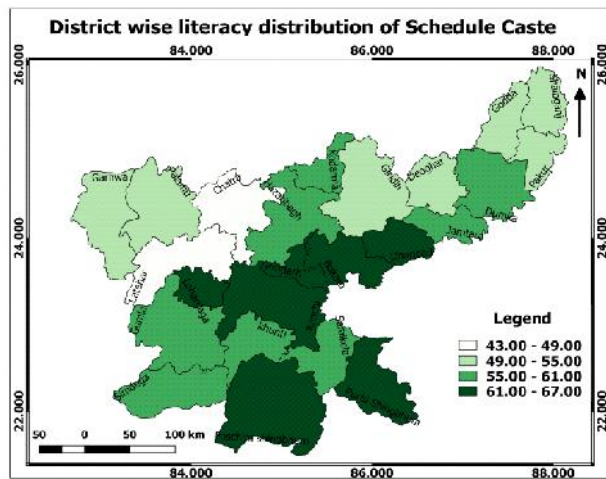
The researcher has collected the data from census report (1951-2011) published from the office of Register General of Census Commission, Government of India, New Delhi, All India Survey on Higher Education report (GOI, 2010-18), UGC Annual reports (GOI,2014-2018), Staff Selection Commission report (2013-2018) and Report of Union Public Service Commission (2015-2018).

The primary purpose of this study is to analyze the following objectives:

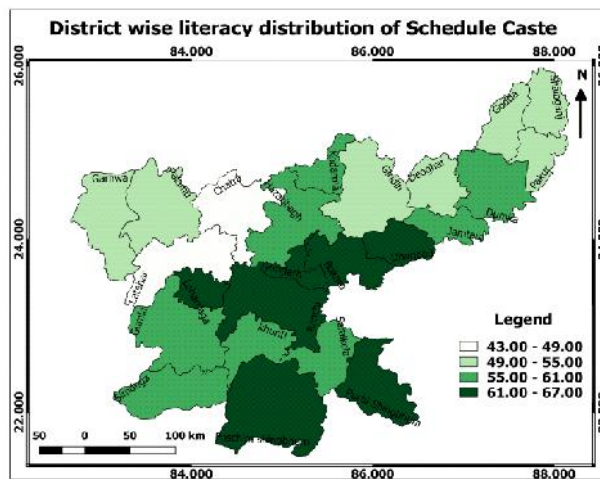
- To compare the general (overall) literacy gap between India and Jharkhand since independence.
- To analyze the district-wise distribution of General, SC and ST literacy rate in Jharkhand.
- To examine the mobility of primary-to-senior secondary school students in Jharkhand.
- To compare the Gross Enrolment Ratio of SC and ST students between Jharkhand and India (General) in higher education.
- To Analyzing gender parity among SC and ST students in Jharkhand from elementary to higher education.
- To evaluate the role of reservation to promote education among ST and SC



Map 1.



Map 2.



Data source: Census report (2011) Government of India
 Map source: The choropleth map has prepared by using QGIS (2.14.14 version) software.

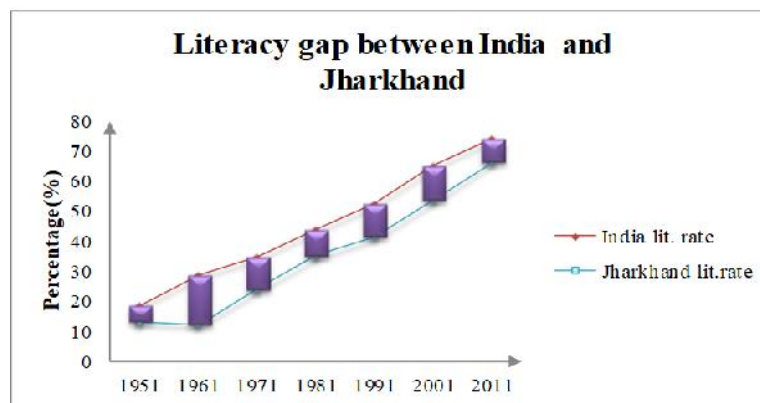
Map 3.

