

Educational Aspirations and Barriers among Adivasi Youth in Koraput District, Odisha

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Abstract

Background: Education is a critical instrument for social mobility and economic empowerment among tribal communities. Despite numerous government initiatives aimed at improving educational access, tribal students in India continue to face multiple challenges that affect educational attainment and career development. Understanding the aspirations and barriers experienced by Adivasi youth is essential for designing effective educational interventions and policies.

Aim: This study aimed to investigate educational aspirations and barriers among Adivasi youth in Koraput district, Odisha, with a focus on career goals, parental support, scholarship effectiveness, and factors contributing to educational discontinuation.

Methods: A cross-sectional descriptive survey was conducted among 500 participants, including 350 tribal high school students, 100 college students, and 50 teachers from selected educational institutions in Koraput district. Data were collected using a structured questionnaire covering socio-demographic characteristics, educational aspirations, career preferences, parental support, scholarship utilization, and perceived barriers to education. Descriptive statistical analyses were performed using frequencies and percentages.

Results: The majority of students (76.0%) expressed aspirations to pursue higher education. In terms of career goals, government employment emerged as the most preferred choice (37.3%), followed by teaching (21.1%). Parental encouragement for education was reported by 81.8% of students. Awareness of scholarship schemes was high (87.1%), and 66.2% of students had received scholarship benefits. Financial constraints (71.3%), inadequate educational facilities (61.3%), transportation difficulties (55.1%), and lack of study materials (50.4%) were identified as major barriers to educational attainment by the students. Teachers independently identified poverty, seasonal migration, low parental literacy, and long distances to educational institutions as significant contributors to school dropout.

Conclusion: Adivasi youth in Koraput possess strong educational aspirations despite substantial socio-economic and infrastructural barriers. Strengthening scholarship delivery systems, improving educational infrastructure, expanding student support services, and addressing economic inequalities are essential for promoting educational inclusion and reducing dropout rates among tribal students.

Keywords: Adivasi Youth, Educational Aspirations, Tribal Education, School Dropout, Scholarships, Educational Barriers, Koraput, Odisha, Scheduled Tribes, Educational Inclusion.

Introduction

Education is a fundamental driver of social mobility, economic development, and human empowerment. For indigenous and tribal populations, education serves as a critical pathway for overcoming historical marginalization, reducing poverty, and improving access to employment and social opportunities. In India, Scheduled Tribes constitute approximately 8.6% of the population and continue to experience lower educational attainment compared with many other social groups.¹ Odisha is one of the most tribal-populated states in the country, with districts such as Koraput having a substantial concentration of Adivasi communities including the Paroja, Kondh, Gadaba, Bhumia, and Saora tribes. Although government efforts have significantly increased school enrollment rates among tribal children, challenges related to educational attainment, school retention, and transition to higher education remain major concerns.² Many Adivasi students continue to face barriers associated with poverty, geographical isolation, inadequate infrastructure, and limited access to quality educational resources, which affect both their academic performance and future aspirations.³

Educational aspirations represent the goals and expectations that students hold regarding their future education and careers.⁴ These aspirations are shaped by a complex interaction of socio-economic, cultural, familial, and institutional factors. Among Adivasi youth, aspirations are often influenced by household income, parental education, availability of educational facilities, peer networks, and exposure to employment opportunities. Despite increasing awareness regarding the importance of education,

¹ D. A. Chantia and D. P. Misra, "Rights of Scheduled Tribe in India: Challenges and Problems," *International Journal of Innovative Social Science & Humanities Research* 2, no. 1 (2015): 40–50.

² S. Rout, *Educational Challenges and Attainments among the Children of Scheduled Tribes of Fifth Scheduled Area in Odisha* (2017).

³ Amas Pattamajhi and Sudhakar Patra, "Scheduled Tribes and Education: A Study on Gajapati District of Odisha," *EPRA International Journal of Economic and Business Review (IEBR)* 11, no. 7 (2023): 8–17.

