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Educational Access, School Participation and Learning Opportunities among the Kora Tribal Community in Bankura District, West Bengal: An Empirical Study

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Abstract

Education plays a significant role in promoting social equality, human development and the empowerment of disadvantaged communities (UNESCO, 2020). Despite various constitutional safeguards and educational initiatives, tribal communities continue to experience educational challenges associated with socio-economic inequalities, geographical conditions, parental educational backgrounds and institutional limitations (Ministry of Tribal Affairs, 2023). The Kora tribal community of West Bengal provides an important context for understanding the relationship between community characteristics and educational participation. The present study aims to examine educational access, school participation and learning opportunities among the Kora tribal community in Bankura district, West Bengal. It specifically focuses on school enrolment, attendance, retention, dropout tendencies, gender-based differences, parental awareness, availability of educational infrastructure and access to learning resources. The study proposes a mixed-method research approach, combining quantitative and qualitative methods to develop a comprehensive understanding of the educational experiences of the community. Primary data are to be collected through structured questionnaires, interviews and field observations involving Kora students, parents and teachers, while secondary information will be gathered from Census reports, government publications and relevant educational documents. The study also considers the significance of inclusive education, mother-tongue-sensitive teaching practices, cultural responsiveness and community participation in strengthening educational opportunities (Ministry of Education, 2020; UNESCO, 2020). Particular attention is given to understanding the socio-cultural and institutional factors that influence children's access to schooling and their continued participation in the educational process. The study is expected to identify major educational barriers and provide context-specific recommendations for improving school participation, learning support and educational equity among the Kora tribal community in Bankura district.

Keywords

Kora Tribal Community; Tribal Education; Educational Access; School Participation; Learning Opportunities; Educational Equity; Inclusive Schooling; School Enrolment;

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Educational Retention; Gender and Education; Socio-Cultural Factors; Mother-Tongue-Based Education; Bankura District; West Bengal.

Introduction

Education is a fundamental instrument for social transformation, human development and the empowerment of disadvantaged communities (UNESCO, 2020). Despite constitutional safeguards and various educational initiatives, tribal communities continue to encounter challenges relating to educational accessibility, socio-economic inequalities, geographical conditions and institutional support (Ministry of Tribal Affairs, 2023). The Kora community, recognised as a Scheduled Tribe in West Bengal, represents an important population for investigating educational participation and opportunities in the state's tribal regions. Census of India (2011) provides community-specific information on educational attainment and participation, offering a useful statistical foundation for studying tribal education. Bankura district provides a relevant geographical context for examining the educational circumstances of tribal communities. The present study focuses on Hirbandh and Chhatna CD Blocks, representing two selected administrative areas of the district. The study examines school enrolment, attendance, educational continuation, dropout tendencies, parental awareness, gender differences and access to learning resources among the Kora community. It also considers the influence of socio-economic circumstances, cultural experiences and institutional facilities on children's educational participation. The National Education Policy (Ministry of Education, 2020) emphasises equitable and inclusive educational opportunities, particularly for Socio-Economically Disadvantaged Groups. Therefore, understanding the educational experiences of Kora children is important for developing locally appropriate and culturally responsive educational interventions.

Rationale of the Study

The rationale for the present investigation emerges from the need to understand the educational experiences of the Kora tribal community beyond general descriptions of literacy and socio-economic conditions. Although Goswami and Tattwasarananda (2019) conducted an ethnographic study of Kora education in Bankura and Purulia, including Hirbandh and Chhatna, their research primarily documented community traditions and educational status. More recently, Biswas (2025) reviewed the socio-economic and educational conditions of the Kora community using secondary qualitative information, highlighting issues relating to poverty, migration, gender inequality and educational facilities. However, there remains scope for a focused empirical investigation of children's actual school participation, continuity of education, learning opportunities and experiences within selected Kora-inhabited villages. The present study therefore proposes to examine both household-level and school-level factors influencing educational development in Hirbandh and Chhatna CD Blocks. Particular attention will be given to parental educational awareness, economic circumstances, gender differences, school infrastructure, availability of teachers, learning resources and government educational support. The study also seeks to understand the relationship between community participation and children's educational experiences. The National Education Policy (Ministry of Education, 2020) emphasises equitable access, inclusion and educational support for disadvantaged groups, making such a community-specific investigation particularly relevant. The findings are

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expected to contribute to the formulation of practical and culturally responsive strategies for improving educational participation and learning opportunities among Kora children.