Map 1: District wise general literacy distribution of Jharkhand; Map 2: District wise S.C. literacy distribution of Jharkhand
 Map 3: District wise S.T. literacy distribution of Jharkhand

DATA ANALYSIS AND RESULTS

Figure 1 shows that the literacy rate of the state is less than its national average. Since 1951 to 2011; the national literacy has increased by 74.04 %. In the case of Jharkhand, it has grown by 66.40%. The study has found 7.64% of the literacy gap from the national average, and it also found that the literacy gap has increased from 1951 to 2001 in comparison to the national average. Jharkhand, after coming into existence as an independent state, the literacy rate has been starting to speed up at a rapid pace. Jharkhand consists of 24 districts which are very diverse in Socio-economic and educational context. Both SC and ST contribute 38% of the total population of the state. So, it is essential to compare the literacy rate of SC and ST with its state-level average. Map no. 1 is showing that, there are 15th districts whose literacy rate is more than the state level average literacy rate (66.40%) and only four districts touched the national literacy average (74.04%). On the other hand, the sum of nine districts whose literacy rate is less than the state level average. Pakur district has recorded as the lowest literacy rate (41.71%) followed by Shahibganj(53.70%). Ranchi (district) has found the highest literacy rate (77.13%). Map no. 2 indicated that the Ranchi is the only district where literacy rate of the SC community higher than the state-level average literacy rate (66.40%). Chatra has been found to have lowest SC literacy rate (43.69%) followed by Latehar (44.95%) and Godda (49.93%).In the case of ST (see map no. 3), only two districts (Simdenga,68.76 and Ranchi,67.91%) have a higher literacy rate than its state-level literacy rate. The Kodarma district has found the lowest ST literacy (39.43%), followed by Sahibganj (39.95) and Godda (43.67%).

The enrolment ratio of ST students in elementary school has not gradually increased (see Figure no. 2). From 2004 to 2009, the students' participation was enormous and witnessed improvement. But, after 2009, a continuous fall out of students' involvement in elementary level found among ST community. The mobility of students from elementary to secondary school was only 8.2 % (2004) of the total enrolment of students at the elementary level. In 2017, the ratio increased by 17.15%. It means in the last 12 years, approximately 9% more students enrolled in secondary school. The movement of students from secondary to senior secondary is slightly higher, and its ratio has been sharply increased from the last twelve years (9.58% to 41.42 %). In the case of SC students (Table no.1), the registration in elementary school has been decreasing. In 2016; only 12.03 % SC students have taken admission in the secondary school. The student's movement from secondary to senior secondary school increased by 40.70% in 2016 among SC students in Jharkhand. The table no.2 shows that in 2014-15, 260 lakh SC students enrolled in elementary education in India out of which 9.7 (3.7%) lakh from Jharkhand. In 2016-17, 72.13 lakh SC students enrolled in a secondary school in India where Jharkhand contributes only .99 lakh, which is 1.37 % of total SC students in India. At the senior secondary level, the total enrolment was 42.20 lakh in India and .43 lakh from Jharkhand among SC communities which shared .95% of total SC students in India. It proves a very small participation of SC students despite of large number of SC population in Jharkhand. In the table no. 2, it has found that in 2016-17, 130.80 lakh ST students enrolled in elementary school in India and Jharkhand shared 9% of it.



Data Source: Census report (1951-2011), Government of India
 Figure source: The figure has prepared by using M.S. Excel (2010)

Figure 1. Comparative analysis of the literacy gap between India and Jharkhand (1951-2011)

Table 1. The enrolment of S.C. students from Elementary level to senior secondary level in Jharkhand

| SC | Elementary | Secondary | Senior Secondary |
|---------|---------------|---------------|------------------|
| 2004-05 | N.A. | 33526 | 3041(9.07%) |
| 2006-07 | N.A. | 41393 | 2888(6.97%) |
| 2008-09 | N.A. | 39229 | 8826(22.49%) |
| 2011-12 | 987967(100 %) | 79310(8.02%) | N.A. |
| 2015-16 | 964098(100%) | N.A. | N.A. |
| 2016-17 | 823478(100%) | 99069(12.03%) | 40359(40.70%) |

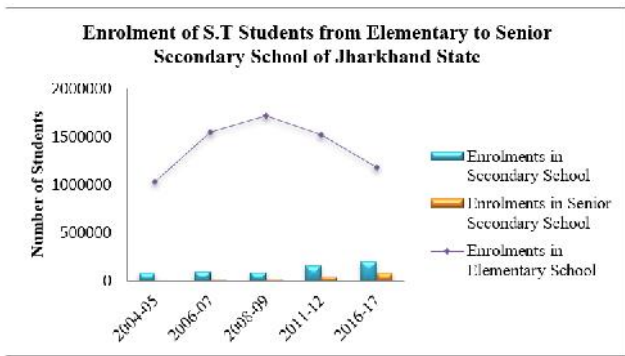
Sources: Combined data of different years from MHRD, Government of India.

