



Amitrakshar International Journal

of Interdisciplinary and Transdisciplinary Research (AIJITR)

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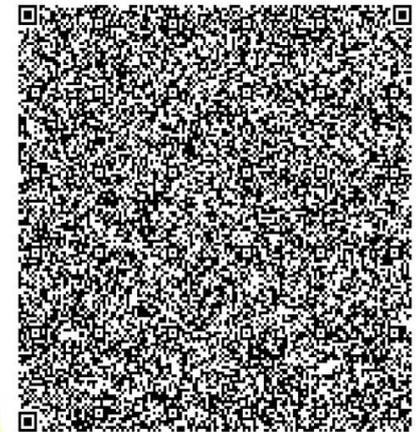
EFFECT OF SOCIO-ECONOMIC STATUS AND BARRIERS OF TRIBAL EDUCATIONS AT SECONDARY LEVEL IN DHANBAD DISTRICT

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Abstract

This research paper aims to investigate the multifaceted barriers hindering the educational attainment of tribal communities in the state of Jharkhand, India, with a particular focus on the influence of socio-economic factors. Despite significant strides in India's overall education landscape, tribal populations continue to face disproportionate challenges in accessing quality education. This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to comprehensively analyze the barriers faced by tribal students and their families. The research explores the socio-economic status of tribal communities in Jharkhand and its impact on their educational opportunities. It includes various dimensions of socio-economic status, such as income levels, access to resources, and employment patterns, and investigates how these factors intersect with educational outcomes. Additionally, this paper examines the role of cultural and geographic factors in shaping the education landscape for tribal communities in Jharkhand. The findings of this study reveal that socio-economic status significantly influences the educational trajectory of tribal students. Poverty, lack of access to educational resources, and limited employment opportunities are identified as major hindrances to educational attainment. Cultural factors, such as language barriers and a disconnect between the curriculum and tribal traditions, also contribute to these challenges. Moreover, the study identifies geographic remoteness and inadequate infrastructure as additional barriers that limit access to quality education. The paper concludes by discussing potential policy implications and recommendations for addressing these barriers. It emphasizes the importance of targeted interventions that consider the unique socio-economic and cultural context of tribal communities in Jharkhand. Initiatives aimed at improving infrastructure, enhancing teacher training, and promoting community engagement are suggested as potential strategies to bridge the educational gap and promote inclusive development in the region.

Keywords: Tribal Education, Socio-Economic Status, Barriers in Jharkhand, Cultural Factors, Policy Implications, Inclusive Development.



AIJITR - Volume - 2, Issue - VI, Nov-Dec 2025



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1.1 Introduction

Tribal communities in Jharkhand like their counterparts across India, have long been at the margins of society, grappling with myriad challenges that impede their access to quality education and, by extension, their prospects for socio-economic advancement. Despite significant progress in India's education sector, disparities persist, and tribal

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DOI Link (Crossref) Prefix: <https://doi.org/10.63431/AIJTR/2.VI.2025.1-10>

AIJITR, Volume 2, Issue –VI, November – December, 2025, PP.1-10

Received on 27th, November 2025 & Accepted on 29th, November, 2025, Published: 11th December, 2025



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populations continue to face disproportionately high barriers to educational attainment. This research paper aims to dissect and understand these multifaceted barriers, with a particular focus on the profound influence of socio-economic status, within the unique context of Jharkhand.