⁴ K. K. Sahu, "Myths and Realities of Tribal Education: A Primary Study in Similipal Area of Odisha," *International Journal of Humanities and Social Science Invention* 3, no. 4 (2014): 1–6.

many tribal students encounter obstacles that hinder the realization of their aspirations. Financial constraints frequently force students to contribute to household livelihoods, while long travel distances to schools and colleges, language barriers, shortages of qualified teachers, and inadequate educational infrastructure create additional challenges. Gender-related inequalities may further affect educational participation, particularly among tribal girls. Consequently, although many students aspire to pursue higher education and secure professional careers, structural and socio-economic barriers often limit their ability to achieve these goals.⁵

To address educational disparities among tribal communities, the Government of India and the Government of Odisha have introduced various interventions, including pre-matric and post-matric scholarships, residential schools, tribal hostels, free textbooks, financial assistance programs, and skill development initiatives.⁶ These schemes are intended to promote enrollment, reduce dropout rates, and encourage progression to higher education. However, evidence regarding the effectiveness of such interventions and their influence on educational aspirations remains limited at the community level. Furthermore, relatively few studies have simultaneously examined students' aspirations, parental support, scholarship utilization, and barriers to educational attainment among tribal youth. Therefore, the present study aims to investigate educational aspirations and barriers among Adivasi youth in Koraput district, Odisha, by examining career goals, factors contributing to educational discontinuation, parental involvement, and the perceived effectiveness of educational support schemes. The findings are expected to provide valuable insights for policymakers and educational planners seeking to strengthen educational inclusion and improve academic outcomes among tribal students.

Materials and Methods

This cross-sectional descriptive study was conducted between September and December 2025 in selected tribal-dominated villages and educational institutions of Koraput district, Odisha, to investigate educational aspirations and barriers among Adivasi youth. Koraput was selected as the study area because it is one of the most prominent tribal districts of Odisha, with a large population belonging to tribes such as the Paroja, Kondh, Gadaba, Bhumia, and Saora communities. Despite various governmental initiatives aimed at improving educational access and outcomes, the district continues to face challenges related to educational attainment, school retention, and higher education participation among tribal students. The socio-economic and geographical characteristics of the district make it an appropriate setting for examining the educational experiences and aspirations of Adivasi youth.

The study population consisted of tribal high school students, college students, and teachers from government and government-aided educational institutions located within the selected study area. A total of 500 participants were included in the survey, comprising 350 high school students, 100 college students, and 50 teachers. Participants were selected using purposive sampling to ensure adequate representation of different educational levels, genders, and tribal communities. Students were eligible to participate if they belonged to a Scheduled Tribe community, were currently enrolled in a recognized educational institution, and were willing to participate in the study. Teachers with at least one year of teaching experience in tribal areas were also included. Non-tribal students, temporary residents, and individuals unwilling to provide informed consent were excluded from the study.

Data were collected using a structured questionnaire developed after an extensive review of literature related to tribal education, educational aspirations, school dropout, and educational support programs. The questionnaire consisted of sections addressing socio-demographic characteristics, educational aspirations, preferred career choices, perceived barriers to education, parental support, awareness and utilization of scholarship schemes, and factors influencing school continuation or dropout. Information regarding age, gender, tribe, family income, educational level, parental occupation, and educational background was also collected. Respondents were asked to indicate their future educational goals, preferred professions, perceptions regarding educational opportunities, and challenges encountered during their academic journey. Teachers were additionally asked to provide their perspectives on student aspirations, dropout factors, and the effectiveness of educational support mechanisms available in tribal regions.

Data collection was carried out through face-to-face administration of questionnaires in schools, colleges, and community settings. The survey was conducted in Odia and, where necessary, with assistance from local translators familiar with tribal dialects to ensure accurate communication and comprehension. Participants were encouraged to respond honestly and independently. The average time required to complete the questionnaire was approximately 15–20 minutes. Before data collection, the objectives of the study were explained to all participants, and any queries regarding the survey were clarified by the investigators. Participation was entirely voluntary, and informed consent was obtained from all participants prior to enrollment. For participants below 18 years of age, parental or guardian consent was obtained through the respective educational institutions, and assent was obtained from the students. The study was conducted in accordance with recognized ethical principles for research involving human participants. Confidentiality and anonymity were strictly maintained throughout the study. No personally identifiable information was collected, and all responses were anonymized prior to analysis. Participants

⁵ D. Anjali, "Relates to Tribal Education and Health: Evidence from Rural Odisha, India," *International Research Journal of Social Sciences* 2, no. 11 (2013): 11–16.

⁶ A. K. Behera, "Primary Education among Tribal People of Mayurbhanj District of Odisha: An Evaluative Study," *International Journal of Humanities and Social Science Invention* 4, no. 2 (2015): 43–54.

were informed of their right to decline participation or withdraw from the study at any stage without any academic or personal consequences.

