



**SPATIAL DISPARITIES IN LITERACY AMONG ST POPULATION IN JHARKHAND:
A GEOGRAPHICAL STUDY OF LATEHAR DISTRICT**

RAMCHANDRA KUMAR

Research Scholar University Department of Geography
Binod Bihari Mahato Koyalanchal University, Dhanbad

DR. ANIL KUMAR SINGH

Head, University Department of Geography
Binod Bihari Mahato Koyalanchal University, Dhanbad

Abstract:

The study of spatial disparities in literacy is crucial in geography for several reasons. Firstly, it helps understand the uneven distribution of literacy rates across different regions, shedding light on areas with low educational attainment. This knowledge is vital for policymakers to formulate targeted interventions and allocate resources effectively. Studying spatial disparities in literacy aligns with global development goals, including promoting quality education and reducing inequalities. It empowers societies to create informed policies, enhance sustainable development, and work towards a more equitable and educated world. This geographical study aims to examine the spatial disparities in literacy among the Scheduled Tribes (ST) population in Jharkhand, with a specific focus on Latehar district. The study investigates the factors influencing these disparities and proposes recommendations to address the challenges faced by the ST communities in achieving higher literacy rates. The research employs a mixed-methods approach, combining both quantitative and qualitative data collection and analysis. The main findings indicate that geographical factors significantly contribute to the disparities in literacy levels among the ST population in Latehar district. Based on the research, various recommendations and suggestions are presented to promote equitable education opportunities and improve literacy rates among the ST communities in the region.

Key Words:

Scheduled Tribes (ST), Literacy, Spatial Disparities, Jharkhnad, Latehar District, Education.



Introduction

Jharkhand, located in eastern India, is home to a diverse range of indigenous communities that have inhabited the region for centuries. These indigenous communities, often referred to as Adivasis, constitute a significant portion of Jharkhand's population (26% of total Population, Census of India, 2011) Each tribal community has its distinct language, customs, traditional knowledge, art forms, and cultural practices that have been passed down through generations. Traditionally, the indigenous communities of Jharkhand have been primarily dependent on agriculture, forest resources, and livestock rearing for their livelihoods. They have a close connection with the land, forests, and natural resources, which are integral to their cultural and economic well-being. Tribal communities in Jharkhand have a strong sense of identity, cultural pride, and community cohesion. They have their own socio-political institutions, customary laws, and systems of governance that govern their internal affairs and promote collective decision-making. However, tribal communities in Jharkhand have faced numerous challenges over the years, including marginalization, economic disparities, loss of land and natural resources, social discrimination, and limited access to quality education and healthcare. These challenges have impacted their overall development and well-being, highlighting the need for inclusive policies and initiatives that address their unique needs and aspirations. Efforts have been made by the government and various organizations to uplift the indigenous communities in Jharkhand, promote their cultural heritage, and address the socio-economic disparities they face. Recognizing their rights, preserving their traditional knowledge, and ensuring equitable development are key priorities for the state's administration and civil society organizations working in the region. Understanding the background and context of tribal communities in Jharkhand is crucial for studying their educational experiences, challenges, and aspirations. It provides a foundation for research and initiatives aimed at promoting inclusive and culturally sensitive education that respects and preserves the rich indigenous heritage of the state.



About Study Area –Latehar District

The study area Latehar District is a district of Jharkhand State and was created on April 4, 2001. Previously, it was a subdivision of the old Palamau district of Jharkhand. It extends between 23⁰ 19' 28" and 24⁰ 02' 38" Northern latitude and 83⁰ 57' 48" and 84⁰ 57' 50" East longitude. The geographical area of the district is 4291 sq. Km (Census of India, 2011). Latehar has been named after the village of the same name on the Ranchi-Daltonganj Road. It is 100 km away by road from Ranchi, the capital of state (DSHB Latehar, 2016).^[6] It is located in the north–west corner of Jharkhand in the Palamu Commissionaire. It is bounded in the north by Palamu and Chatra districts, in the south by Gumla and Lohardaga districts in the east by Ranchi and Chatra districts and in the west by Garhwa district and Chattisgarh state. The district has two (02) Sub-divisions (Latehar and Mahuadar), nine (09) Blocks (Balumath, Bariyatu, Barwadih, Chandwa, Garu, Herhanj, Latehar, Mahuadar and Manika), one (01) Statutory Town (Latehar), three (03) Census Towns (Chandwa, Alaudia and Barwadih), one hundred fifteen (115) Gram Panchayat and seven hundred nine (769) Villages (Census of India, 2011). Total population of the district is 7, 26,978 with rural population 67512 and urban population 51858. Latehar ranks 20th in terms of population and 6th in terms of area in the state of Jharkhand (Census of India, 2011). The number of Scheduled Castes and Scheduled Tribes is predominantly high here and Latehar comes under Tribal Sub Plan Area. Total ST Population of the district is 3331096 which constitute 45.54 percent of the total population of the district (Census of India, 2011). The location map of the study area is shown in figure – 1.