Jharkhand, with its diverse ethnic mosaic, is home to several tribal communities, each possessing its distinct cultural heritage, languages, and traditions. Yet, these communities share a common thread of educational disadvantage that hinders their social mobility and perpetuates cycles of poverty. Recognizing the need to address this issue comprehensively, this study embarks on a journey to unearth the root causes, consequences, and potential remedies for the educational disparities afflicting tribal populations in the state. Socio-economic status, a pivotal determinant of educational opportunities, is a complex interplay of income, access to resources, employment patterns, and overall economic well-being. In the context of tribal communities, this factor is particularly relevant, as they often find themselves trapped in a cycle of poverty, with limited access to the resources necessary for pursuing education. The influence of socio-economic status on educational outcomes cannot be underestimated, as it permeates every facet of a student's educational journey –from access to basic infrastructure to the quality of teaching and availability of learning resources. This research paper endeavours to explore and elucidate the socio-economic status of tribal communities in Bihar and the profound effect it has on their access to, participation in, and successful completion of formal education. By doing so, it seeks to provide a comprehensive understanding of the myriad barriers that hinder tribal education and to offer insights into potential strategies for overcoming these challenges.

1.2 Rationale of the Study

The tribal population of India (67.6 million) is larger than of any other country in the world. In fact, it is almost equal to the tribal population of nineteen countries with substantial tribal population. The tribal population of India is more than total population of France and Britain and four times that of Australia. If all the 2 tribals of India had lived in one state, it could have been the fifth most populous state after Uttar Pradesh, Bihar, West Bengal and Maharashtra. Despite constitutional protection and assurances, even after six and a half decades their status is found, to be lower than not only that of women in the general population and the Schedule Caste women, but is also lower than the status of tribal men. It is characterized by over-work invasion of sexually exploitative market forces in tribal society, illiteracy, sub-human physical living conditions, high fertility, high malnutrition and it is discussed here and early intervention for the tribal girl is emphasized in order to improve the status of the tribal women. The tribals in India constitute 8.80 percent the total population. The tribals live in forests and mountains somewhat isolated from the general population. Because of this have been called Girijan and Vanvasi there are four racial/ genetic group among the tribal population: the Negroid, the Proto australoid, the Mongoloid and the Caucasoid.

In Jharkhand, the tribals are affected so many social, economical, educational and political problems. Their education contributes significantly towards the education of the country and the quality improvement of the nation. It is seen that they contribute a little towards the national development due to their non involvement or less involvement in the process of development. Less involvement or no involvement on their part due to their ignorance. So in this circumstance, the investigator became curious to know what are those hurdles? How can they removed/minimized? what are the possible strategies? etc. So the problem to be investigated may be stated as "EFFECT OF SOCIO-ECONOMIC STATUS AND BARRIERS OF TRIBAL EDUCATIONS AT SECONDARY LEVEL IN DHANBAD DISTRICT"

1.3 Statement of the study

In order to find out the answers of above research questions, the problem of the present study is stated as follows:- "EFFECT OF SOCIO-ECONOMIC STATUS AND BARRIERS OF TRIBAL EDUCATIONS AT SECONDARY LEVEL IN DHANBAD DISTRICT"

1.4 Review of Related literatures

There are so many determinants. Socio-economic status is one among them. It measures education, income and Occupation of family members.

Sinha, S. (2019) studied on —Education of the tribal girls in Orissal that 97 % of the tribal girls and their parents do not have favourable attitude towards the education of girls. The descriptive study was conducted by interviewing a random sample of tribal girls between the aged 11 -14 years, their parents and teachers from various tribal villages of Orissa. The study reveals with major findings that lack of family support and prevailing negative attitude of parents towards the education of girls are the major constraints of education of girls in the tribal society. Elias, M.S. (2006)22 conducted a study on —Relationship between parent-child interaction and academic performance of the children. The sample comprised of 100 students and 100 parents. Fifty students each from class IV and V were selected from



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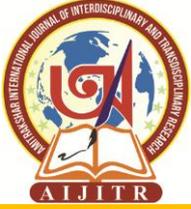
randomly chosen primary schools located in Rajshahi City, Bangladesh. The main findings of the study were: i) the students have been influenced by parent-child interaction, though the influence was not statistically significant, ii) the parental educational background and the nature of occupation do not make any difference in the magnitude of parent-child interaction and iii) the significant relationship exist between parent-child interaction and children's school performance.

