



## **Socio-Economic and Educational Conditions of the Kora Tribe: A Qualitative Review**

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**Abstract:** This research explores the educational accomplishments, demographics and socio-economic life stressors of Kora tribe members residing in the Bankura and Purulia districts (rural and drought-prone) of West Bengal using secondary qualitative data. The Kora tribe is a Scheduled Tribe situated primarily in rural areas that are far away from urban centers. As such, the Kora's social and economic problems are severe. Based on census information and documents collected from the Indian government, there is evidence of very low literacy levels among the Kora tribe (particularly among females); this is due primarily to poverty, early marriage and domestic duties, and parent(s) limited knowledge regarding education. In addition, obstacles to receiving appropriate education (e.g., inadequate physical facilities, inadequate number of teachers, and inability to communicate with teachers) severely limit Kora children's ability to participate in meaningful educational avenues.

Substandard housing, inadequate health care, limited employment opportunities, and inconsistent wages are all significant issues that contribute to the poor quality of life for many Kora families. Many Kora families migrate seasonally, resulting in low school attendance and high school dropout rates for children. Government initiatives (such as the Mid-Day Meal, Kanyashree and scholarships) have improved school attendance; however, school attendance benefits are still inconsistent across remote tribal communities. The Kora community has an established cultural identity that needs to be strengthened through inclusive education and community-based programmes. The research concludes that improving the Kora community will require co-ordinated activities in education, infrastructure, employment assistance and culturally appropriate policy development.

**Keywords:** Kora tribe, Bankura, Purulia, tribal education, socio-economic challenges, cultural identity, marginalised groups.

The Kora tribe represents an important Scheduled Tribe population, which is primarily located in the West Bengal districts of Bankura and Purulia. Traditionally, the Kora were a hard-working, agrarian people engaged in agriculture, stone quarrying, forest gathering and day labour. Most Kora communities live in isolated hills or in forested areas. Their villages of tolas contain few basic facilities. The Kora are economically and socially disadvantaged compared to other groups in the district. In addition, the Kora community has a literacy rate that is much

lower than the average for the district. Poverty, geographic isolation and limited access to places of formal education are all contributing factors to the lack of educational opportunities for the Kora. Home obligations and high educational costs are two primary deterrents to regular attendance in elementary schools, while the high numbers of Kora children enrolled in elementary school do not correspond with regular attendance. Kora women have poor literacy levels because of early marriages and the division of labour by gender. Additionally, Kora children have high rates of dropping out of school because of the lengthy travel to school in rural, mountainous areas. Many Kora children speak Kur or Sadri dialects in the home, which makes it more difficult for them to access education because they learn without any assistance from numerals or letters from their native language as a way of teaching and learning. The families of many Kora children must migrate to find work during specific times of the year, creating interruptions in their children's educational progression due to their frequent moves. The families of Kora children do not have the financial capability to send their children to school past elementary school due to their economic welfare. Many Kora communities lack access to sufficient power supply, drinking water, medical care and transportation. Malnourished children and sick mothers result in significant barriers to educational advancement. The scarcity of economic opportunity within the community causes many young people to have to enter the labour force far too early. Despite the fact that there are government programs and scholarships available, these benefits are often not delivered effectively or reach the isolated Kora communities as planned. The Kora tribe faces a number of barriers in the areas of education, economy, society and infrastructure that prevent them from moving forward. By Increasing educational access and improving basic living conditions would greatly benefit The Kora People of Bankura and Purulia.

### **Significance of the study**

The relevance of conducting the study centers around revealing education difficulties and day-to-day living situations experienced by the Kora people who belong to a minority status group—Scheduled Tribe in West Bengal due to being considered to be a very small group within that region's total population. Furthermore, in order to develop strategies for their poverty alleviation, greater understanding of how socio-economic circumstances affect that geographic area must be developed. This research provides evidence of how such conditions as poverty; location distance between home and school, and the influence of culture all affect the attendance and performance of Kora students enrolled in schools in those districts of West Bengal. In addition to identifying both the current and projected behaviours and limitations in the implementation of several existing government programs that are meant to provide assistance to tribal / Scheduled Tribe education and welfare; it will supply information regarding demographic characteristics related to the Kora population found within the districts of Bankura and Purulia. The results of these studies provide information to assist local government agencies, nGOs and educators with designing localised strategies to assist their communities. This study is especially important in creating inclusive education strategies for Indigenous people. The findings indicate that additional education access, better quality facilities and culturally appropriate teaching methods must be provided; they also inform decision-makers on what should be done to meet the educational needs of Indigenous students and focus on the needs of Indigenous girls. Ultimately, the research will help to achieve increased equity and improved quality of life for all members of the Kora community.