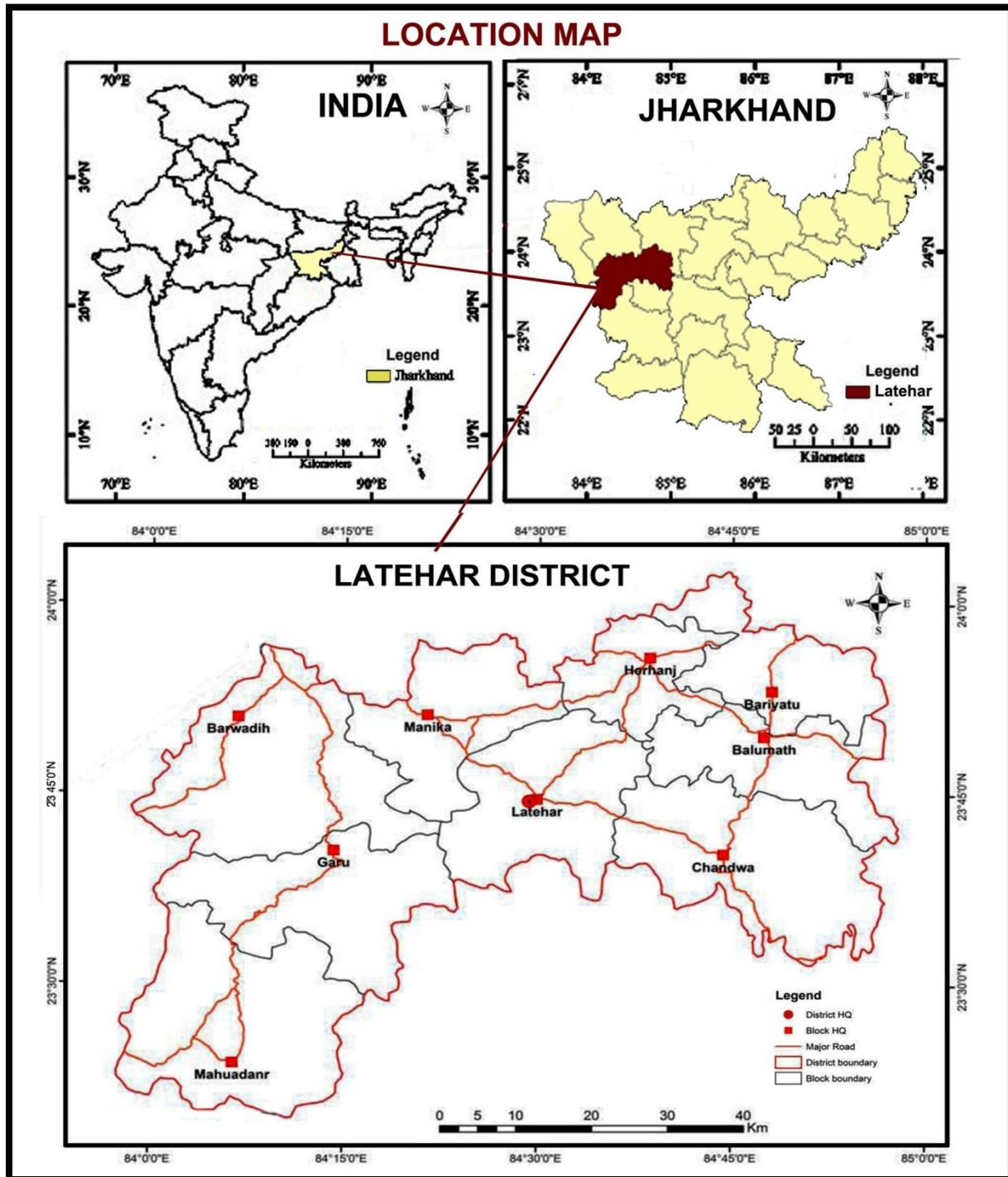


Figure – 1: Location Map of Study Area

Significance of the Study and Review of Literature



Studying tribal education from a geographical perspective provides valuable insights into the intersection of education and the physical, social, and cultural landscapes in which indigenous communities are situated. By studying tribal education from a geographical perspective, researchers and policymakers gain a comprehensive understanding of the contextual factors that shape educational opportunities and experiences for indigenous communities. It enables the formulation of targeted policies, interventions, and planning strategies that promote inclusive, culturally sensitive, and equitable education for indigenous populations.

In a study by Raza, Moonis, and Ahmad, A. (1990), entitled ‘An Atlas of Tibal India: With Computed Tables of District-level Data and Its Geographical Interpretation, comprehensive visual representation and geographical information about various tribal communities in India were provided. This is a very important research work for conceptualizing and understanding the geographical study of the indigenous community of India. Similarly, the most valuable work of Singh, K. S. (1992), entitled The People of India: An Introduction, is another significant piece of literature in understanding tribal communities in India across different states. In a study entitled ‘Spatial Pattern of Tribal Literacy in India, Raza, Moonis, Ahmad, A., and Nuna, S. C. (1990) have provided a comprehensive study on the spatial variations and regional disparities of tribal literacy in India. In a study, Kumar and Anant (2008) examined the low literacy level and education among tribal children in Jharkhand. They also discussed the role of government, institutions, programs, and linkages between education and development. Kundu, M. (1993) have presented a study entitled ‘Tribal Education in India: Some Problems, in which he presents a detailed analysis of educational attainment in tribal communities. Similarly, Verma, Satish, and Gogna, Anita (2009) have conducted an empirical investigation into the relation between education and development among social groups in Punja. Similarly, Pailwar Veena K. and Vandana Mahajan (2005) conducted an experimental study on Janshala in Jharkhand to understand community involvement in education.

Objectives of the Research

1. To identify the extent of literacy disparities among the ST population in Latehar district, Jharkhand.
2. To explore the geographical factors influencing these disparities.
3. To understand the challenges faced by ST communities in accessing education.
4. To propose recommendations to improve literacy rates and bridge the educational gap.

Methodology

The study uses a mixed-methods research design. Quantitative data is gathered through a survey, focusing on literacy rates among ST communities in various geographical areas of Latehar district. The data is analyzed using statistical tools to determine the extent of disparities. Additionally, qualitative data is collected through interviews and focus group discussions with ST community members, teachers, educational experts, and local authorities. This qualitative data helps in understanding the social, cultural, and economic factors influencing literacy levels.