Table 2. Participation of S.C. and S.T. students from elementary school to senior secondary school (India and Jharkhand)

| Year | SC (India)* | S.C. (Jharkhand) | Year | S.T. (India)* | S.T. (Jharkhand) |
|-----------------------------|-------------|------------------|---------|---------------|------------------|
| 2014-15 Elementary | 260 | 9.7 (3.7%) | 2016-17 | 130.80 | 11.80 (9%) |
| 2016-17 Secondary Education | 72.13 | .99(1.37%) | 2011-12 | 25.35 | 1.58(6.25%) |
| 2016-17 Senior Secondary | 42.20 | .43 (.59%) | 2011-12 | 12.99 | .37 (2.8%) |

Student's enrolment in Lakh

Source: Combined data of different year, MHRD, Government of India



Data Source: Annual reports, MHRD, GOI
Figure Source: The figure has prepared by using M.S. Excel (2010)

Figure 2. The Enrolments of S.T. students from elementary to Senior Secondary Education in Jharkhand

In 2011-12, 25.35 lakh students were enrolled in a secondary school in India and 1.58 lakh from Jharkhand, which shared 6.25 %. Other hands, in the senior secondary school, the number of enrolment was 12.99 lakh enrolments in India among ST Jharkhand, contributes 2.8% of the total senior secondary student of India. In 2016-17, (see table no. 1) only 12.03 % of students have taken admission in secondary school. But, in senior secondary, its enrolment rate is higher among SC community.

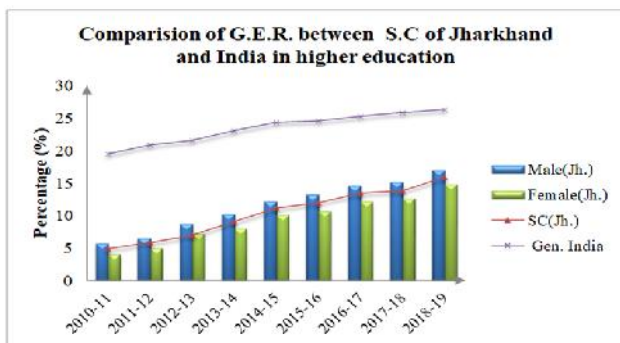
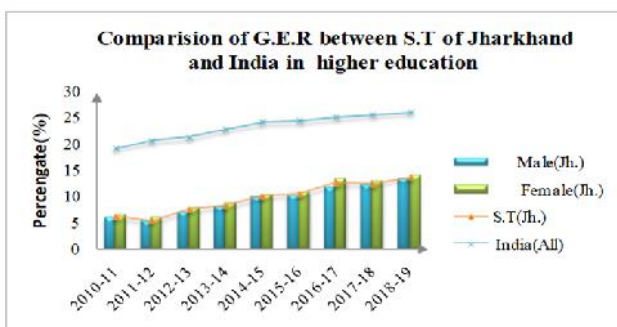


Figure 3: Comparison of gross enrolment ratio of S.C. between Jharkhand and India in higher education (2010-2018)
Data source: All India Survey of Higher Education, MHRD, GOI.



Data source: All India Survey of Higher Education, MHRD, GOI.

Figure 4: Comparison of gross enrolment ratio of S.T. between Jharkhand and India in higher education (2010-2018)

Figure no.3 shows that the gross enrolment ratio of SC is higher than the ST (see figure no.4) but lower than the national ratio by 10.4%. The rate of progress is more than the ST community as well as the national average. In the last eight years, a total of 11% new SC students of Jharkhand have been enrolled in higher education. The male and female participation ratio is 11.7% and 10.8% respectively among SC

community of Jharkhand. Figure no.4 shows that Students' involvement in higher education is growing . During the last eight years, 7.5% of more ST students added in higher education. The male and female students increased by 7.50% and 7.50% among the ST community in the last eight years. The gap of enrolment in ST students of Jharkhand in higher education in comparison to the national average is much higher (12.60%). According to 2018-19 data (AISHE), The ST enrolments ratio in Jharkhand is 13.7%.