Statement of the Problem

Despite various educational policies and welfare initiatives, ensuring equitable and meaningful school education for children belonging to tribal communities remains an important educational challenge (Ministry of Education, 2020). The Kora community in Bankura district faces a range of contextual circumstances that require systematic educational investigation. Previous research has addressed the general educational status and socio-economic conditions of the community (Goswami & Tattwasarananda, 2019; Biswas, 2025), but further empirical examination is necessary to understand the present conditions of school access, participation, retention and learning opportunities at the local level. The central problem of the present study concerns the extent to which Kora children in the selected villages of Hirbandh and Chhatna CD Blocks are able to access school education, participate regularly in classroom activities and continue their educational journey. It also investigates how household income, parental awareness, social and cultural circumstances, gender, geographical accessibility and institutional facilities influence their educational experiences. Furthermore, the study examines the availability of learning resources, community involvement and the effectiveness of educational support mechanisms. Therefore, the research problem is formulated as follows:"To what extent do socio-economic, cultural, geographical and institutional factors influence educational access, school participation and learning opportunities among the Kora tribal community in Hirbandh and Chhatna Community Development Blocks of Bankura district, West Bengal?"

Research Objectives

1. To examine the extent of educational access and school enrolment among children belonging to the Kora tribal community in Hirbandh and Chhatna CD Blocks of Bankura district.

2. To assess the level of school participation, regular attendance, retention and dropout among Kora tribal children at different stages of school education.

3. To investigate the influence of socio-economic and family-related factors, including parental education, occupation, household income and family circumstances, on the educational participation of Kora tribal children.

4. To examine gender-based differences in educational access, school participation and learning opportunities among boys and girls belonging to the Kora tribal community.

5. To compare educational access, school participation and learning opportunities between Hirbandh and Chhatna CD Blocks and identify the major geographical, institutional and educational barriers affecting the community.

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Research Hypotheses

The following null hypotheses (H_0) correspond directly to the five research objectives.

H_{01}: There is no statistically significant difference in the level of educational access and school enrolment among Kora tribal children in Hirbandh and Chhatna CD Blocks.

H_{02}: There is no statistically significant relationship between socio-economic and family-related factors and the school participation, attendance, retention and dropout of Kora tribal children.

H_{03}: There is no statistically significant association between parental educational status and the educational participation of Kora tribal children.

H_{04}: There is no statistically significant gender-based difference in educational access, school participation and learning opportunities among Kora tribal children.

H_{05}: There is no statistically significant difference between Hirbandh and Chhatna CD Blocks in terms of educational access, school participation and learning opportunities among the Kora tribal community.

Review of Related Literature

The review of related literature provides the theoretical and empirical foundation for examining educational access, school participation and learning opportunities among the Kora tribal community. It is important to consider previous research on Kora education, tribal educational development, educational inclusion and government policy. The following table presents selected studies and policy documents, their major contributions, relevance to the present research and the research gaps identified.

Review of Related Literature and Identification of Research Gaps

Sl. No.	Author(s) and year	Focus of the study/document	Major findings and contributions	Research gap and relevance to the present study
1	Goswami and Tattwasarananda (2019)	Kora Community and Their Education in West Bengal: An Ethnographic Study	Examined the educational condition of the Kora community in Bankura and Purulia districts through an ethnographic approach. The study included field-based information	This is a directly relevant earlier study and establishes that the two blocks have already received research attention. The present study can extend its scope through a more systematic investigation of children's school enrolment, attendance,

			from Hirbandh and Chhatna blocks of Bankura.	retention, gender differences and learning opportunities using updated primary data. journalijar.com+1
2	Thamminaina, Kanungo, and Mohanty (2020)	Barriers, Opportunities, and Enablers to Educate Girls from Particularly Vulnerable Tribal Groups (PVTGs): A Systematic Review of Literature	Identified barriers to tribal girls' education, including poverty, inadequate infrastructure, language difficulties, limited parental engagement and lack of female teachers.	The review focuses on PVTGs broadly rather than the specific educational experiences of Kora children in Hirbandh and Chhatna. The present study will examine gender-related educational inequalities in the selected Kora communities. ScienceDirect
3	Murthy and Ramchand (2020)	Elementary Education in India: A Review of Research	Reviewed research on access, enrolment, retention, dropout, teaching-learning processes, learning achievement, teacher availability, infrastructure and community participation.	The review covers elementary education across India but does not provide a block-level empirical analysis of the Kora community in Bankura. The present study will connect access and participation with the actual learning opportunities available to Kora children. INDIAN EDUCATIONAL REVIEW
4	Ministry of Education, Government of India (2020)	National Education Policy 2020	Emphasises equitable and inclusive education, reduction of educational disparities, support for socio-economically disadvantaged groups and attention to the	The policy provides a framework for inclusion but does not itself establish how far these provisions are experienced by Kora families at the local level. The present study will examine educational access, participation and

			educational needs of tribal children.	institutional support in the selected blocks. Planipolis
5	Sucharita (2023)	Tribal Education in India: Reviewing the Progress and the Way Forward	Critically reviews educational interventions, participation trends and learning outcomes among tribal communities. It highlights the need for educational policies and practices that respond to tribal socio-cultural contexts.	The article provides a broad policy-oriented understanding of tribal education. Further community-specific and geographically focused field research is needed to understand the educational experiences of Kora children in Bankura. V. Sucharita, 2025+1
6	Biswas (2025)	Socio-Economic and Educational Conditions of the Kora Tribe: A Qualitative Review	Examines secondary qualitative information about the Kora community in Bankura and Purulia. It identifies poverty, low parental educational awareness, early marriage, inadequate school facilities, teacher-related difficulties and seasonal migration as factors affecting education.	Since the study primarily relies on secondary qualitative information, further primary field investigation is required to measure the current extent of these barriers and compare educational participation between Hirbandh and Chhatna.
7	UNESCO (2025/2026 publication)	Bhasha Matters: State of the Education Report for India 2025—Mother Tongue and Multilingual Education	Discusses the importance of mother-tongue-based multilingual education and culturally responsive teaching for tribal and minority children. It highlights language	The report offers a national perspective on language and inclusion. The present study can investigate whether language of instruction, classroom communication and culturally relevant learning materials