Analysis of Data

▪ *Spatial Disparities in Literacy among ST Population in Jharkhand*

Jharkhand was carved out of the southern part of Bihar in the year 2000, recognizing the distinct identity and aspirations of the tribal communities residing in the region. The state has a predominantly rural population, with a significant proportion belonging to various indigenous tribes.

In Jharkhand, the Scheduled Tribes population in 2011 was 8.6 million

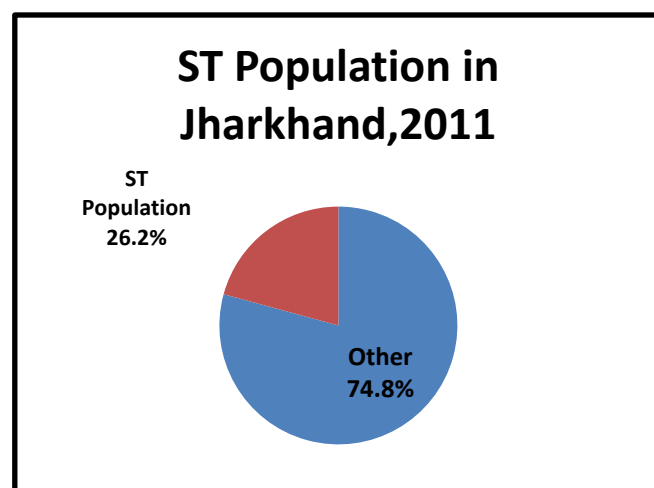


Figure 1 ST Population in Jharkhand, Source– Census of India, 2011

constituting 26.2 percent of the total population of the state. Numerically, Jharkhand state has the 12th largest tribal population in the country, accounting for 8.3 percent of the total Scheduled Tribes population of India. The tribes of Jharkhand consist of 32 tribes inhabiting the Jharkhand state in India, i.e., Munda, Santhal, Oraon, Kharia, Gond, Kol, Kanwar, Savar, Asur, Baiga, Banjara, Bathudi, Bedia, Binjhia, Birhor, Birjia, Chero, Chick-Baraik, Gorait, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lohra, Mahli, Mal-Paharia, Parhaiya, Sauria-Paharia, and Bhumij. Vidyarthi, L. P. (1986), has identified four major tribal groups in Jharkhand: Hunter-gatherer types: Birhor, Korwa, and Hill Kharia; Shifting agriculture: Sauria Paharia; Simple artisans: Mahli, Lohra, Karmali, and Chik Baraik; settled agriculturists: Santhal, Munda, Oraon, Ho, Bhumij, etc.

Table: 01

District Wise Total Population of Scheduled Tribe in Jharkhand

S. N.	District	Total Population	ST Population	% ST Population	Proportion of District wise ST Population against Total ST Population of the State
1.	Bokaro	2062330	255626	12.40	2.96
2.	Chatra	1042886	45563	4.37	0.53
3.	Deoghar	1492073	180962	12.13	2.09
4.	Dhanbad	2684487	233119	8.68	2.70
5.	Dumka	1321442	571077	43.22	6.61
6.	East Singhbhum	2293919	653923	28.51	7.56
7.	Garhwa	1322784	205874	15.56	2.38
8.	Giridih	2445474	238188	9.74	2.76
9.	Godda	1313551	279208	21.26	3.23
10.	Gumla	1025213	706754	68.94	8.18
11.	Hazaribagh	1734495	121768	7.02	1.41
12.	Jamtara	791042	240489	30.40	2.78

13.	Khunti	531885	389626	73.25	4.51
14.	Koderma	716259	6903	0.96	0.08
15.	Latehar	726978	331096	45.54	3.83
16.	Lohardaga	461790	262734	56.89	3.04
17.	Pakur	900422	379054	42.10	4.38
18.	Palamau	1939869	181208	9.34	2.10
19.	Ramgarh	949443	201166	21.19	2.33
20.	Ranchi	2914253	1042016	35.76	12.05
21.	Sahibganj	1150567	308343	26.80	3.57
22.	Seraikela Kharsawan	1065056	374642	35.18	4.33
23.	Simdega	599578	424407	70.78	4.91
24.	West Singhbhum	1502338	1011296	67.31	11.70
25.	Total	32988134	8645042	26.21	100.00