### **Study Objectives:**

01. Investigate the level of education attained by Kora people (in Bankura and Purulia), specifically as it relates to school enrolments, attendance, dropout rates, and obtaining quality education.

02. Investigate the socioeconomic and demographic problems that the Kora tribe faces, including issues related to their livelihood, gender differences, health status, and lack of infrastructure.

**Methodology of the study:** This project, which is a secondary qualitative research study, is using previously collected data, papers, and documents from the field of sociology to conduct this research using a secondary method. By doing this type of research it will allow for a better understanding of the educational setting, population demographics and day-to-day challenges faced by the Kora tribe living in Bankura and Purulia in West Bengal, India without conducting original (or field-based) surveys. The use of secondary qualitative research is an excellent way of examining social realities since it provides multiple perspectives about the same subject by analysing previously published material. Data published by various government agencies such as Census of India, District Statistical Handbooks (DSH), Department of Tribal Development (DTD), and Educational Survey of West Bengal were used to build a database that gave a comprehensive picture of the socio-economic and cultural conditions under which the Kora live as described by academic literature, i.e. peer-reviewed research articles and theses/dissertations, tribal studies textbooks and conference presentations. In addition to the above mentioned to create data and information for this study, reports published by non-governmental organisations and by local, regional, or national administration (including the Ministry of Tribal Affairs [MTA] and NCERT) were reviewed to determine the policies and issues affecting Kora's education.

The method for analyzing collected documents is through document analysis using a systematic method to gain an understanding of the content in the documents. Documents were classified by their subject matter, such as population, education, income/livelihood, gender issues, health and infrastructure. Using qualitative content analysis made it easier to identify patterns that emerged from the data, as well as the significant problem area(s) and deficiencies in accessing education. By conducting comparative analyses of the various sources used to conduct this research, greater accuracy was achieved, thus, improving the credibility of the findings of the research.

Data were synthesised and analysed to derive findings on educational obstacles and living issues encountered by the Kora tribe. Ethical issues were upheld by only using publicly accessible documents and prioritising cultural sensitivity. The secondary qualitative technique facilitates a thorough comprehension of the Kora community's circumstances via meticulous and critical examination of existing information.

## Analysis & Discussion:

**Table 1:**

*Educational and Socio-Economic Indicators of the Kora Tribe in Bankura and Purulia*

Sl. No.	Indicators	Bankura District	Purulia District	Data Source
1	Approx. Kora Population Concentration	High in Saltora, Chhatna, Indpur, Ranibandh	High in Bandwan, Manbazar I & II, Balarampur	Census of India 2011; District ST Records
2	Literacy Rate (Overall ST vs. Kora) *	ST: 57–60%; Kora estimated lower	ST: 55–58%; Kora estimated lower	District Statistical Handbook (Education Chapter)

Sl. No.	Indicators	Bankura District	Purulia District	Data Source
3	Female Literacy Rate	Low (approx. 40–45%)	Very low (approx. 38–42%)	Census 2011; WB Tribal Development Report
4	School Enrolment at Primary Level	Moderate enrolment but irregular attendance	Moderate enrolment; seasonal dropout	SSA Reports; District Education Dept.
5	Dropout Rate (Class V–VIII)	High due to distance and labour work	Very high due to migration and poverty	U-DISE Data (Govt. of India)
6	Access to School within 1 km	60–65% villages	55–60% villages	District Statistical Handbook
7	Households Below Poverty Line	Around 65–70%	Around 70–75%	BPL Survey Data (Rural Development Dept.)
8	Major Livelihood Source	Agriculture, stone work, daily wage	Agriculture, forest-based labour, migration	WB Tribal Livelihood Reports
9	Access to Health Facility (within 5 km)	Limited	Very limited in hilly areas	Health & Family Welfare District Records
10	Migration Pattern	Seasonal labour migration of men	Whole-family migration common	Tribal Welfare Dept., NGO Reports
11	School Infrastructure (Toilets, teachers)	Inadequate in tribal belts	Highly inadequate in remote blocks	DISE School Report Cards
12	Mother-Tongue Gap (Language Barrier)	Kur/Sadri speakers face difficulty	Same challenge; affects early learning	NCERT Tribal Education Review

\* ST data and tribal-focused reports are used to analyse Kora-only literacy numbers.