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			as an important factor in educational inclusion and meaningful learning.	influence educational participation among Kora children in the selected blocks.

Major Research Gaps Identified from the Literature

Dimensions	**Existing research position**	**Identified research gap**	**Proposed contribution of the present study**
Geographical coverage	Previous research by Goswami and Tattwasarananda (2019) covered both Hirbandh and Chhatna.	Limited updated comparative evidence on the present educational situation of Kora children in these two blocks.	Conduct a comparative field-based investigation in both CD Blocks.
Educational access	Earlier studies have discussed the general educational status of the Kora community.	More detailed evidence is required regarding school accessibility, enrolment and continuation at different educational stages.	Examine access, enrolment and continuation in school education.
School participation	Existing literature identifies attendance and dropout as concerns among tribal children.	The relationship between household circumstances and children's regular school participation requires further investigation.	Study attendance, retention, irregular participation and dropout-related factors.
Gender inequality	Research on tribal girls highlights gender-based barriers and socio-cultural constraints.	Kora-specific evidence comparing boys' and girls' educational experiences in the selected blocks is limited.	Analyse gender differences in access, participation and learning opportunities.
Socio-economic conditions	Previous studies identify poverty, parental education, occupation and seasonal migration as relevant factors.	Their specific relationships with educational participation among Kora children need updated primary-data analysis.	Investigate household income, parental education, occupation and family circumstances.
Learning opportunities	Policy and review literature emphasises inclusive education,	Limited local-level evidence explains children's access to	Examine school facilities, teaching-learning resources,

	language and culturally responsive teaching.	learning resources, classroom support and meaningful learning experiences.	teacher support and language-related experiences.
Methodological approach	Earlier Kora-focused research has used ethnographic and secondary qualitative approaches.	Further scope exists for combining quantitative measurement with qualitative accounts of children, parents and teachers.	Adopt a mixed-method research design using primary field data and documentary evidence.

Critical Analysis and Synthesis of the Literature

The reviewed literature indicates that educational inequality among tribal communities is influenced by a combination of socio-economic, geographical, cultural and institutional factors. Goswami and Tattwasarananda (2019) provide an important foundation for the present research because their ethnographic investigation specifically included the Kora community in Hirbandh and Chhatna blocks. Their study examined educational status and provided field-based information, making it necessary for the present researcher to extend rather than repeat their work. Thamminaina et al. (2020) demonstrate that tribal girls may experience multiple educational disadvantages associated with poverty, gender norms, inadequate infrastructure, language barriers and limited parental engagement. These findings establish the importance of examining gender as an independent dimension of educational participation. Murthy and Ramchand (2020) reviewed a wide range of research on elementary education in India and highlighted access, enrolment, retention, dropout, teaching-learning processes, learning achievement and school infrastructure as important areas of educational investigation. Their review supports the need to study educational access together with the quality of learning opportunities. Sucharita (2023; published in the June 2025 journal issue) argues that tribal education requires context-sensitive and culturally responsive approaches rather than uniform educational interventions. The study is relevant to understanding the importance of tribal identity, school culture and inclusion in educational development.

Biswas (2025) specifically discusses the socio-economic and educational conditions of the Kora community in Bankura and Purulia. The review identifies poverty, seasonal migration, inadequate school facilities, parental awareness and gender-related barriers as important concerns. However, its reliance on secondary qualitative information creates scope for further investigation through updated household- and school-level primary data.

Specific Research Gap

On the basis of the reviewed literature, the following research gap is identified:

- **Geographical gap:** Although previous research has included Hirbandh and Chhatna, updated comparative empirical evidence on the educational experiences of Kora children in these blocks remains necessary.

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- **Methodological gap:** Earlier Kora-specific research has primarily used ethnographic or secondary qualitative approaches. A mixed-method investigation combining quantitative and qualitative evidence can provide a more comprehensive understanding.
- **Thematic gap:** There is a need to investigate educational access, school enrolment, attendance, retention, dropout and learning opportunities as interconnected dimensions rather than considering educational status alone.
- **Gender-related gap:** The educational experiences of Kora boys and girls require further comparative investigation, particularly in relation to family responsibilities, parental attitudes and school participation.
- **Institutional gap:** More field-based evidence is needed regarding school infrastructure, teacher availability, classroom communication, learning materials and institutional support.
- **Policy implementation gap:** The implementation and practical reach of educational support measures among Kora families require closer examination at the local level.