Chattopadhyay, A. and Durdhawale, V. (2019) conducted a study on —Primary Schooling in a Tribal district of Maharashtra: Some Policy Relevancel. The main objectives of the study are to assess the situation of non-attendance of schools among tribal children aged 6 to 12 years as reported by their parents and the reasons behind such non attendance and to understand the quality of schools of the selected villages. It also examines the gender difference in schooling. The sample constituted parents (father or mother) of tribal children in the age range 6 to 12 years selected from the households of Khadki and Toranmal villages of Nandurbar district, Maharashtra. The total number of households selected was 183 and total number of children (6 to 12 years) residing in that 183 households were 245. The study utilized both primary and secondary data collected by using both qualitative and quantitative tools. The finding of the study were: i) need to improve infrastructural provisions, ii) need to introduce the tribal languages for basic education, iii) provision of personnel for clerical works and proper maintenance of records that reflects the reality of primary schooling, iv) economic uncertainty and financial hardship are the contributing factors for the age-old disinterest in education among the tribes. Thus increasing the sources of income is the only way to encourage willing participation in basic education.

Debi, S. & Mahesh, E. (2019) examines in their study on —Development of Education of Scheduled Tribes in Odisha : The Role of PESA Act regarding the educational status of tribals in Orissa and also makes an attempt to study the role of The Panchayats Extension to Scheduled Areas (PESA) Act, 1996 in the development of education of the tribals. The study analyses the results using (i) Sopher's disparity Index, (ii) Co-efficient of Equality and (ii) Gender parity index. The analysis of the results mainly focuses two groups of districts i.e. (i) Scheduled districts (more than 50 % tribal population) and (ii) Non-Scheduled districts (Less than 50 % tribal Population). The main findings of the study are (a) the literacy rate of male, female and total population of scheduled tribes in the scheduled districts is lower than the non scheduled districts with an exception to one of the scheduled districts (Sundergarh). The tribal female literacy rate was found to be as low as 7.5 percent in Malkangiri district (scheduled district), which is really a matter of serious concern, (b) about 27 percent of the habitations with predominantly scheduled tribes population did not have a primary school within a radius of one kilometre, (c) the gender parity index indicates that it is the lowest in the Scheduled Districts and highest in non-scheduled districts. The survival rate (47 percent) of ST children is found to be the lowest when they reach class-V while the same is 65 percent among others, (d) the percentage of tribal teachers is only 8.4 percent in the state and only 16 percent in tribal dominate areas, which are considered to be below the prescribed norm and (e) the PESA Act of 1996 after more than a decade does not seem to empower the tribals to realise their basic rights particularly in respect of education, health etc.

Mukherjee, A. (2019) made a study on —Tribal Education in India: An Examination of Cultural Imposition and Inequality to explore the cultural dissonance promoted in Indian tribal students by participation in the mainstream Indian educational system and the changes this has brought to their lives. The study used a non-experimental, cross-sectional research design with the main tools of data collection being observation and personal interviews. The study was conducted on the Santal, Birhor, Kharia and Lodha tribes located in Bankura, Birbhum, Puruliya, and Paschim Medinipur districts of the state of West Bengal in India. Personal interviews were conducted with tribal students, graduates, parents, teachers, and principals of tribal schools. The major findings of the study were: i) the modern education system makes little attempt to address cultural specificities in designing education policies for tribal students which results in the development of a negative self-image. Moreover, ii) the achieving success in the education system involves subsidiary costs like private tuition which represents an obstacle for poverty stricken tribal families and iii) the problem is further complicated due to the unempathetic attitudes and beliefs of teachers and the ill-conceived developmental policies designed by educational planners that fail to incorporate curricular elements compatible with tribal culture.

Swamy, R.N. (2020) conducted a study on —Experiments in rural transformation through educating the tribal community in Wynadl . The contrast in educational achievements for the general and STs is crucial in assessing their respective development experiences and reform programmes. Decentralization of educational management is an aspect that needs special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management.