The collected data were coded, entered into Microsoft Excel, and analyzed using descriptive statistical methods. Frequencies and percentages were calculated to summarize demographic characteristics, educational aspirations, scholarship utilization, and perceived barriers. The findings were presented using tables to facilitate interpretation and provide a comprehensive understanding of educational aspirations and challenges among Adivasi youth in Koraput district.

Results

A total of 500 participants were included in the study, comprising 350 tribal high school students, 100 college students, and 50 teachers from selected educational institutions in Koraput district, Odisha. The respondents represented various tribal communities, including Paroja, Kondh, Gadaba, Bhumia, and Saora tribes. The study population included both male and female participants from diverse socio-economic backgrounds. A substantial proportion of students belonged to low-income households dependent on agriculture, daily wage labor, and forest-based livelihoods. The demographic profile reflects the socio-economic realities of tribal communities in the study area and provides an appropriate basis for examining educational aspirations and barriers.

Table 1. Socio-demographic characteristics of student respondents (n = 450)

Variable	Category	n (%)
Gender	Male	242 (53.8)
	Female	208 (46.2)
Educational Level	High School	350 (77.8)
	College	100 (22.2)
Monthly Family Income	< ₹10,000	198 (44.0)
	₹10,000–20,000	165 (36.7)
	> ₹20,000	87 (19.3)
First-Generation Learners	Yes	278 (61.8)
	No	172 (38.2)

Educational aspirations among respondents were generally high despite socio-economic challenges. A total of 342 students (76.0%) expressed a distinct desire to pursue higher education at the Bachelor's degree level or above. When evaluating specific career preferences, government service emerged as the most preferred option (37.3%), followed closely by the teaching profession (21.1%), healthcare fields (13.8%), and technical careers (12.0%). Only a small proportion of students (7.1%) remained undecided regarding their future goals.

Table 2. Educational and career aspirations among students (n = 450)

Aspiration	n (%)
Higher Education (Bachelor's Degree or Above)	342 (76.0)
Government Employment	168 (37.3)
Teaching Profession	95 (21.1)
Healthcare Profession	62 (13.8)
Engineering/Technical Career	54 (12.0)
Entrepreneurship/Self-employment	39 (8.7)
Undecided	32 (7.1)

Parental support was identified as a significant factor influencing educational motivation and continuation. Most students reported receiving encouragement from parents to continue their studies. However, financial assistance for educational expenses was often limited due to household economic constraints. Teachers also reported that parental involvement positively influenced attendance, academic performance, and aspirations among tribal students.

Table 3. Parental support for education (n = 450)

Indicator	Yes n (%)
Encouragement to continue education	368 (81.8)
Assistance with educational expenses	246 (54.7)
Regular discussion about studies	271 (60.2)
Support for higher education aspirations	325 (72.2)

Awareness of educational support schemes was relatively high among respondents. Most students were aware of scholarship programs specifically designed for Scheduled Tribe students. A large proportion of students had applied for scholarships and received benefits. Nevertheless, several respondents indicated delays in scholarship disbursement and difficulties in completing application procedures.

Table 4. Awareness and utilization of scholarship schemes (n = 450)

Variable	n (%)
Aware of scholarship schemes	392 (87.1)
Applied for scholarships	346 (76.9)
Received scholarship benefits	298 (66.2)
Experienced delays in disbursement	187 (41.6)

Multiple barriers affecting educational attainment were identified by respondents. Financial difficulties emerged as the most commonly reported challenge, followed by inadequate educational infrastructure, transportation problems, limited access to study materials, and family responsibilities. Female students more frequently reported concerns related to safety and household obligations, whereas male students more commonly cited the need to contribute to family income.

Table 5. Barriers to educational attainment (n = 450)

Barrier	n (%)
Financial constraints	321 (71.3)
Inadequate educational facilities	276 (61.3)
Transportation difficulties	248 (55.1)
Lack of study materials	227 (50.4)
Family responsibilities	201 (44.7)
Language barriers	183 (40.7)
Poor internet connectivity	176 (39.1)
Risk of dropout due to economic reasons	168 (37.3)

Teachers identified poverty, irregular attendance, seasonal migration, low parental literacy, and limited access to higher educational institutions as major contributors to school dropout among tribal youth. According to teachers, students from economically disadvantaged households were at greater risk of discontinuing education despite possessing strong academic potential and aspirations.