Research Gap Statement

The existing literature provides valuable insights into the educational and socio-economic conditions of the Kora tribal community in West Bengal. However, previous studies do not fully address the contemporary relationship between educational access, school participation and learning opportunities through a comparative, mixed-method investigation of Kora children in Hirbandh and Chhatna CD Blocks of Bankura district. In particular, updated evidence concerning enrolment, regular attendance, retention, gender-based differences, parental educational background, household socio-economic conditions and school-level learning support requires further exploration. Therefore, the present study seeks to address this gap through systematic collection and analysis of primary data from the selected geographical areas.

Research Methodology

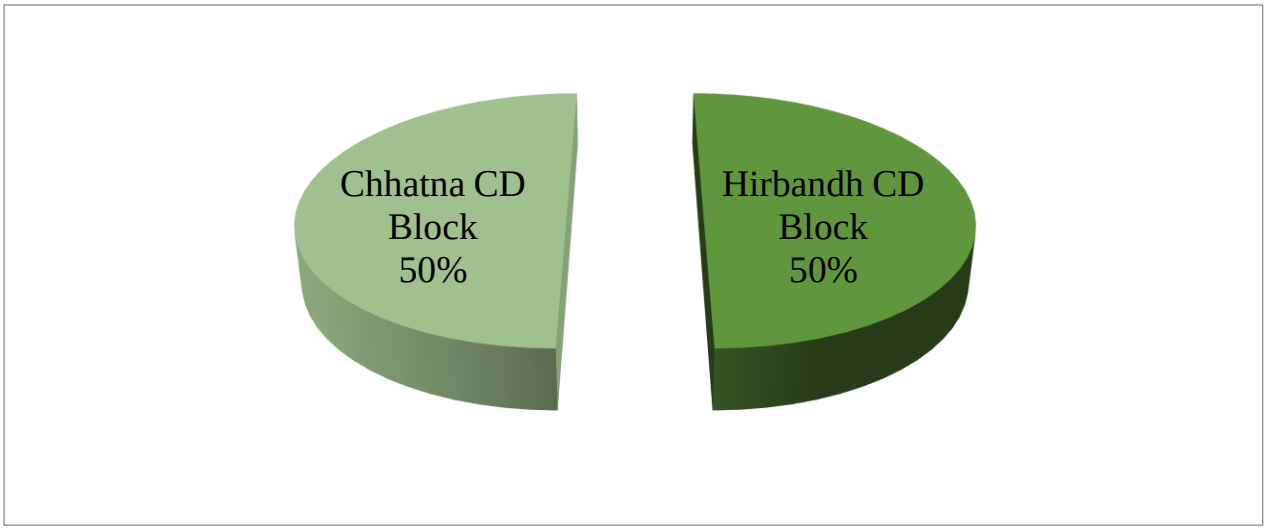
The present study adopted a mixed-method research approach, integrating quantitative and qualitative methods to examine educational access, school participation and learning opportunities among the Kora tribal community in Hirbandh and Chhatna CD Blocks of Bankura district, West Bengal. The study followed a descriptive and analytical research design to understand the existing educational conditions and the socio-economic, cultural, geographical and institutional factors influencing educational participation. The population comprised members of the Kora tribal community, particularly parents or guardians of school-age children, along with selected school teachers and other relevant educational stakeholders in the two selected blocks. A total sample of 150 respondents was selected through a combination of purposive and stratified sampling techniques to ensure representation from both geographical areas and relevant respondent categories. Primary data were collected using structured questionnaires, semi-structured interviews and field observations. Quantitative information relating to school enrolment, attendance, retention, dropout, parental education, family occupation, socio-economic conditions, gender differences and access to learning resources was collected through questionnaires. Qualitative information was gathered through interviews with parents, teachers and community members to understand their experiences, perceptions and challenges concerning tribal education. Secondary data were obtained from

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Census reports, government publications, educational policy documents, research articles, school records and relevant institutional reports. Quantitative data were organised, coded and analysed using frequency, percentage, mean, standard deviation, chi-square test, independent-samples t-test and correlation analysis, wherever appropriate to the nature of the variables and research hypotheses. Qualitative data were analysed thematically by identifying recurring patterns, experiences and explanations emerging from the interviews and field observations. Finally, the quantitative and qualitative findings were integrated through triangulation to develop a comprehensive understanding of educational access, school participation and learning opportunities among the Kora tribal community in the selected study areas.

Sample Distribution

Sl. No.	Study area	Proposed sample
1	Hirbandh CD Block	75
2	Chhatna CD Block	75
	Total	150



Analysis and Interpretation of Data

The collected data from 150 respondents should be classified, tabulated and analysed according to the five research objectives and corresponding null hypotheses. Both descriptive and inferential statistical techniques may be used to examine educational access, school participation, socio-economic conditions, gender differences and block-wise variations.