Source: Census of India, 2011

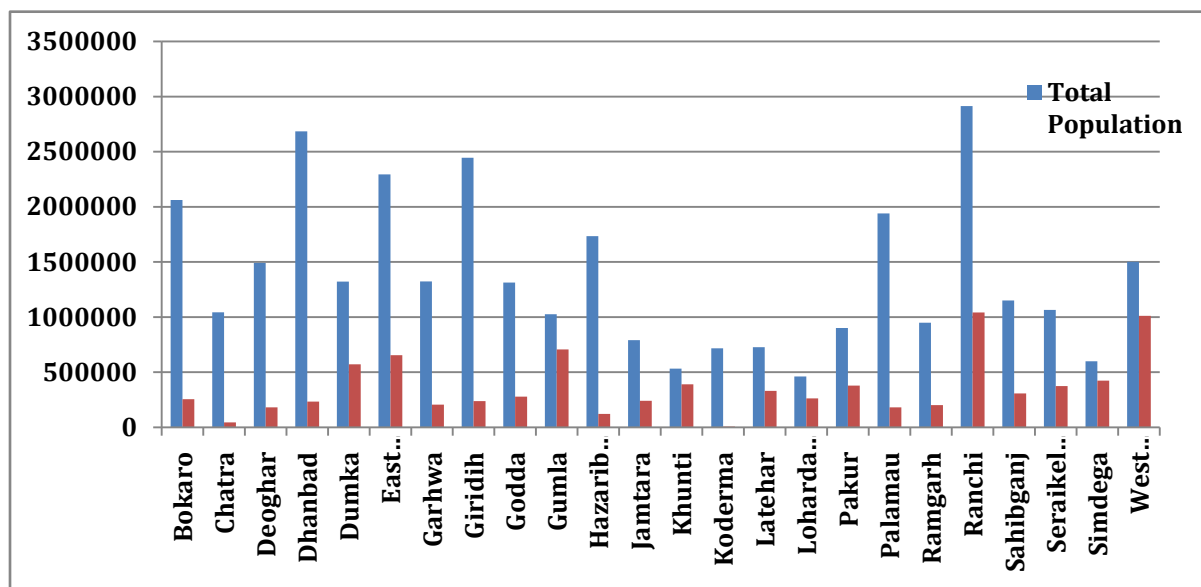


Figure 1: District Wise Total Population ST in Jharkhand, Source: Census of India, 2011

According to the data shown in Table 1, the total population of Jharkhand is 32988134, while 8645042 people belong to the tribal communities, which constitute 26.21% of the total population of the state. The tribal population is more or less found in all the districts of the state. There are some districts where tribal populations hold significant proportions, and in some districts, very little. i.e., in some districts, the tribal population is more than 50% of the total population of the district, for example, Simdega (70.78%), Khunti (72.23%), Gumla (68.4%), West Singhbhum (67.21%), and Lohardaga (56.89%). In many districts, tribal population is found between more than 25% and less than 50%, for example: Latehar (45.54%), Dumka (43.22%), Pakur (42.10%), Sraikela Kharsawan (35.18%), Ranchi (35.76%), etc.; While in some districts, tribal population is less than 25%, for example: Bokaro, Chatra, Dewghar, Ramgarh, Palamu, Hazaribag, Godda, Giridih, and Gadhwa. In Koderma district, only 0.96% of the population belongs to tribal communities. If we look at the percentage share of tribal communities in the total tribal population of the state, Ranchi (12.5%), Gumla (8.18%), East Singhbhum (7.56%), West Singhbhum (11.70%), and Dumka (6.11%) are are top five districts.

Table: 02

District Wise Literacy Rate in Jharkhand

S.N.	District	Literacy Rate (in %) 2011		
		Total	Male	Female
1	Ranchi	77.13	85.63	68.20
2	East Singhbhum	76.13	84.51	67.33
3	Dhanbad	75.71	85.68	64.70
4	Ramgarh	73.92	83.51	63.49
5	Bokaro	73.48	84.50	61.46
6	Hazaribagh	70.48	81.15	59.25
7	Serikela Kharsawan	68.85	81.01	56.19
8	Koderma	68.35	81.25	54.77
9	Lohardaga	68.29	78.62	57.86
10	Simdega	67.59	75.84	59.38
11	Gumla	66.92	76.87	56.97
12	Deoghar	66.34	79.13	52.39
13	Palamu	65.50	76.27	53.87
14	Giridih	65.12	79.08	50.33
15	Khunti	64.51	75.33	53.71

16	Jamtara	63.73	76.85	50.08
17	Dumka	62.54	75.17	49.60
18	Garhwa	62.18	74.00	49.43
19	Chatra	62.14	71.85	51.91
20	Latehar	61.23	71.80	50.26
21	West Singhbhum	59.54	72.18	47.01
22	Godda	57.68	69.56	44.90
23	Sahibganj	53.73	62.65	44.31
24	Pakur	50.17	59.02	41.23