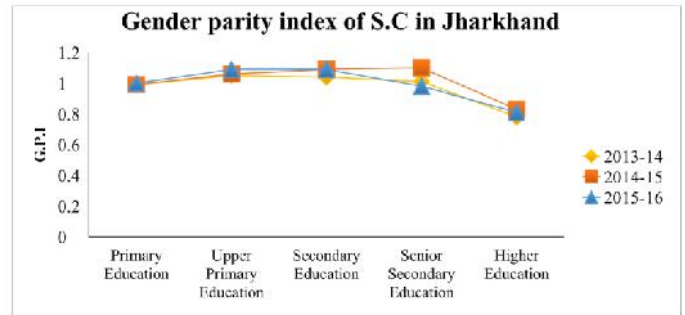


Figure source: Figure has prepared by using M.S. Excel (2010)
Data Source: Educational statistics at a glance (2018) MHRD and DSEL, Government of India, New Delhi

Figure 5. Gender parity among S.C. students in Jharkhand

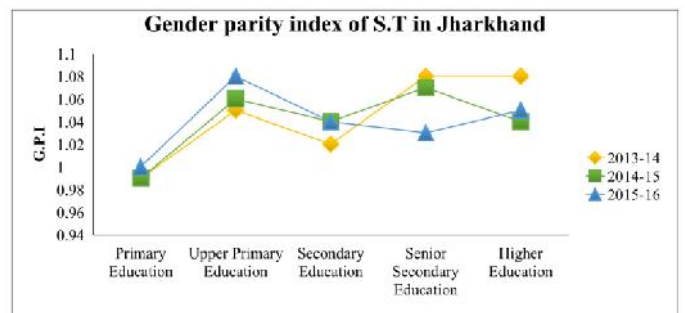


Figure source: Figure has prepared by using M.S. Excel (2010)
Data Source: Educational statistics at a glance (2018) MHRD and DSEL, Government of India, New Delhi

Figure 6. Gender parity among S.T. students in Jharkhand

In primary education, minor gender imparity has been noticed (see figure no.5). But in higher education, the parity between male and female is very low among SC students. It means that female educational attainment is lower than the male equivalent among schedule caste in Jharkhand. Another hand, figure no. 6 shows that from primary to higher education, the gender parity is more than one among ST which means the participation of female students is higher than male students among schedule Tribe in Jharkhand. It is also fascinating that female participation in education among SC and ST communities is higher than the national gender parity index. It gives a bunch of hope for women empowerment and gender equality among SC and ST communities.

National level scenario (India) of schedule caste and schedule tribe: According to census report (GOI,2011), the Scheduled Caste (Dalits) and Scheduled Tribe (Adivasi) population contribute 16.20% and 8.20% of the total population respectively in India and 89.97% of the total tribal population is lives in rural areas. The literacy rate of ST population in India increased from 8.53% (1961) to (58.69%) in 2011, where the overall national literacy rate is 74.04% (2011). The literacy rate of ST male and female is as 68.5% and 50%. The literacy rate of the SC population is 66.10%, where SC male and female is like 75.7% and 56.50 %. So, the

study found 15.35 % and 8.94% literacy gap among ST and SC community in India. In the last eight years, the increasing rate of students in higher education is 6.90% in India. According to 2018-19 data (all India survey of higher education), there is 26.30% of students' enrolment in higher education in India. It means 73.70% of students leave their education before opting higher education. The male and female student's enrolment increased by 5.50 % and 11.50% in the last eight years. The data is very clearly showing that the female admission in higher education is approximately double than the male counterpart. The gap in gross enrolment ratio between national level (General) and national level SC students is 5.90%. In 2018, it reduced by 3.30%. The total gross enrolment ratio of SC students has increased by 10.50% and all over the country; it was only 6.90% in higher education. The male and female enrolment of SC students at a national level increased during the last eight years as 8.11% and 10%. The female students' admission is higher than male students. The growth of ST students in higher education since the last eight years is 6%. In 2018, a total of 17.20% enrolment had recorded where the national average is 26.30%. So, there is 9.10% gap from the national average. The male and female admissions have increased by 5% and 7% respectively.