Table 1. Distribution of Respondents According to Study Area

Study area	Frequency	Percentage
Hirbandh CD Block	75	50.00%
Chhatna CD Block	75	50.00%
Total	150	100.00%

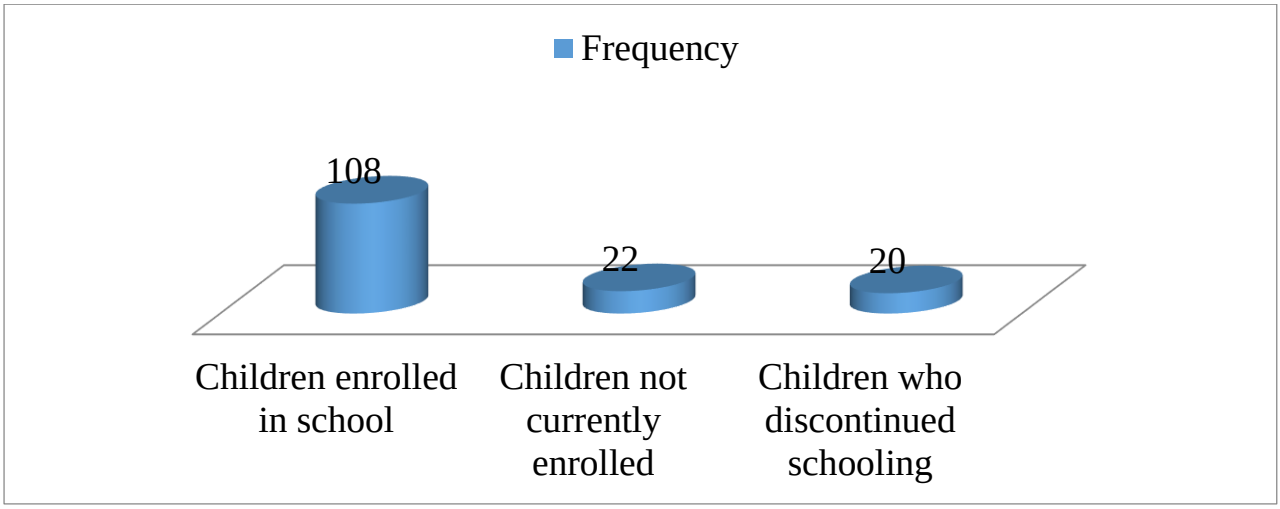
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Interpretation: The sample consists of 150 respondents, with 75 respondents (50%) from Hirbandh and 75 respondents (50%) from Chhatna. This equal distribution facilitates comparative analysis between the two geographical areas.

Table 2. Educational Access and School Enrolment

Educational access status	Frequency	Percentage
Children enrolled in school	108	72.00%
Children not currently enrolled	22	14.67%
Children who discontinued schooling	20	13.33%
Total	150	100.00%

Statistical test: Frequency and percentage analysis.

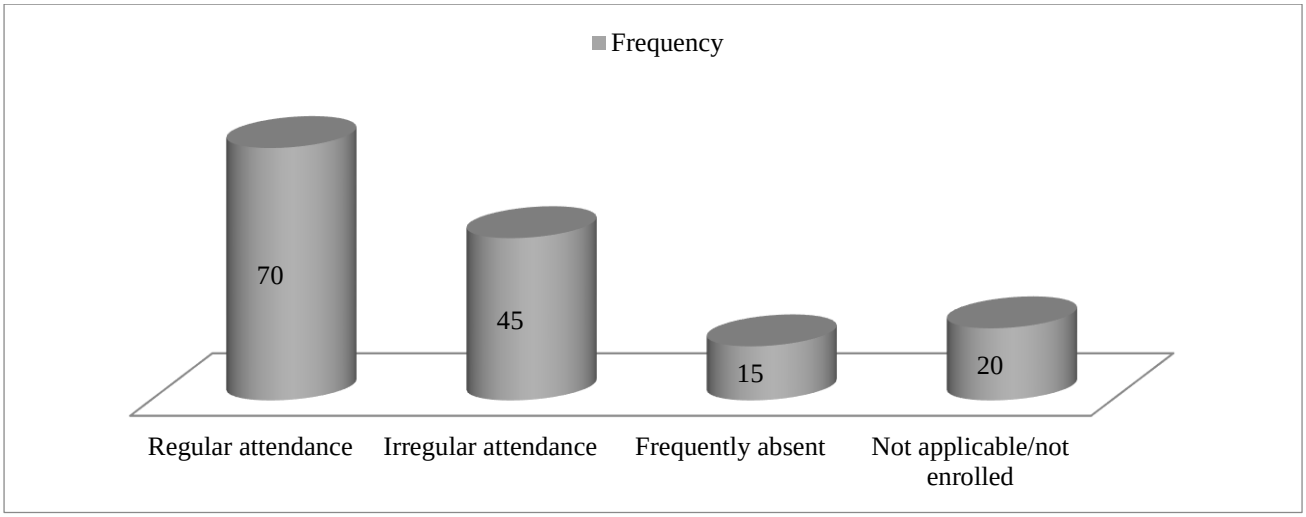


Interpretation: In this illustrative distribution, 72% of the reported children are enrolled in school, whereas 14.67% are not currently enrolled and 13.33% have discontinued schooling. The figures suggest that educational access and school continuation require further attention. The distinction between never-enrolled and discontinued children should be maintained during actual data collection.