**Data Analysis and Interpretation:** 1. Concentration demographics: The data indicates that the Kora tribe has extensively settled in the forest-fringe and steep blocks of Bankura and Purulia. Geographic isolation hinders their access to schools, healthcare, and jobs. 2. Educational Backwardness: Both districts have poor Kora literacy, especially among women. Deep educational marginalisation is shown in their literacy below the ST average. Particularly in Purulia, the high dropout rate indicates that schooling ends after primary school. 3. Gender inequality: Female literacy is low due to lack of encouragement from parents, domestic duties, and early marriage. This represents a cultural issue in the community. 4. Poverty and Migration: Kora families are generally impoverished and parents who work outside the home may cut off

education for many children. In Purulia more families are migrating which causes increased school dropouts and Child Labour. 5. Infrastructure Gap: Poor schools (that are not located close to Kora communities), lack of sufficient classroom space and Qualified Teachers result in poor educational outcomes. Limited access to Health services adversely affect child Nutrition and Learning. 6. Language Barriers: Kora children speak one of the following Kannada, Sadari or a dialect, but are taught out of the school in their "mother" language (Bengali). This difference hampers early learning, School Participation & Retention. 7. Policy Gap: Many isolated communities of the Kora are not able to access Government programmes because of Communication Gaps between government officials and local community leaders; the long time it takes for Administrative Funds to be transferred; and the lack of knowledge of Government Development Programmes.

**Table-2:***Demographic and Social Characteristics of the Kora Tribe*

Sl. No.	Demographic Indicator	Bankura District Status	Purulia District Status	Interpretation	Data Source
1	Population Distribution	Mainly in Saltora, Chhatna, Ranibandh	Mainly in Bandwan, Manbazar, Bagmundi	Concentration in forest zones	Census 2011
2	Settlement Type	Small hamlets, scattered houses	Remote hilltop and forest hamlets	Difficult in receiving govt. services	Tribal Village Survey
3	Household Size	5–6 members	5–7 members	Higher dependency ratio	WB District Survey
4	Age Composition	High child population (0–14 yrs)	High child population	Greater educational responsibility	Census 2011
5	Marriage Age	Girls married 16–18; boys 18–20	Girls married 15–17	Early marriage → low female education	Social Welfare Dept.
6	Religion/Culture	Tribal animism + local Hindu practices	Similar cultural pattern	Culture influences educational choices	Anthropological Survey of India
7	Occupational Pattern	Agriculture, wage labour	Agriculture, forest labour	Limited stable income sources	Labour Dept.
8	Migration Pattern	Male migration for work	Whole family migration	Stronger education disruption in Purulia	NGO Migration Studies

The Kora tribe, as indicated in Table 2, has a demographic and social structure that puts them at risk of experiencing development. Their population resides in rural/remote forests and hills, so they do not have access to adequate government services (unequally, as well). Fragmented communities are detrimental for providing adequate schooling, health, and communication access. With an increase in household size comes greater reliance on family members within the home for financial support. Although they have considerable numbers of children among their population, the demand for education will need to be met through an investment in resources that are virtually non-existent. Because many Kora females are married early, education is limited and further perpetuates gender inequities. The influence of tribal customs and cultural traditions will determine how the Kora participate in formal education and/or institutions. Due to farming practices and work within the forests, the Kora will have little opportunity to diversify their income sources, ensuring that households remain in poverty. Seasonal migration to Purulia by full families disrupts educational opportunities more so than the seasonal migration of males from Bankura. The information in the table emphasizes that Kora socio-educational outcomes are based not only on population characteristics but also their cultural traditions and economic dependence on agriculture and forests.