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The major findings of the study were: i) the present education system for adivasis has failed to meet the educational needs of adivasis, ii) shortages of trained teachers, reading materials, poor infrastructure facilities etc are the prime causes behind this and iii) the educational system must suit with the rural and agricultural base- towards a knowledge skills-based economy.

Rajam, V. and Malarvizhi, V. (2021) conducted a study on —A study on educational status of tribal children in the Nilgiris district as (a) to study the formal level of education and achievement among the Tribal group, (b) to study the parental objective in educating the children, (c) to find out the reasons for taking education, (d) to find out the knowledge about the reservation of seats for Scheduled Caste and financial aid for children and (e) to assess the difficulties faced by them. The study made use of sample of 600 girls in the Nilgiris selected by adopting purposive random sampling technique. The major findings of the study were: i) the given opportunities for education were not utilized fully, though the educational opportunities are adequate for tribal students in Nilgiris; they were, sometimes, opposed by their own caste people, which resulted in conflicts, problems and tensions and ii) the massive community programme could be taken with a view to change the aspiration levels of the disadvantaged children and a crèche attached to the school may lighten the domestic burden of school girls.

1.5 Objectives of the study:-

Objectives of the study were as follows.

- Investigating the socio-economic status of tribal communities in Dhanbad district in Jharkhand.
- Analyzing how socio-economic factors influence educational opportunities and outcomes among tribal students.
- Examining the intersection of cultural and geographic factors with socio-economic status in shaping the educational landscape for tribal communities.
- Identifying key barriers hindering tribal education and their implications for inclusive development in Dhanbad district in Jharkhand.

1.6 Research Questions of the study:-

The Research Questions of the present study are stated as follows:-

1. Are there any differences of socio-economic status of tribal communities in Dhanbad district in Jharkhand.?
2. How socio-economic factors influence educational opportunities and outcomes among tribal students.
3. How the intersection of cultural and geographic factors with socio-economic status in shaping the educational landscape for tribal communities.
4. Are there any key barriers hindering tribal education and their implications for inclusive development in Dhanbad district in Jharkhand.?

1.7 Delimitation of the study

- The present study has been limited in the following manner:
- The study is limited to two major variables i.e. Socio- Economic Status and Barriers of Tribal Educations.
- The study is limited on class X secondary school tribal students of Govt. and Non Govt. studying under Board of Secondary Education, Jharkhand.
- The study is delimited to only Dhanbad district in Jharkhand.?
- The study is delimited to scheduled tribe students (class X) belonging to three specific tribes i.e. Bhutia, Bhumij and Baiga.

1.9 Research Method

The qualitative research methodology for the present study employ a multi-faceted approach. Purposive sampling was used to select a diverse range of participants, including tribal students, parents, teachers, community leaders, government officials, and NGO representatives. Data collection was comprised semi-structured in-depth interviews and focus group discussions to capture participants' perspectives on barriers to tribal education. Participant observation was complemented these methods by providing contextual insights. Thematic analysis was used to systematically code and interpret the collected data, identifying recurring themes and patterns related to socio-economic factors and their impact on educational barriers. Ethical considerations, including informed consent and data privacy was rigorously upheld throughout the study. The research timeline was included Dhanbad distinct for data collection, analysis, and reporting, ultimately culminating in a comprehensive research report that offers insights into the intricate relationship between socio-economic status and tribal education challenges in Dhanbad district in Jharkhand.

1.10 Population and Sample



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All the tribal students studying in class IX under the Board of Secondary Education, Jharkhand of Dhanbad district from the population of the present study. The investigator has collected the data of 100 tribal students (50 boys and 50 girls) randomly, out of these selected schools, which are treated as the sample of the present study. Further, the same 100 sample students belong to three specific tribes i.e., Bhutia, Bhumij and Baiga consisting 50 from each category. Again each 100 tribal students of specific category 50 are boys and 50 are girls.