Reservation of scheduled caste and scheduled tribe (specific analysis): Nowadays, unemployment is one of the major problems in India. The fundamental criteria for selection in any formal employment are academic achievements and skills of the candidate. There are several government agencies that are working for selection for employment in India. The two leading agencies are as staff Selection Commission and Union Public Service Commission. After analyzing six years' report (2013-2018) of staff selection commission, it has been noticed that on an average 15.6 million candidates apply every year to get a job. Average selection for an appointment for the unreserved category is 16179 only, which is 40% of total selection in a post. The average selection of the Scheduled Caste and Scheduled Tribe communities in the last six years are 6281 and 3788 candidates who are 14.51% and 8.61% of the total selection. This selection of SC and ST candidate has been completed by reservation policies. Since 2015 to 2018, overall, 20% and 6% candidates applied from SC and ST communities in Union Public Service Commission. The SC and ST communities got 13% and 6% selection in the job. In case of UGC NET examination for assistant professor, the data found almost 8 to 10 % relaxation in cut off marks for Junior Research Fellowship and 10 to 15% cut off marks' relaxation for National Eligibility Test for SC and ST communities in different subjects. Sum of five years age relaxation is also given for SC and ST communities in the upper age limit. The study found that the reservation has a vital role in increasing participation in the job and empowering among SC and ST communities. But the fruits of reservation is confined to a minimal number of the people in both the communities.

FINDINGS

The literacy rate of Jharkhand is lower than the national literacy average, but the decadal growth is the same. Only 16% of total districts touched the national literacy average, and 62% of districts have touched the state literacy average in 2011 of Jharkhand. The enrolment of ST students in primary school has gradually decreased from 2009 to 2017 in an ample

space (see Figure. 2). 92% (2004) students from the ST community drop the school before joining at secondary school. Till 2017; this rate has decreased to 83% among the ST community in Jharkhand. The migration of students from secondary to senior secondary is slightly higher among STs in Jharkhand. In the last twelve years, the ratio of participation has increased sharply (9.58%-41.42%) among ST students. In the case of SC students, the participation rate in secondary school is lesser than the ST students. But the enrolment rate in higher secondary is more or less the same in both the communities. The SC students contribute 3.7% in primary school and 1.37 % in secondary and .95% in senior secondary students in India. So, a gradual decrease in student's participation has been discovered. On the other hand, the contribution of the ST community from primary to senior secondary is higher than the SC community in India. Hence, the ST community is more backward than the SC community. The participation rate of ST students is more elevated in Jharkhand. In the last eight years, the male and female enrolment ratio found equal to ST in Jharkhand. The gross enrolment ratio of ST students is half of the national gross enrolment ratio. The ratio of enrolment in higher education among SC is more than the ST in Jharkhand and its growth rate also higher than the national proportion of admission. The study has also found that both SC and ST of Jharkhand could not touch the national level SC and ST enrolment ratio in higher education. A significant number of SC and ST children remains out of school. It is because of low-quality school infrastructure, inadequate availability of school in the remote tribal area. The rate of student's enrolment of both the SC and ST community is an unprecedented rise which shows a strong willing for education. The study has found sound gender parity from primary school to secondary school, but in higher education, the participation of female students is significantly less than male students.

Policymaking: Hence, the reservation for the backward classes is the epicentre of the biggest controversy in India. There are numbers of judgement pending in the apex court regarding the reservation policy. Most of the time, the higher caste opposes the quota policy in the job or the field of education. It also gives a flame in political agenda. Nowadays, some forward class also started to raise their voice for getting a reservation. Some policies have suggested regarding the empowerment of backward classes.

- The reservation policy should enable only for the economically backward section of the society irrespective of caste and religion.
- The reservation policy should not apply in the technical or professional sector like medical and engineering.
- One-time reservation policy should apply in the job. It means if any one of a family gets a job by reservation, then the reservation certificate will be null or void permanently for that family.
- It is tough for the progress of a nation if we sacrifice with the quality education and skills. So, some ground-level incentives must be provided to the economically backward section like daily food, books, Scholarship, awareness program and training programme at a wider level.
- There should be a recruitment of paid graduate's volunteers in the village of backward classes to monitor the students.