Table 6. Teacher perceptions regarding major causes of dropout (n = 50)

Cause	n (%)
Poverty and financial hardship	44 (88.0)
Seasonal migration	38 (76.0)
Low parental literacy	35 (70.0)
Long distance to institutions	32 (64.0)
Early marriage	24 (48.0)
Lack of academic support	21 (42.0)

Overall, the findings indicate that Adivasi youth in Koraput district possess strong educational aspirations and a positive attitude toward higher education and professional careers. However, substantial socio-economic, infrastructural, and institutional barriers continue to hinder educational progression and increase the risk of dropout. Although scholarship schemes and parental encouragement provide important support mechanisms, greater efforts are required to address financial hardship, improve educational infrastructure, strengthen student support systems, and ensure timely delivery of educational benefits to promote equitable educational opportunities among tribal youth.

Discussion

The present study investigated educational aspirations and barriers among Adivasi youth in Koraput district, Odisha, with a particular focus on students' future educational goals, career preferences, parental support, scholarship utilization, and factors influencing educational attainment. The findings reveal that despite socio-economic disadvantages and infrastructural limitations, tribal students possess strong educational aspirations and demonstrate a positive attitude toward continuing their education. However, multiple structural, economic, and social barriers continue to impede their educational progress. These findings highlight the complex relationship between aspiration and opportunity, suggesting that while many tribal students are motivated to achieve higher educational goals, the realization of these aspirations is often constrained by circumstances beyond their control.⁷

One of the most significant findings of the study was the high proportion of students expressing a desire to pursue higher education and secure professional careers.⁸ More than three-quarters of respondents indicated aspirations to obtain a bachelor's degree or higher qualification, while government employment emerged as the most preferred career option. The preference for government jobs may be attributed to perceptions of employment security, social prestige, stable income, and opportunities for upward social mobility.⁹ Similar findings have been reported in studies conducted among tribal and rural youth in different regions of India, where government service is often viewed as the most reliable pathway to economic stability. The substantial interest in teaching, healthcare professions, engineering, and technical careers further reflects the growing awareness among tribal students regarding the importance of education as a means of improving their socio-economic status. These findings are encouraging because they demonstrate that tribal youth increasingly recognize education as a tool for personal advancement and community development.¹⁰

The study also revealed the important role of family support in shaping educational aspirations and academic persistence. A large majority of students reported receiving encouragement from their parents to continue their education and pursue higher studies. Parental support is widely recognized as a key determinant of educational success because it influences motivation, self-confidence, academic engagement, and career planning. Even in households facing economic hardship, many parents appeared willing to prioritize their children's education in the hope of securing a better future for the family. However, although emotional support was relatively strong, financial support was often limited due to low household income and unstable livelihoods. This distinction highlights the reality faced by many tribal families, where aspirations for educational advancement coexist with

⁷ S. Nayak, "The Paradox of Education: Stereotyping Equality of the Scheduled Tribes in Odisha," in *Social Inclusion and Education in India* (New Delhi: Routledge India, 2020), 117–133.

⁸ Nityananda Barik and Mayadhar Prasad Sethy, "An Analysis on Development Perspectives of Scheduled Tribes in Odisha" (2024).

⁹ D. Anjali, "Relates to Tribal Education and Health: Evidence from Rural Odisha, India," *International Research Journal of Social Sciences* 2, no. 11 (2013): 11–16.

¹⁰ R. Maharana and J. K. Nayak, "Educational Status among the Particularly Vulnerable Tribal Groups of Odisha," *International Journal of Applied Research* 3, no. 4 (2017): 499–504.

severe economic constraints. The findings suggest that parental encouragement alone may not be sufficient to ensure educational continuity unless accompanied by adequate institutional and financial support mechanisms.^{11,12,13}