1.11 Tools and Techniques Used

The investigator has used the following tools in the present study: Revised form of Kuppaswamy Socio-Economic Status scale revised by researcher in Hindi version. And Annual result of class IX level as Academic Achievement Score. The total achievement scores (that is the aggregate of all the subjects) were recorded from students' previous year's (class IX) annual examination results collected from the mark register of the school. The percentage of the total achievement score was calculated as the index of the academic achievement, which is used for analysis and interpretation of data.

1.12 Analysis and Interpretation of Data.

Investigating the socio-economic status of tribal communities in Jharkhand:

The socio-economic status of tribal communities in Jharkhand is marked by a complex interplay of various factors, which significantly impact their overall well-being and development. Here is an overview of the socio-economic status of tribal communities in the state:

1. Income and Livelihoods:

☐ **Low Income:** A significant proportion of tribal households in Jharkhand earn low incomes, often below the poverty line. Their primary sources of livelihood are agriculture, wage labour in farms or construction, and traditional handicrafts.

☐ **Land Ownership:** Landlessness or limited landholdings are common among tribal communities. Landlessness can lead to economic vulnerability and food insecurity.

2 Education and Literacy:

☐ **Low Literacy Rates:** Literacy rates among tribal populations tend to be lower compared to the general population. Limited access to quality education, school dropout rates, and language barriers contribute to this disparity.

☐ **Limited Educational Infrastructure:** Many tribal areas lack adequate educational infrastructure, including schools with trained teachers and access to learning materials.

3 Healthcare:

☐ **Limited Access to Healthcare:** Tribal communities often face challenges in accessing healthcare services due to geographic remoteness and inadequate healthcare facilities. High maternal and infant mortality rates are common in these areas.

☐ **Malnutrition:** Malnutrition, particularly among children and women, is a prevalent issue in tribal communities.

4. Employment Patterns:

☐ **Informal Labor:** A significant portion of tribal individuals engages in informal labor, which often lacks job security and fair wages.

☐ **Migration:** Seasonal migration for labour is common among tribal populations, which can disrupt family structures and access to education.

5. Social Exclusion and Discrimination:

☐ **Marginalization:** Tribal communities in Bihar often face social exclusion and discrimination, which can limit their access to education, employment, and public services.

☐ **Cultural Disparities:** Cultural differences, language barriers, and a disconnect between the tribal way of life and mainstream society can exacerbate their marginalization.

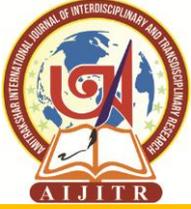
6. Access to Financial Services:

☐ **Limited Access to Banking:** Many tribal areas lack access to formal banking and financial services, which hinders their ability to save, invest, and access credit.

7 Government Welfare Programs:

☐ **Welfare Initiatives:** The government of Bihar has initiated various welfare programs for tribal development, including land distribution, education incentives, and healthcare schemes. However, the reach and effectiveness of these programs can vary.

8 Cultural Practices and Traditions:



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□ **Impact on Livelihoods:** Traditional customs and practices can shape the economic activities and livelihood choices of tribal communities. These practices often tie them to their land and cultural heritage.

9. Land Rights:

□ **Land Disputes:** Land rights issues and disputes are prevalent in tribal areas. Ensuring secure land tenure is crucial for their economic stability.

Understanding and addressing the socio-economic status of tribal communities in Bihar requires a multi-dimensional approach that tackles issues related to income generation, education, healthcare, and social inclusion. Targeted policies, investments in education and healthcare infrastructure, land reform, and efforts to preserve and respect tribal cultures and traditions can contribute to improving the socio-economic status of these marginalized communities.

Analyzing how socio-economic factors influence educational opportunities and outcomes among tribal students:

Analyzing how socio-economic factors influence educational opportunities and outcomes among tribal students is crucial for understanding the barriers they face in accessing quality education and achieving academic success. Here's a detailed breakdown of this aspect:

□ **Access to Educational Resources:**

□ **Financial Constraints:** Low family income often results in limited resources for purchasing books, uniforms, and other educational materials. This financial strain can hinder a child's ability to participate fully in the educational process.