Source: Census of India, 2011

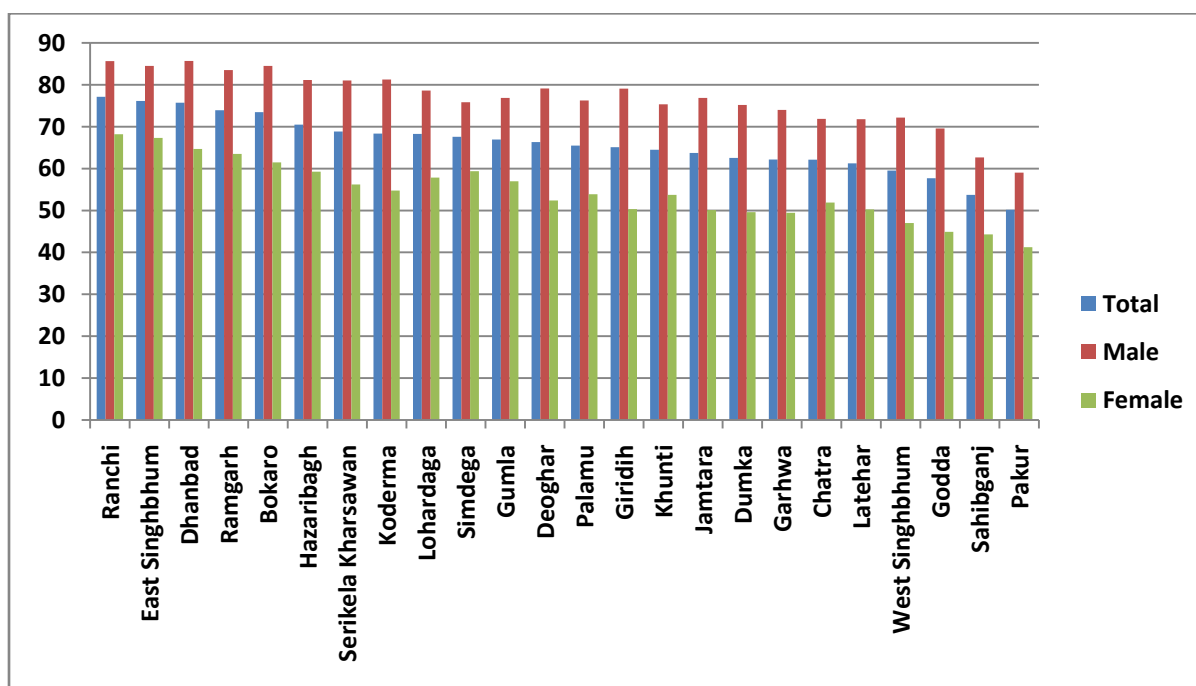


Figure 2: District wise Literacy rate in Jharkhand, Source: Census of India, 2011

Literacy is one of the most basic demographic features of any geographical region, and it has multiple implications for understanding various issues. It is also one of the key parameters for assessing the educational status or educational statistics of any place. As per the 2011 census of India, the total literacy rate of Jharkhand is 66.41%, of which the male literacy rate is 76.84% and the female literacy rate is 55.42%. It is less than the average literacy rate of 72.98% in India. In 2001, the literacy rate in Jharkhand stood at 53.56%, of which males and females were 63.83% and 38.87%, respectively. As shown in Table 2, there are significant disparities in

literacy rates at the district level in Jharkhand. In districts such as Ranchi, East Singhbhum, Dhanbad, Ramgarh, Bokaro, and Hazaribagh, the literacy rate is above 70%. Male literacy in these districts is above 80%, but female literacy is below 70%. Ranchi District has the highest literacy rate, that is, a total of 77.13%, of which male and female literacy are 85.63% and 68.20%, respectively, while Pakur District (50.17%) has the lowest literacy rate, of which male and female literacy are 59.02% or 41.23%, respectively, in the state.

Table: 03
District Wise ST Literacy Rate in Jharkhand (2011)

S.N.	Distrcit	Total Literacy
1.	Garhwa	41.63
2.	Chatra	46.31
3.	Kodarma	30.49
4.	Giridih	36.78
5.	Deoghar	39.21
6.	Godda	36.44
7.	Sahibganj	32.82
8.	Pakur	33.60
9.	Dhanbad	47.47
10.	Bokaro	47.55
11.	Lohardaga	52.18
12.	Purbi Singhbhum	50.70
13.	Palamu	45.04
14.	Latehar	46.26
15.	Hazaribagh	48.72
16.	Ramgarh	51.13
17.	Dumka	44.05
18.	Jamtara	46.08
19.	Ranchi	58.19
20.	Khunti	51.06
21.	Gumla	52.82
22.	Simdega	58.10
23.	Pashchimi Singhbhum	43.32
24.	Saraikela-Kharsawan	47.88
25.	Jharkhand	47.00
26.	India	74.00

Source: Census of India, 2011

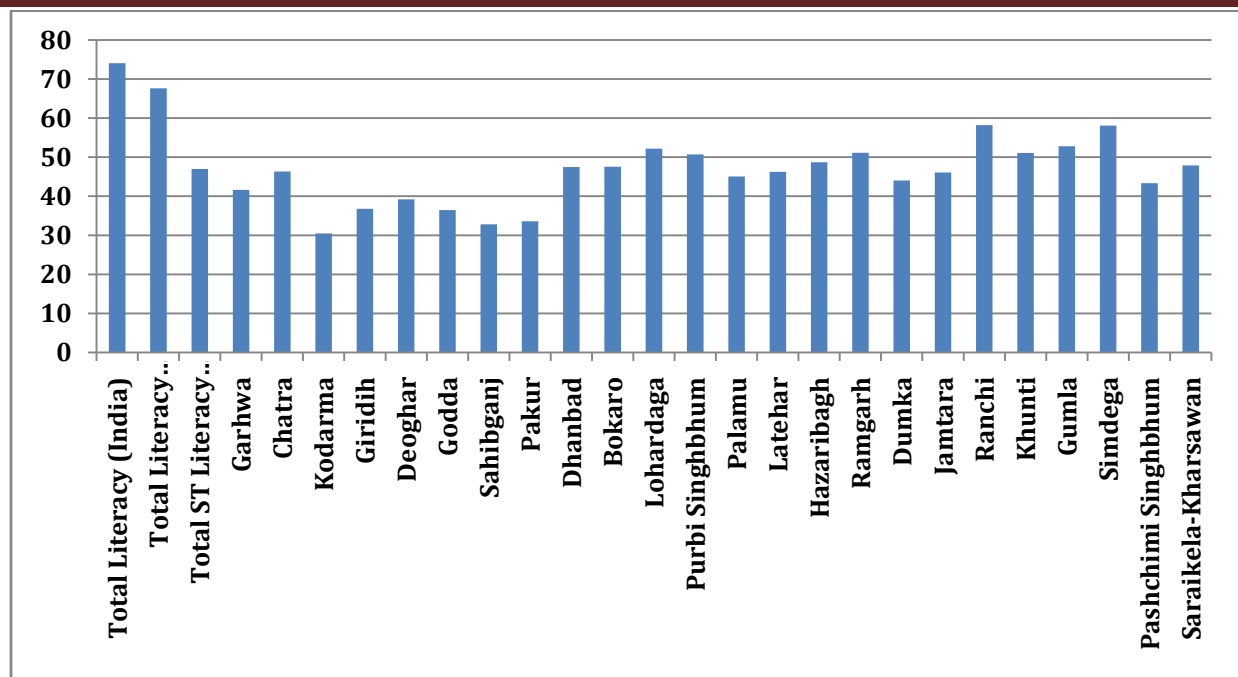


Figure 3: District Wise Total Literacy Rate among ST in Jharkhand State, Source: Census of India, 2011