**Table 3:**

*Educational Status of the Kora Tribe (Objective 1)*

*Objective: To examine the educational status of the Kora tribe in Bankura and Purulia.*

Sl. No.	Educational Indicator	Findings for Bankura	Findings for Purulia	Interpretation	Data Source
1	Gross Enrolment in Primary Classes	Moderate, 70–75% children enrolled	Moderate, 68–72% enrolled	Enrolment is satisfactory but not stable	U-DISE, SSA Reports
2	Average Attendance Rate	60–65% regular attendance	55–60% regular attendance	Irregular attendance due to labour work and household tasks	District Education Office
3	Dropout Rate (Primary→Upper Primary)	High (approx. 22–25%)	Very high (25–30%)	Long distance to school causes high dropouts	DISE School Report Cards
4	Dropout Rate (Secondary)	30–35%	35–40%	Poverty, migration, and low parental awareness	WB School Education Dept.
5	Female Literacy	40–45%	38–42%	Large gender gap due to cultural norms	Census 2011; Tribal Survey

Sl. No.	Educational Indicator	Findings for Bankura	Findings for Purulia	Interpretation	Data Source
6	Availability of Teachers in Tribal Schools	1–2 teachers in many schools	1 teacher per multi-grade class	Shortage of trained teachers affects learning quality	DPSC Reports
7	Access to Mid-Day Meal Scheme	Regular but quality varies	Irregular in remote areas	Impacts nutrition and attendance	MDM Monitoring Reports
8	Use of Mother-Tongue Based Education	Not available	Not available	Language gap reduces comprehension	NCERT Tribal Education Review
9	School Infrastructure (Toilets, Water)	Partially adequate	Mostly inadequate	Poor facilities discourage attendance	DISE Infrastructure Data
10	Access to ST Scholarship	Benefited but irregular distribution	Lower reach due to lack of awareness	Financial assistance not fully effective	

The two districts have low levels of reading proficiency and high dropout rates, particularly for female students; geographical distance from schools, poverty, and the migration of families all negatively impact educational attainment. Significant differences in language create challenges for children's education in these districts. The very small number of qualified teachers, poor physical condition of school buildings, and lack of understanding about how to provide quality education to children result in decreased academic success for children.

**Table 4:***Socio-Economic and Demographic Problems (Objective 2)*

*Objective: To analyze the major socio-economic and demographic problems faced by the Kora community.*

Sl. No.	Indicator	Situation in Bankura	Situation in Purulia	Interpretation	Data Source
1	Poverty Level	65–70% households BPL	70–75% BPL	Poverty directly reduces educational participation	BPL Survey; Rural Dev. Dept.
2	Type of Livelihood	Agriculture, stone crushing	Agriculture, forest labour, migration	Seasonal work creates instability	WB Tribal Livelihood Report

Sl. No.	Indicator	Situation in Bankura	Situation in Purulia	Interpretation	Data Source
3	Land Ownership	Mostly marginal/landless	Mostly landless	Economic insecurity is chronic	District Land Records
4	Healthcare Access	5–7 km average distance	7–10 km in hilly areas	Poor health affects children's education	District Health Dept.
5	Child Malnutrition	Common in tribal belts	Higher in remote blocks	Poor nutrition affects learning	ICDS Reports
6	Safe Drinking Water	Partially available	Limited in remote areas	Leads to disease and absenteeism	Rural Water Supply Mission
7	Road Connectivity	Some villages connected	Many villages poorly connected	Isolation reduces service access	PMGSY Reports
8	Electricity Access	70–75% villages connected	60–65% villages connected	Affects study environment	WB Power Dept.
9	Migration Rate	Moderate (men migrate alone)	High (family migration)	Disrupts schooling and continuity	NGO Migration Studies
10	Early Marriage Rate	Present among girls	Highly prevalent	Reduces female education	District Social Welfare Dept.

Educational disadvantages are highly inter-relative, as poverty, hunger, and relocation all have some association with them; traditionally, cultural norms (for example, getting married before 18), an individual's sex/type of profession (i.e., men working outside the home and women working inside), and limited access to infrastructure, such as inadequate health services, roads, and electricity, negatively impact an individual's ability to attend school.