- Free excursion from school for economically deprived sections (SC, ST) should take place at regular intervals. It will help them to think diversely and to open up their thinking .
- Reinforcement committee should be established in the tribal areas where the local educated and successful people shall be a member of these committees. They will visit the village regularly to inspire the new generation for education.
- There should be the right incentives in senior secondary level for taking admission in higher education.
- Stipends should be provided to students (SC, ST) from secondary class to higher education, and it should proportionate to their class attendance.
- The curriculum should be framed on the basis of their local importance. It will help the people to use a local resource like forest, hills and agriculture land.

Conclusion

After discussing the progress of education among SC and ST, it has been found that they could not compete with the educationally forward classes because of lack of quality environment for education. Our Constitution (Constitution of India) has given the provision to empower the backward section of the society like Adivasi and Dalits. The government also make available Scholarship, free ship, special coaching classes to prepare the students for competitive tests and reservation of seats in a public job and educational institutions for very small level. Despite all this affirmative action, after 70 years of our independence, the participation of SC and ST from primary to higher education is not satisfactory. The condition in higher education is not also impressive. Expanding education without expanding the scope of formal employment may increase unemployment. There must be a positive correlation between education and employability. Converting education into formal employment is a big challenge to SC and ST communities. If young people fail to convert education into formal employment, it will increase inequality (Jeffery, Jeffrey and Jeffery, 2008). This is because the backward people face economic crisis, social resource and lack of cultural capital. The reservation policy does help the people of SC and ST communities, but its broadness is very liminal. The education and affirmative action help to promote equity among the disadvantaged section. Equality is no more equal to empowering backward society. Still, our consideration should be on equity because society is culturally and ethnically diverse, (which is very active to make an unequal society)!. However, the social and economic transformation has found among the people who get a job by the reservation. Corbridge (2000) said that "education and affirmative action in Jharkhand carry a sting in the trails". The reservation or affirmative action boosts a 'politics of difference' where caste has become a part of identity politics. (Chandra, 2000, Jauhal, 2007). The government has declared a 27% reservation of seats for SC and ST in the formal employment and educational institutions as an affirmative action, which is the most debatable topic between different social groups in the present time. The drawback of the reservation is that it has only confined to certain people in the backward class. They have been using it more and more in their life despite their healthy financial condition. The culture of emulation also found among the young educated Adivasi and Dalits. After getting formal employment, they migrate

toward the urban areas and enjoy a lavish life. They try to copy the lifestyle of higher caste and ignore the culture and tradition of its own. These types of phenomena promote intra-caste inequality among Dalits and Adivasi. As a result, the remaining backward class live to remains backwards. The backwardness is related to poverty and illiteracy, not to the caste or religion. So, the idea of 'deprivation index' suggested by the National Knowledge Commission would be the most reasonable option (Chauhan, 2008). The govt should identify deprived people to provide more incentives. The reservation in government employment and the institution is not the only way to remove backwardness.