As per the drawn data from the 2011 census shown above, the state of Jharkhand cannot be considered very good in terms of literacy as it is below the national average. But in the case of the tribal population, the literacy rate is very low. The average literacy rate of ST in Jharkhand is only 47%, and in only a few districts is it above 50%, for example, Ranchi, Khunti, Gumala, Simdega, and Purwi Singhbhum. In some districts, the literacy rate of the ST population is between 30 and 40%, i.e., Koderma, Giridih, Godda, Pakur, Dewghar, and Sahibganj, which is a matter of serious concern. Ranchi (58.19%) district has the highest literacy of ST, while Koderma (30.49%) district has the lowest literacy of ST in Jharkhand.

- *Spatial Disparities in Literacy among ST Population in Latehar District*

Table: 04

Block Wise Total Population of ST and SC in Latehar District

S.N.	Block	Total Population	Scheduled Cast				Scheduled Tribe			
			Male	Female	Total	%	Male	Female	Total	%
1	Latehar	1,17,514	9,644	9,429	19,073	16.23	29,496	29,551	59,047	50.25
	Latehar NAC	26,981	2,626	2,542	5,168	19.15	1,389	1,436	2,825	10.47
2	Chandwa	1,06,653	13,101	12,951	26,052	24.43	22,191	22,032	44,223	41.46
3	Balumath	89,012	10,877	12,235	21,535	24.19	12,226	12,075	24,301	27.30
4	Manika	88,095	10,299	9,900	20,199	22.93	22,079	21,455	43,534	49.42
5	Garu	30,274	761	714	1,475	4.87	12,048	12,151	24,199	79.93
6	Barwadih	98,992	10,117	9,775	19,892	20.09	25,619	25,213	50,832	51.35
7	Mahuadanr	74,732	1,198	1,196	2,394	3.20	29,604	29,198	58,802	78.68
8	Bariyatu	60,095	12,233	12,235	24,468	40.72	7,433	7,366	14,799	24.63
9	Herhanj	34,630	7,410	7,244	14,654	42.32	4,342	4,192	8,534	24.64
Total		7,26,978	78,266	76,644	1,54,910	21.31	1,66,427	1,64,669	3,31,096	45.54

Source: Census of India, 2011

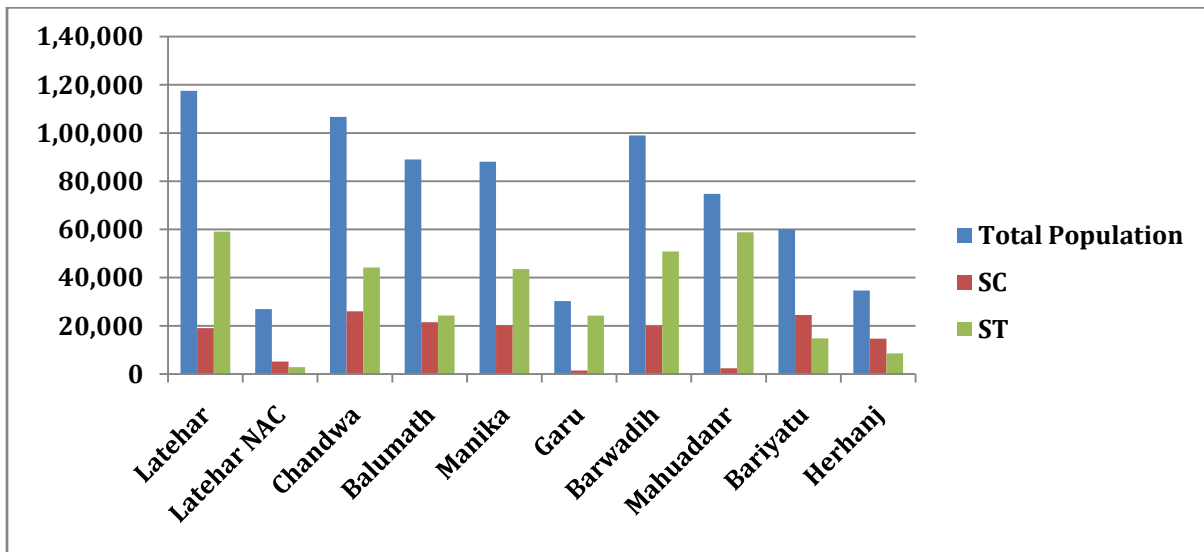


Figure 4: Block Wise Total Population of ST and SC

Table: 05

Total Population of Major Tribes Found in Jharkhand

S.N.	Name of Tribe	Total	Male	Female
1.	Asur, Agaria	1,640	828	812
2.	Banjara	8	5	3
3.	Bathudi	1	1	0
4.	Bedia	6,753	3,417	3,336
5.	Binjhia	15	7	8
6.	Birhor	2,049	1,039	1,010
7.	Birjia	6	1	5
8.	Chero	178	99	79
9.	Chik Baraik	85	44	41
10.	Gond	109	60	49
11.	Gorait	125	60	65
12.	Ho	146	80	66
13.	Karmali	7,209	3,697	3,512
14.	Kharia, Dhelki Kharia, Dudh Kharia, Hill Kharia	327	171	156
15.	Kharwar	2,321	1,171	1,150
16.	Khond	12	8	4
17.	Kisan, Nagesia	14	5	9
18.	Kora, Mudi -Kora	42	23	19
19.	Korwa	4	2	2
20.	Lohra	1,811	937	874
21.	Mahli	1,042	517	525
22.	Mal Paharia, Kumarbhag Paharia	93	47	46
23.	Munda, Patar	15,619	7,792	7,827
24.	Oraon, Dhangar (Oraon)	20,288	10,039	10,249
25.	Santal	59,838	29,737	30,101
26.	Sauria Paharia	4	0	4
27.	Savar	6	2	4
28.	Bhumij	247	119	128
29.	Kawar	7	1	6
30.	Kol	210	91	119