□ **Transportation:** Socio-economic status can affect access to transportation, making it difficult for students in remote tribal areas to reach schools, particularly during adverse weather conditions.

1 Quality of Schools:

□ **Infrastructure:** Schools in tribal areas may lack proper infrastructure, including classrooms, libraries, and laboratories. Socio-economic disparities can impact a student's ability to attend schools with better facilities.

□ **Teacher Quality:** Schools in tribal regions may have a shortage of qualified teachers. Socio-economic factors can limit the choice of schools, affecting the quality of education received.

2. Educational Support:

□ **Parental Involvement:** Socio-economic status can influence parental involvement in a child's education. Parents with lower incomes may have less time to engage in their child's learning, attend parent-teacher meetings, or provide academic support at home.

□ **Tutoring and Extracurricular Activities:** Affordability of tutoring or participation in extracurricular activities can be constrained by socio-economic factors, affecting a student's overall learning experience.

3. Nutrition and Health:

□ **Malnutrition:** Limited access to nutritious food due to economic constraints can result in malnutrition, which can affect a child's cognitive development and ability to concentrate in school.

□ **Healthcare:** Socio-economic factors can impact access to healthcare, and untreated health issues can lead to frequent absenteeism, affecting a student's educational progress.

4. Peer Influence:

□ **Peer Pressure:** Socio-economic disparities among students can create social dynamics that affect educational outcomes. Students from lower socio-economic backgrounds may face peer pressure that discourages academic achievement.

5. Motivation and Aspirations:

□ **Role Models:** Higher socio-economic status can provide access to role models and mentors who inspire students to pursue education as a means of future advancement.

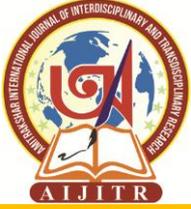
□ **Ambitions:** Socio-economic factors can shape a student's ambitions and expectations regarding their educational and career paths.

6. Language and Cultural Barriers:

□ **Language of Instruction:** Socio-economic status can influence a student's proficiency in the language of instruction. Language barriers can hinder comprehension and communication in the classroom.

7. Financial Aid and Scholarships:

□ **Access to Scholarships:** Higher socio-economic status may provide easier access to scholarships and financial aid opportunities, which can facilitate higher education. Understanding these nuanced ways in which socio-economic factors intersect with educational opportunities and outcomes among tribal students is essential for devising targeted



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interventions and policies that can mitigate these barriers. It also underscores the importance of addressing broader socio-economic disparities in society to promote equitable educational access and outcomes for all students, regardless of their socio-economic background.

The intersection of cultural and geographic factors with socio-economic status in shaping the educational landscape for tribal communities:

The intersection of cultural, geographic, and socio-economic factors plays a critical role in shaping the educational landscape for tribal communities in Bihar. This complex interplay influences access to education, educational outcomes, and the overall educational experience for tribal students. Here's an analysis of how these factors intersect:

1. Language and Cultural Barriers:

□ **Cultural Diversity:** Bihar is home to diverse tribal communities, each with its distinct languages, traditions, and cultural practices. Language barriers often exist between the tribal languages and the language of instruction in schools. This can hinder communication and comprehension, particularly for students from economically disadvantaged backgrounds who may not have access to language support.

□ **Curriculum Relevance:** The curriculum used in mainstream schools may not adequately reflect the cultural heritage and knowledge systems of tribal communities. This lack of cultural relevance can affect the engagement and interest of tribal students in their studies.

2. Geographic Isolation:

□ **Remote Locations:** Many tribal communities in Bihar inhabit remote and hilly regions, often far from urban centres. Geographic isolation poses challenges for access to schools, transportation, and educational infrastructure. Socio-economic disparities can exacerbate these challenges, as families with limited resources may struggle to send their children to distant schools.