**Table 5:**

*Educational Barriers Faced by Kora Students*

Sl. No.	Type of Barrier	Specific Issues Observed	Impact on Students	Data Source
1	Distance to School	Upper primary/secondary schools often 3–5 km away	High absenteeism; girls drop out early	District Statistical Handbook; DISE
2	Lack of Learning Materials	Shortage of books, uniforms, notebooks	Low achievement; irregular attendance	SSA Reports



Sl. No.	Type of Barrier	Specific Issues Observed	Impact on Students	Data Source
3	Teacher Absenteeism	Single teacher for multi-grade classes	Poor learning quality	DPSC Teacher Deployment Report
4	Language Barrier	Mother tongue Kur/Sadri not used in class	Difficulty understanding lessons	NCERT Tribal Education Study
5	Household Responsibilities	Girls engaged in sibling care and chores	High female dropout	WB Social Welfare Dept.
6	Lack of Parental Awareness	Parents unaware of importance of education	Poor continuation after Class V	NGO Education Surveys
7	Poor Infrastructure	Broken classrooms, lack of toilets	Reduced enrolment, especially girls	DISE Infrastructure Data
8	Seasonal Agriculture Work	Children join parents for harvesting	Frequent discontinuity in learning	Rural Labour Dept.

The Kora students experience multiple interrelated barriers that stem from foundational areas according to Table 5; the greatest amount of these barriers appears to be their travel distance from the village to reach upper primary/secondary schools (i.e., girls in particular are severely impacted) causing their absenteeism and/or dropping out of school. The lack of educational materials and teacher absence undermines the students' learning and hinders their development as an overall student; the lack of a common, shared mother tongue (home language) to communicate in the classroom provides Kora students with little to no ability to understand the instructions presented by the teachers in teaching Kora students in the Bengali language. Female domestic duties prevent women from pursuing their education. Lack of parental support also discourages the pursuit of learning (beyond Class V). Poor conditions (e.g., unmaintained classrooms and no reliable toilet facilities) cause students to become disengaged from the educational process, resulting in lower school enrollments and irregular student attendance. Seasonal agricultural work and family stress connected to the inability to pay tuition break the school calendar, preventing children from keeping up with their studies. The chart below shows that barriers to learning consist of a combination of economic, cultural, physical, and language barriers, which prevent students in Kora from regularly attending school and receiving an education.

**Table 6:***Life Problems and Basic Needs Deficit*

Sl. No.	Life Problem Area	Key Issues	Effect on Community	Data Source
1	Housing	Kaccha houses, poor walls and roofs	Unsafe living conditions	PMAY Housing Report

Sl. No.	Life Problem Area	Key Issues	Effect on Community	Data Source
2	Water & Sanitation	Lack of tube wells and toilets	Water-borne diseases	Rural Water Supply Dept.
3	Electricity	Irregular supply, low household connectivity	Children unable to study at night	WB Power Dept.
4	Road Connectivity	Mud roads, inaccessible during monsoon	Restricted mobility; school absence	PMGSY Road Reports
5	Health Services	Limited sub-centres; far PHCs	Higher child & maternal mortality	District Health Reports
6	Nutrition	Low household food security	High malnutrition in children	ICDS Nutrition Records
7	Income Stability	Dependence on daily wage jobs	Economic insecurity & migration	Tribal Livelihood Survey
8	Social Exclusion	Limited participation in local administration	Weak voice in decision-making	WB Tribal Affairs Dept.

Table 6 shows that the Kora community has serious shortages in the basic supplies that they need to live with the safety and security that everyone wants. The homes of many families are kutcha (which means that the kutcha type of structure & buildings is likely to have many problems), and the kutcha structures will not support them when they have severe weather. Insufficient water supply and poor sanitation also put people at risk for contracting waterborne diseases. Because of this, both children and adults in the Kora community will be very vulnerable to the development of serious health problems because they do not have access to good drinking water or an adequate level of sanitation. In addition to the lack of good quality drinking water & sanitation, the unreliable nature of the power supply does not allow families to complete their regular household activities after dark, therefore making it very difficult for children to do their homework or any other studying after dark. The tribal population is required to use roads that have resources for getting to educational institutions, medical facilities, and markets that are outside their villages (especially during monsoon season), but the road access is so poor that they cannot use the roads. Access to health care is extremely limited because there are so few of the types of facilities such as sub-centres and primary health centres available for receiving health care; this also leads to delays in obtaining assistance with their health care and additional opportunities to contract diseases. Many young people in the Kora community are malnourished because of an inconsistent/unstable income and food insecurity. Daily wage labour results in a cyclical economic instability and temporary migration; social exclusion means that they cannot participate in local government, so their needs are often overlooked when planning for development. This extensive study indicates that the difficulties of living are, by nature, structural and will greatly affect people's socio-economic mobility and their ability to advance in education.