Source: Census of India, 2011

Table: 06

Block Wise Literacy of ST and SC in Latehar District

S.N.	Block	Total Population	SC				ST			
			Male	Female	Total	%	Male	Female	Total	%
1.	Latehar	1,17,514	33,221	21,907	55,128	57.92	26,060	36,326	62,386	42.08
2.	Latehar NAC	26,981	10,124	7,754	17,878	77.85	4,028	5,075	9,103	22.15
3.	Chandwa	1,06,653	30,119	20,443	50,562	58.47	24,049	32,042	56,091	41.53
4.	Balumath	89,012	25,189	16,906	42,095	58.22	20,124	26,793	46,917	41.78
5.	Manika	88,095	25,294	16,297	41,591	59.24	19,629	26,875	46,504	40.76
6.	Garu	30,274	8,474	5,335	13,809	57.60	6,753	9,712	16,465	42.40
7.	Barwadih	98,992	27,028	17,700	44,728	55.99	23,528	30,736	54,264	44.01
8.	Mahuadanr	74,732	24,929	18,776	43,705	69.62	12,986	18,041	31,027	30.38
9.	Bariyatu	60,095	15,991	10,191	26,182	54.49	14,368	19,545	33,913	45.51
10.	Herhanj	34,630	9,337	5,667	15,004	54.62	8,435	11,191	19,626	45.38
Total		7,26,978	2,09,706	1,40,976	3,50,682	59.51	1,59,960	2,16,336	3,76,296	40.49

Source: Census of India, 2011

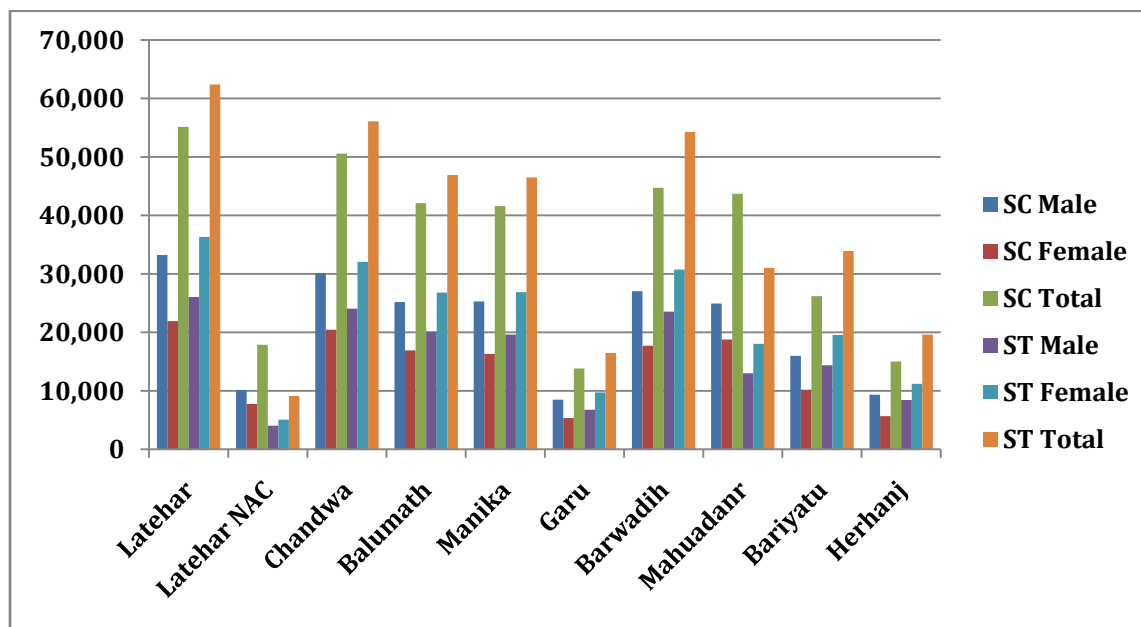


Figure 5: Block Wise Literacy of ST and SC in Latehar District



▪ ***Geographical factors affecting Disparities in Literacy and Educational Attainment***

From above discussion it is quite clear that there are significant spatial disparities in literacy among ST population in the study area in particular and Jharkhand in general. There are various geographical factors which responsible for this disparities. Some of the major factors for are as follows-