□ **Infrastructure Gaps:** Geographic isolation can result in inadequate school infrastructure, including poorly maintained roads and buildings. This, in turn, can affect the quality of education available to tribal students.

3. Cultural Traditions and Livelihoods:

□ **Traditional Livelihoods:** Many tribal communities in West Bengal rely on traditional livelihoods like agriculture, hunting, and gathering. Socio-economic constraints can limit their ability to invest time and resources in education, as children may be expected to contribute to these livelihoods from an early age.

□ **Cultural Practices:** Cultural practices and rituals can influence school attendance. For example, seasonal festivals or ceremonies may coincide with the academic calendar, leading to increased absenteeism.

4. Community Support:

□ **Community Involvement:** The level of community support and involvement in education can vary based on cultural norms and socio-economic factors. Communities with higher socio-economic status may have more resources to invest in local schools and support educational initiatives.

□ **Role of Elders:** Cultural traditions and the role of elders within tribal communities can impact educational decision-making. The influence of elders and community leaders can be a determining factor in whether students are encouraged to pursue education or not.

5. Access to Government Programs:

□ **Government Initiatives:** Government programs and policies designed to benefit tribal communities may not effectively reach all segments of the population due to geographic remoteness or cultural differences. Socio-economic factors can determine how well tribal communities can access and utilize these programs.

Understanding the intricate web of cultural, geographic, and socio-economic factors is essential for crafting effective policies and interventions that address the unique challenges faced by tribal communities in Jharkhand. Educational initiatives that respect cultural diversity, improve infrastructure, provide language support, and engage local communities can help bridge these intersections and promote equitable educational opportunities for tribal students, regardless of their socio-economic status.

Identifying key barriers hindering tribal education and their implications for inclusive development in Bihar:

Identifying key barriers hindering tribal education in West Bengal is essential for devising strategies that can lead to inclusive development for these marginalized communities. These barriers have far-reaching implications for the socio-economic well-being, empowerment, and overall development of tribal populations. Here are the key barriers and their implications:

1. Limited Access to Quality Education:



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□ **Barriers:** Geographic remoteness, inadequate infrastructure, and a shortage of trained teachers result in limited access to quality education for tribal students.

□ **Implications:** Limited access perpetuates educational disparities, hindering the acquisition of knowledge and skills necessary for future employment and socio-economic advancement.

2. Socio-economic Disparities:

□ **Barriers:** Low family income, lack of access to basic amenities, and limited employment opportunities contribute to economic vulnerability among tribal communities.

□ **Implications:** Socio-economic disparities inhibit access to educational resources, nutrition, and healthcare, affecting both school attendance and the ability to make the most of education.

3. Cultural and Linguistic Barriers:

□ **Barriers:** Language differences, a lack of cultural relevance in the curriculum, and a disconnect between tribal traditions and mainstream education hinder engagement and learning.

□ **Implications:** These barriers can result in reduced interest in education, lower retention rates, and a diminished sense of cultural identity and pride among tribal students.

4. Health Challenges:

□ **Barriers:** Limited access to healthcare services, high rates of malnutrition, and prevalent health issues affect the overall health and well-being of tribal students.

□ **Implications:** Poor health can lead to absenteeism, reduced learning capacity, and long-term health consequences, further hindering their development prospects.

5. Lack of Awareness and Support:

□ **Barriers:** Lack of awareness about the importance of education and limited parental involvement in their child's education are common challenges.

□ **Implications:** These factors can result in low motivation, higher dropout rates, and a lack of support for educational pursuits among tribal students.

6. Social Exclusion and Discrimination:

□ **Barriers:** Social exclusion, discrimination, and stereotyping can affect self-esteem and self-efficacy among tribal students.

□ **Implications:** These barriers can lead to psychological stress, lower educational aspirations, and reduced participation in social and economic opportunities.