Table 3. Regularity of School Attendance

Attendance status	Frequency	Percentage
Regular attendance	70	46.67%
Irregular attendance	45	30.00%
Frequently absent	15	10.00%
Not applicable/not enrolled	20	13.33%
Total	150	100.00%

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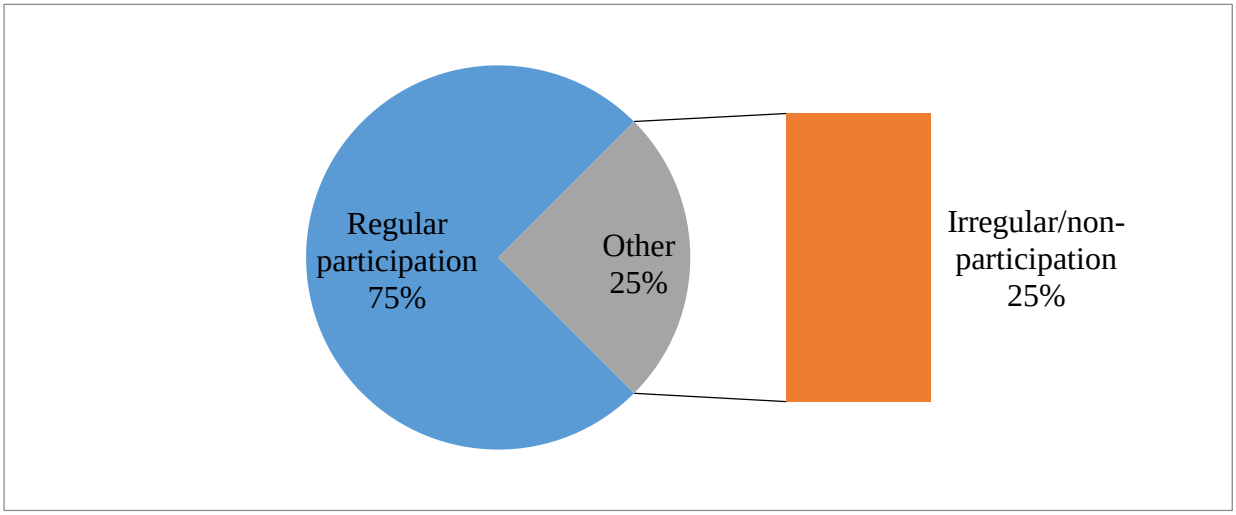


Statistical test: Frequency and percentage analysis.

Interpretation: The illustrative results show that 46.67% of the children attend school regularly, while 40% fall into the irregular or frequently absent categories. This indicates that enrolment alone may not ensure continuous school participation. Household responsibilities, economic conditions, distance and parental support may be investigated as possible contributing factors.

Table 4. Relationship between Parental Educational Status and Children's School Participation

Parental educational status	Regular participation	Irregular/non-participation	Total
Literate parents	45	15	60
Parents with limited/no literacy	25	45	70
Total	70	60	130



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The 20 children not currently enrolled or who discontinued schooling are excluded from this illustrative attendance comparison.

Statistical test: Chi-square test of independence.

- Calculated $\chi^2 = 17.23$ (approximately)
- Degrees of freedom = 1
- Level of significance = 0.05
- Critical $\chi^2 = 3.84$