- 1. Inaccessible Terrain:** Many tribal communities in the study area as well as in Jharkhand reside in areas with difficult terrain, such as hilly regions and dense forests. The lack of proper roads and transportation infrastructure can hinder access to schools, making it challenging for students to commute regularly. Due to the district's remote location, attracting and retaining qualified teachers becomes a challenge, affecting the quality of education.
- 2. Distance to Schools:** It is the fact that higher distance of school from the residence lowers the rate educational development. Tribal villages in remote locations are far away from formal educational institutions. Long distances between villages and schools discourage regular attendance, especially for younger children who may find it physically taxing to travel daily. This one the main reason of high dropout ratio in girls in secondary and senior secondary level in school education.
- 3. Migration:** Due to unfavorable living conditions and a lack of employment opportunities at the local level, a huge number of Tribal populations migrate seasonally to other states, which causes a lower level of literacy as well as disparities.
- 4. Natural Calamities:** Jharkhand is susceptible to natural disasters like floods, cyclones, and droughts. Such calamities can disrupt schooling, damage educational infrastructure, and lead to interruptions in the educational process.
- 5. Lack of Education Infrastructure and other basic amenities:** Some tribal areas may lack proper educational infrastructure, including schools, classrooms, and other amenities required for a conducive learning environment.
- 6. Ecological Factors:** Tribal communities in Jharkhand often have close ties to the environment and depend on natural resources for their livelihoods. Seasonal changes,

agricultural practices, and local economic activities can influence the timing and regularity of school attendance.

- 7. Transport and Communication Facilities:** Limited transportation facilities in remote areas lead to difficulties in commuting to schools, resulting in dropouts and irregular attendance. In areas with diverse tribal languages and dialects, language barriers can be significant impediments to effective communication and learning in mainstream educational settings. Lack of reliable electricity and internet connectivity in remote tribal areas can limit access to modern educational tools and resources.
- 8. Socio- Cultural Factors:** Some tribal communities have distinct cultural practices and beliefs that may affect their attitudes toward formal education, leading to variations in educational aspirations and priorities.

Recommendations and Suggestions:

The various data discussed in this study that the literacy rate among the ST population in Latehar district is considerably lower in compared to total literacy of the Jharkhand. It is even lower in compare to the other districts and others communities of the same districts. Geographical factors, such as difficult terrain and limited access to educational facilities, play a crucial role in hindering educational opportunities for ST communities. Socio-economic factors, like poverty and lack of awareness, further exacerbate the educational disparities. Following recommendations and suggestions will be helpful in minimizing spatial disparities in literacy and development of educational attainment among tribal population of Jharkhand-

1. Development of General and Educational Infrastructure Facilities should primary concern of government efforts for improving access to education in especially tribal areas.
2. Provision of adequate Transportation Facilities and support will be another good initiative, especially for female students who drop out of school at the secondary or senior secondary level due to the higher distance of school from their residence. Reliable transportation options, such as buses or boarding facilities, can enhance school attendance rates.



3. Natural Calamities such as heavy rain, thundering, and lightening in the rainy season, heat waves during the summer, and cold waves and fog during the winter hinder the accessibility and attendance of children, which causes low literacy as well as educational level. It is often more effective in the case of tribal populations, as significant proportions of tribal populations reside in hilly areas near the forest.
4. Welfare and economic initiatives for the long-term sustainability of the communities need to be the most important concerns in policy interventions.
5. Training programs should be conducted for teachers to sensitize them to the needs of ST students and create a more inclusive learning environment.
6. Awareness campaigns should be conducted to address cultural barriers and promote the importance of education within ST communities.
7. Offering scholarships and incentives to ST students can encourage them to pursue education and overcome financial barriers.
8. Introducing digital learning initiatives can help bridge the educational gap and bring quality education to remote areas.

Conclusion

This geographical study sheds light on the significant disparities in literacy among the ST population in Latehar district, Jharkhand. The findings underscore the critical role of geographical factors in shaping educational opportunities for marginalized communities. Addressing these disparities requires a comprehensive approach, focusing on infrastructure development, teacher training, community awareness, and targeted support for ST students. By implementing the proposed recommendations, policymakers and stakeholders can work towards promoting equitable education opportunities and fostering a brighter future for the ST communities in the region.



References:

1. Census of India (2001). Office of the Registrar General & Census Commissioner, India.
2. Census of India 2011 - Jharkhand - Series 21 - Part XII A - District Census Handbook, Latehar, Directorate of Census Operations, Jharkhand, DH_2011_2014_PART_A_DCHB_LATEHAR, Pp. 15
3. Census of India 2011 - Jharkhand - Series 21 - Part XII A - District Census Handbook, Latehar, Directorate of Census Operations, Jharkhand, DH_2011_2014_PART_A_DCHB_LATEHAR, Pp. 15-16.
4. District Statistical Hand Book (DSHB) OF Latehar (2016) Directorate of Economics and Statistic, Government Of Jharkhand. Pp-12
5. Kumar, Anant (2008). Universal Primary Education among Tribals in Jharkhand: Issues and Challenges., Jharkhand Journal of Social Development, Ranchi, Vol. 1, No. 1, pp. 311–313.
6. Kundu, M. (1993). Tribal Education in India: Some Problems, in B. Chaudhuri (ed.) Education and Literacy programs. Mittal Publications, Delhi, 246–254.
7. Pailwar Veena K. & Vandana Mahajan (2005). Janshala in Jharkhand: An experiment with community involvement in education. International Education Journal, 6(3), pp. 373–385.
8. Raza, Moonis, Ahmad, A., and Nuna, S. C. (1990). Spatial pattern of tribal literacy in India. In Ashish Bose et al. (Eds.), Demography of Tribal Development, B. R. Publishing Corporation, New Delhi, pp. 273-296.
9. Raza, Moonis, and Ahmad, A. (1990). An Atlas of Tribal India. Concept Publishing House, New Delhi, pp. 1–497
10. Singh, K. S. (1992). The People of India: An Introduction, Vol. 01, An Anthropological Survey of India, Calcutta
11. Verma, Satish, and Gangaa, A., (2009). An empirical investigation into the relation between education and development among social groups in Punjab. Indian Journal of Regional Science, 41(2), pp. 96–102.