7 Land and Resource Rights:

□ **Barriers:** Landlessness and insecure land tenure can force families to prioritize immediate survival over education.

□ **Implications:** Without secure land rights, tribal communities may remain trapped in poverty, unable to invest in education or other development initiatives.

8. Inadequate Policy Implementation:

□ **Barriers:** Gaps in the implementation of government policies and programs meant to benefit tribal communities can limit their impact.

□ **Implications:** Failure to effectively address these barriers can perpetuate educational inequalities and hinder inclusive development.

Addressing these key barriers requires a multi-faceted approach, including investments in education infrastructure, healthcare, livelihood opportunities, and the protection of land and resource rights. It also necessitates culturally sensitive and community-engaged educational initiatives that empower tribal communities to actively participate in their own development. By removing these barriers, Bihar can work towards ensuring that tribal communities have equitable access to education and the means to achieve inclusive development, ultimately improving their quality of life and socio-economic status.

Findings of the research paper

The key findings of the research paper and provide insights into the state of tribal education in Jharkhand.

□ **Low Socio-Economic Status Hinders Access to Education:** Findings show a strong correlation between low family income and limited access to education. Poverty often leads to financial constraints, affecting the ability of tribal families to send their children to school and provide necessary educational resources.

□ **Inadequate Infrastructure and Resources in Tribal Areas:** The research highlights the lack of proper infrastructure, including schools, classrooms, libraries, and teaching materials, in many tribal areas. This lack of resources hampers the quality of education available to tribal students.



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- **Geographic Isolation Creates Barriers:** Geographic remoteness and challenging terrain in tribal regions contribute to difficulties in accessing schools. Poor road connectivity and limited transportation options make it particularly challenging for students in remote areas to attend school regularly.
- **Language and Cultural Barriers Impact Learning:** Language barriers between tribal languages and the language of instruction in schools hinder effective communication and comprehension. Additionally, the curriculum's limited cultural relevance often leads to disinterest and disengagement among tribal students.
- **Health Issues Affect Educational Progress:** High rates of malnutrition and limited access to healthcare services in tribal community's lead to health issues that result in frequent absenteeism and hinder students' ability to concentrate and perform well in school.
- **Limited Parental Involvement in Education:** Findings indicate that low parental involvement in their children's education, often due to socio-economic constraints and lack of awareness about the importance of education, negatively impacts students' motivation and academic performance.
- **Social Exclusion and Discrimination Persist:** Social exclusion, discrimination, and stereotypes continue to be prevalent issues faced by tribal students. These factors can affect their self-esteem and sense of belonging, hindering their educational aspirations.
- **Land and Resource Rights Influence Priorities:** Insecure land tenure and landlessness force some tribal families to prioritize immediate survival over education. Without secure land and resource rights, many tribal communities remain trapped in poverty.
- **Government Initiatives Face Implementation Challenges:** While government initiatives for tribal development exist, the research finds gaps in their effective implementation, limiting their impact on improving educational opportunities and outcomes for tribal communities.

Conclusion

In conclusion, this research paper has unveiled the intricate web of challenges that confront tribal education in Jharkhand, with a particular emphasis on the profound influence of socio-economic factors. Our investigation has illuminated how socio-economic status, in conjunction with cultural and geographic realities, significantly impedes the educational opportunities and outcomes of tribal students. The findings underscore the urgency of addressing these barriers comprehensively to foster inclusive development. Initiatives aimed at improving infrastructure, ensuring language and cultural relevance in the curriculum, enhancing healthcare access, and tackling social exclusion and discrimination are imperative. Moreover, securing land and resource rights for tribal communities and strengthening the implementation of government initiatives are critical steps toward breaking the cycle of educational disadvantage. Ultimately, this research advocates for a holistic approach that empowers tribal communities to actively participate in their own development, ensuring that every tribal child in Bihar has an equal opportunity to access quality education and achieve socio-economic advancement.

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