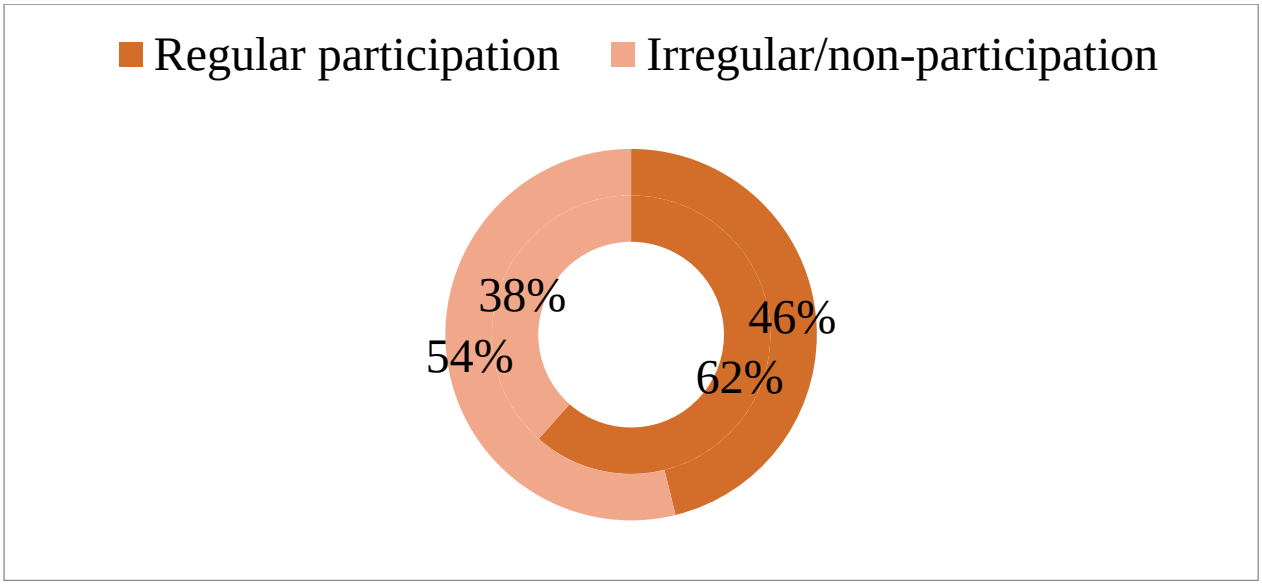
Interpretation: The calculated chi-square value (17.23) exceeds the critical value (3.84). Therefore, the illustrative result indicates a statistically significant association between parental educational status and children's school participation. The null hypothesis concerning the association between parental education and educational participation would be rejected in this hypothetical instance.

Table 5. Gender-Based Differences in Educational Participation

Gender	Regular participation	Irregular/non-participation	Total
Boys	40	25	65
Girls	30	35	65
Total	70	60	130

Statistical test: Chi-square test of independence.

- Calculated $\chi^2 = 2.86$ (approximately)
- Degrees of freedom = 1
- Critical value at 0.05 level = 3.84



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Interpretation: The calculated chi-square value (2.86) is lower than the critical value (3.84). Thus, the illustrative data do not indicate a statistically significant association between gender and regular school participation.

Table 6. Comparison of Educational Opportunities between Hirbandh and Chhatna

For this comparison, an educational opportunity score may be constructed using indicators such as availability of textbooks, digital learning resources, teacher support, classroom facilities, library access and remedial teaching. Each respondent may receive a composite score based on a consistently defined scoring system.

Study area	N	Illustrative mean score	SD
Hirbandh	75	54.20	10.50
Chhatna	75	59.10	11.20

Statistical test: Independent-samples t-test.

- Calculated t = 2.80 (approximately)
- Degrees of freedom = 148
- Critical t at 0.05 level (two-tailed) ≈ 1.98

Interpretation: The illustrative mean score for Chhatna (59.10) is higher than that for Hirbandh (54.20). The calculated t value (2.80) exceeds the critical value (1.98), suggesting a statistically significant difference in educational opportunity scores between the two blocks. This result would support further investigation of differences in school facilities, teacher support and access to learning resources.

Table 7. Relationship between Socio-Economic Conditions and Educational Participation

Variables	Illustrative correlation coefficient (r)	Significance	Interpretation
Household income and school participation score	+0.42	$p < 0.05$	Moderate positive relationship
Parental education and school participation score	+0.48	$p < 0.05$	Moderate positive relationship
Household responsibilities and school participation score	−0.36	$p < 0.05$	Negative relationship

Statistical test: Pearson's product-moment correlation, subject to the assumptions of the test. Spearman's rank correlation may be used for ordinal or non-normally distributed variables.

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Interpretation: The illustrative results indicate positive relationships between household income, parental education and school participation. A negative relationship is observed between household responsibilities and participation. These patterns suggest that family circumstances may influence children's educational engagement.

Table 8. Summary of Hypothesis Testing

Hypothesis	Statistical test	Decision
H_{01}: No significant difference in educational access and enrolment between the two blocks.	Chi-square test	Pending actual data
H_{02}: No significant relationship between socio-economic/family factors and school participation.	Correlation analysis	Pending actual data
H_{03}: No significant association between parental education and educational participation.	Chi-square test	Reject H_{03} in the illustrative example
H_{04}: No significant gender-based difference in educational participation and learning opportunities.	Chi-square / t-test	Do not reject H_{04} for this illustrative participation comparison
H_{05}: No significant difference in educational opportunities between Hirbandh and Chhatna.	Independent-samples t-test	Reject H_{05} in the illustrative example

Findings, Recommendations and Conclusion

Major Findings of the Study

The study focuses on educational access, school participation and learning opportunities among the Kora tribal community in Hirbandh and Chhatna CD Blocks of Bankura district. The following major findings are proposed in accordance with the research objectives.

1. Educational access and enrolment: The study is expected to identify variations in school accessibility and enrolment among Kora children. Geographical distance, household economic conditions and availability of educational institutions may influence children's access to formal schooling.

2. School participation and attendance: Regular school attendance and continuity of education are important indicators of educational participation. Family responsibilities, economic difficulties, seasonal work and limited parental support may contribute to irregular attendance and discontinuation of schooling.