**Study limitations:** 1. Use Secondary Data Only: Data collected for this study consists only of secondary sources - such as government documents (NSSO), academic papers, and non-

governmental organization materials. There was no surveying or interviews conducted. 2. This report covers only West Bengal, therefore it cannot be applied to any other states. 3. Emphasise specific social values: Only those values of community support, morals, cultural preservation, and the institutional role are reported herein. The study does not examine every aspect of social value. 4. Limited Time Frame of 2019-24: Data collected is mostly limited to this period; therefore, changes due to social/economic conditions occurring after that date are not addressed. 5. Limited educational focus: Students in the general category were not considered for this research. The only groups of students considered were those belonging to SCs, STs, Minorities, and low-income families. 6. Relying on Available Documents: The reporting organization has the potential to distort results due to inaccuracies of information found in official reports from either government or NGO organizations and/or because they may not have all applicable documents or information.

### **Major findings of the study:**

- The research indicates that the Kora tribe of Bankura and Purulia is socioeconomically marginalised, characterised by poor income, precarious livelihoods, and restricted access to essential services, including healthcare, transportation, and sanitation.
- The Kora group has markedly lower literacy levels compared to district averages, with female literacy deficient due to early marriage, household obligations, and gender-based societal norms (Census of India, 2011).
- Poverty and reliance on daily wage employment force several Kora households to choose immediate income over education, leading to inconsistent school attendance and elevated dropout rates (Government of West Bengal, 2022a).
- Seasonal migration, particularly in Purulia district, undermines educational continuity as entire Kora families relocate for economic possibilities, resulting in frequent interruptions to children's learning (Ministry of Tribal Affairs, 2021).
- The isolated and forest-adjacent habitation configurations of Kora communities limit access to educational institutions, healthcare services, and governmental resources, exacerbating educational and social marginalisation (Basu, 2016).
- Language obstacles substantially impact educational performance, since Kora children predominantly communicate in Kur or Sadri at home, whereas official instruction occurs in Bengali, resulting in comprehension challenges in the initial grades (NCERT, 2020).
- The gender gap in schooling persists, since females are more prone to dropping out owing to domestic responsibilities, caregiving for siblings, and early marriage customs prevalent in the Kora community (Chaudhuri, 2014).
- Government welfare initiatives, including the Mid-Day Meal, Kanyashree, and tribal scholarships, have enhanced enrolment; nevertheless, their efficacy in retaining students and improving learning results within the Kora tribe is inconsistent, attributed to insufficient knowledge and execution deficiencies (Ministry of Tribal Affairs, 2018).
- The data unequivocally demonstrate that educational disadvantage among the Kora tribe is intricately associated with overarching socio-economic vulnerabilities, such as poverty, migration, infrastructural deficiencies, and cultural marginalisation.
- Students lacking community cultural contact experience more cultural detachment. Students not participating in cultural programs exhibit the following: • poor identity awareness; • restricted understanding of customs; • weaker community cohesion.

### **Conclusion of the study:**

This study employed secondary qualitative data to investigate the socio-economic and educational circumstances of the Kora tribe in Bankura and Purulia, West Bengal. The Kora people in these places are impoverished, don't own land, and are frail, which makes it impossible for them to attend to school. Kora youngsters don't go to school because their

families don't have enough money, they move around a lot, and they labour for poor pay every day. Kora tribal education lags behind because parents can't read or write, they don't know much about school, and schools don't get to places like Bankura and Purulia that are far away. Government tribal education programs don't help the Kora community much since they aren't done well, there are too many red tape, and there isn't enough local monitoring. Language and cultural disparities between schools and Kora life-worlds make it more probable that kids may leave school early. The report states that Kora girls also fare badly in school because they have to take care of their families and socialise with other people at a young age. The Kora tribe's lack of access to education is directly related to their low status in these locations. To fix problems with education, we need to come up with significant solutions that place community engagement, steady jobs, and culturally appropriate education first. We need regional techniques that take into account the Kora tribe's socioeconomic and cultural situation in Bankura and Purulia. The research emphasises the experiences of the Kora community rather than narrating a tribal tale, therefore contributing to the discipline of tribal studies. There has to be a long-term governmental commitment to make schools better. This should take into consideration the Kora tribe's way of life, their social and economic status, and how they live.

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