REFERENCES

- Bates, Crispin. "Race, caste and tribe in central India: The early origins of Indian anthropometry." (1995).
- Berg, Dag-Erik. "Scheduled Castes policies in interstate perspective: Constitutional power, argumentative practices, and governance in India." *India Review* 13, no. 3 (2014): 235-250.
- Beteille, A. 1992. *The backward classes in contemporary India*. Delhi: Oxford University press.
- Borooah, Vani K., Amaresh Dubey, and Sriya Iyer. "The effectiveness of jobs reservation: caste, religion and economic status in India." *Development and change* 38, no. 3 (2007): 423-445.
- Chauhan, Chandra Pal Singh. "Education and caste in India." *Asia Pacific Journal of Education* 28, no. 3 (2008): 217-234.
- Chauhan, Chandra Pal Singh. *Modern Indian education: Policies, progress and problems*. Kanishka Publishers, 2004.
- Corbridge, S. 2000. "Competing inequalities: The scheduled tribe and the reservations system in India's Jharkhand." *The journal of Asian studies* 59(1), 62-85.
- Corbridge, Stuart. "Competing inequalities: the scheduled tribes and the reservations system in India's Jharkhand." *The Journal of Asian Studies* 59, no. 1 (2000): 62-85.
- Deshpande, Satish, and Yogendra Yadav. "Redesigning affirmative action: Castes and benefits in higher education." *Economic and Political Weekly* (2006): 2419-2424.
- Devalle, Susana BC. *Discourses of ethnicity: Culture and protest in Jharkhand*. Sage Pubns, 1992.
- Dreze, Jean, and Amartya Sen. "India: Economic development and social opportunity." OUP Catalogue (1999).
- Gang, Ira N., Kunal Sen, and Myeong-Su Yun. "Poverty in rural India: Caste and tribe." *Review of Income and Wealth* 54, no. 1 (2008): 50-70.
- Ghurye, Govind Sadashiv. *Caste and race in India*. Popular Prakashan, 1969.
- Government of India, Department of School Education & Literacy, MHRD: Annual report 2014-15, New Delhi, India
- Government of India, Department of School Education & Literacy, Ministry of Human Resource Development: *Educational Statistics at a glance, 2018*, New Delhi, India
- Government of India, Department of Social justice and Empowerment: Annual report 2017-18, New Delhi, India
- Government of India, Ministry of home affairs: National crime record bureau, 2018, New Delhi, India

- Government of India, Ministry of Human Resource Development: All India survey on Higher education, 2010-2019, New Delhi, India
- Government of India, Ministry of Human Resource Development: Education of schedule castes and schedule tribes, 1988-89, New Delhi
- Government of India, Ministry of Personnel, Public Grievances & Pensions: Annual report 2013-19, New Delhi, India
- Government of India, Office of Register General of India, Census report 1951-2011, New Delhi, India,
- Higham, Rob, and Alpa Shah. "Conservative force or contradictory resource? Education and affirmative action in Jharkhand, India." *Compare: A Journal of Comparative and International Education* 43, no. 6 (2013): 718-739.
- Jaffrelot, Christophe. "The impact of affirmative action in India: More political than socioeconomic." *India Review* 5, no. 2 (2006): 173-189.
- Jain, Harish C., and CS Venkata Ratnam. "Affirmative action in employment for the scheduled castes and the scheduled tribes in India." *International Journal of Manpower* (1994).
- Karade, Jagan, ed. *Development of scheduled castes and scheduled tribes in India*. Cambridge Scholars Publishing, 2009.
- Kumar, Sujit. "Adivasis and the State Politics in Jharkhand." *Studies in Indian Politics* 6, no. 1 (2018): 103-116.
- Maharatna, Arup, and Rasika Chikte. "Demography of tribal population in Jharkhand 1951-1991." *Economic and Political Weekly* (2004): 5053-5062.
- Mehta, Arun C. *Elementary Education in India: Progress Towards UEE: Analytical Report, 2006-07*. National University of Educational Planning and Administration, 2008.
- Nambissan, Geetha B. "Equity in education? Schooling of Dalit children in India." *Economic and Political Weekly* (1996): 1011-1024.
- National Campaign for Dalit Human Right: Access to justice for Dalits, in India, 2015, New Delhi
- Padhi, Soubhagya Ranjan. "Overcoming exclusion and marginalization in education through inclusive approaches: Challenges and vision of Arunachal Pradesh in India." *International Journal of Social Science and Humanity* 6, no. 4 (2016): 256.
- QGIS Development Team, QGIS Geographic Information System, 2009. Open Source Geospatial Foundation Project. <http://qgis.osgeo.org>
- Ramesh, K. "Levels of education of the marginalised people in India." *International Journal of Social Science and Interdisciplinary Research* 2, no. 3 (2013): 168-176.
- Saigal, S. Payal Tadvi suicide: gynaecology HoD of Nair Hospital to appear before HC, 2020, February 21. *The Hindu*.
<https://www.thehindu.com/news/cities/mumbai/tadvi-suicide-gynaecology-hod-of-nair-hospital-to-appear-before-hc/article30875251.ece>
- Sundaram, Krishnamurthy. "On backwardness and fair access to higher education: Results from NSS 55th round surveys, 1999-2000." *Economic and Political Weekly* (2006): 5173-5182.