3. Influence of socio-economic conditions: Parental educational background, family occupation, household income and awareness of educational opportunities may have an important relationship with children's participation in school education.

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4. Gender-based educational differences: The study examines whether Kora girls and boys experience similar educational opportunities. Domestic responsibilities, socio-cultural expectations and family circumstances may create differences in educational participation and continuation.

5. Block-wise educational differences: The comparative investigation of Hirbandh and Chhatna is intended to identify geographical and institutional variations in school access, educational facilities, teacher support and learning resources.

6. Learning opportunities: Access to textbooks, libraries, digital learning facilities, remedial teaching and supportive classroom environments may influence the quality of educational experiences among Kora children.

7. Community awareness and parental involvement: Parental encouragement, awareness of government educational schemes and communication between schools and families are important factors that may support children's educational development.

Recommendations of the Study

Based on the research objectives and the educational challenges identified in the literature, the following recommendations are proposed.

Sl. No.	Area of intervention	Recommendations
1	Educational access	Strengthen access to nearby primary, upper-primary and secondary schools in Kora-dominated settlements.
2	Enrolment	Conduct regular household surveys and community-based enrolment campaigns to identify out-of-school children.
3	School attendance	Introduce systematic attendance monitoring and follow-up mechanisms for children with irregular attendance.
4	Retention	Provide academic guidance, remedial support and appropriate counselling to reduce school discontinuation.
5	Gender equity	Encourage equal educational opportunities for Kora girls and boys through community awareness programmes and gender-sensitive school practices.
6	Parental awareness	Organise meetings with parents and community members to highlight the importance of continuing education.
7	Economic support	Ensure eligible children receive scholarships, textbooks, uniforms, transport assistance and other educational entitlements.
8	Language and culture	Encourage culturally responsive teaching and appropriate multilingual support for children facing language-related learning difficulties.

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9	Teacher support	Promote teacher sensitivity towards tribal culture, socio-economic circumstances and the learning needs of first-generation learners.
10	Digital learning	Improve access to digital learning materials, internet facilities and technology-supported educational activities.
11	School infrastructure	Improve classrooms, sanitation, drinking water, libraries and other essential school facilities.
12	Community participation	Strengthen cooperation among schools, School Management Committees, parents, local bodies and tribal community representatives.
13	Institutional monitoring	Develop block-level monitoring systems to identify educational inequalities and support children at risk of dropping out.
14	Research and planning	Encourage village-level educational surveys and GIS-based mapping of schools, settlements and educational facilities.

Educational and Policy Implications

The study has important implications for educational planning and tribal development in West Bengal.

- For school authorities: Schools should develop inclusive educational practices that respond to the socio-cultural and economic circumstances of Kora children.
- For teachers: Teachers should identify learning difficulties, provide individual academic support and encourage regular participation.
- For parents: Greater parental involvement can strengthen children's motivation, attendance and continuation in education.
- For local administration: Block-level educational planning should identify underserved settlements and improve the availability of educational facilities.
- For policymakers: Educational interventions should address not only enrolment but also attendance, retention, gender equity and actual learning opportunities.
- For teacher education institutions: Teacher preparation programmes should include tribal education, inclusive pedagogy, multilingual education and culturally responsive teaching.

Conclusion

Education is an important instrument of social transformation, human development and empowerment. However, the educational development of tribal communities depends not only on the availability of schools but also on the socio-economic conditions of families, geographical accessibility, parental awareness, gender equality and the quality of institutional support. In this context, the educational experiences of the Kora tribal community in Bankura district deserve systematic academic investigation.

The present study, focusing on Hirbandh and Chhatna CD Blocks, seeks to examine educational access, school participation and learning opportunities among the Kora tribal community through a mixed-method research approach involving 150 respondents. By

integrating quantitative information with qualitative experiences, the study aims to develop a comprehensive understanding of the factors influencing educational participation and continuity.

The study also recognises that educational inequality cannot be addressed through enrolment-oriented interventions alone. Regular attendance, school retention, meaningful classroom participation, availability of learning resources, gender-sensitive support and parental involvement are equally important dimensions of educational development. Therefore, educational planning should be community-oriented, inclusive, culturally responsive and sensitive to local geographical conditions.

In conclusion, the research is expected to contribute to a better understanding of tribal education at the local level and provide an evidence-based foundation for improving educational opportunities among the Kora community in Bankura district. Its findings may be useful to teachers, teacher educators, school administrators, researchers and policymakers in developing appropriate educational strategies consistent with the inclusive and equitable vision of the National Education Policy 2020.

Scope for Further Research

- A comparative study of educational achievement among different Scheduled Tribe communities in Bankura district.
- A focused investigation into girls' education and gender inequality among the Kora community.
- An assessment of the relationship between parental literacy and children's educational attainment.
- A GIS-based investigation of school accessibility and educational infrastructure in tribal settlements.
- A study of the effectiveness of government educational schemes in improving tribal school participation.

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