Scholarship schemes emerged as an important source of educational support for tribal students. The high level of awareness regarding scholarship programs and the substantial proportion of students who had applied for and received benefits indicate that government interventions are reaching a considerable segment of the target population. Financial assistance provided through scholarships can reduce educational expenses, encourage school retention, and facilitate progression to higher levels of education. Nevertheless, a significant proportion of respondents reported delays in scholarship disbursement and difficulties during the application process. Such challenges may reduce the effectiveness of these schemes, particularly for students from economically vulnerable households who depend on timely financial assistance to meet educational expenses. Delays in scholarship payments can affect the purchase of books, study materials, transportation, and examination fees, thereby increasing the risk of absenteeism or discontinuation of studies. The findings therefore emphasize the need for more efficient administrative systems to ensure timely delivery of educational benefits.^{14,15}

Despite the high educational aspirations observed among respondents, the study identified numerous barriers that continue to affect educational attainment. Financial constraints emerged as the most frequently reported challenge, highlighting the persistent influence of poverty on educational outcomes within tribal communities. Many families in Koraput rely on subsistence agriculture, forest-based activities, and daily wage labor, resulting in unstable income and limited financial resources. Under such conditions, educational expenses can impose a considerable burden on households, even when government assistance is available. Financial hardship may compel students to engage in income-generating activities, contribute to household labor, or discontinue their education altogether. These findings are consistent with previous research demonstrating that poverty remains one of the strongest predictors of educational inequality and school dropout among tribal populations.¹⁶

In addition to economic challenges, infrastructural and geographical barriers significantly influenced educational experiences. Respondents frequently reported inadequate educational facilities, transportation difficulties, and limited access to learning resources. Many tribal villages are located in remote and hilly regions where educational institutions may be situated far from students' residences. Long travel distances, poor road connectivity, and limited public transportation can negatively affect attendance, punctuality, and academic engagement. Furthermore, inadequate school infrastructure, shortages of qualified teachers, insufficient laboratory facilities, and limited access to libraries or digital learning resources may reduce the quality of education available to tribal students. Such challenges are particularly concerning because they can weaken academic performance and reduce students' confidence in pursuing higher education.¹⁷

Language and digital access also emerged as important educational barriers. A considerable proportion of respondents reported difficulties related to language, which may arise when students transition from tribal dialects spoken at home to formal instruction delivered in Odia or English. Language-related challenges can hinder comprehension, classroom participation, and academic achievement, particularly during the early years of schooling. Similarly, poor internet connectivity and limited digital infrastructure were identified as obstacles affecting educational access. In an increasingly technology-driven educational environment, unequal access to digital resources can exacerbate existing disparities and restrict opportunities for online learning, information access, and skill development. Addressing these challenges will require investments in multilingual educational support, digital infrastructure, and technology-enabled learning initiatives specifically tailored to tribal regions.¹⁸

Teacher perspectives provided valuable insights into the causes of educational discontinuation among tribal youth. Poverty, seasonal migration, low parental literacy, long distances to educational institutions, and early marriage were identified as major contributors to dropout. Seasonal migration is particularly relevant in tribal communities where families may temporarily relocate in search of employment, disrupting students' educational continuity. Low parental literacy can also limit the academic guidance available at home and reduce awareness regarding educational opportunities. The continued influence of early marriage, especially among girls, remains a concern because it can prematurely terminate educational trajectories and restrict future opportunities. These findings suggest that addressing dropout requires a comprehensive approach that extends beyond the

¹¹ S. Hansdah and A. Thadathil, "Access to Education in Tribal Areas: Evidences from Mayurbhanj District of Odisha.

¹² A. B. Das, "Status of Education of Scheduled Tribes in KBK Districts of Orissa," *Odisha Review*, October 2009.

¹³ K. K. Sahu, "Education for Sustainable Development of Tribal Girls in Odisha," *Indian Journal of Economics and Development* 9, no. 1 (2021): 1–12.

¹⁴ Rath, N. K. (2018). The Strategy of Tribal Development in Odisha. *Contemporary Social Sciences*, 27(4), 147–158.

¹⁵ P. Das and K. Bhawanipatna, "Educational Provisions of Tribal Children in Odisha," *International Journal of Multidisciplinary Educational Research* 11, no. 8(4) (2022): 77–82.

¹⁶ N. Sethi, P. Bhujabal, and L. Rout, "Implementation of Tribal Sub-Plan Schemes in Odisha: An Assessment," in *Mainstreaming the Marginalised* (New Delhi: Routledge India, 2021), 156–170.

¹⁷ Siba Prasad Pothal and Bijaya Kumar Panda, "Status and Determinants of Literacy and Education among Tribals in Odisha," *ZENITH International Journal of Multidisciplinary Research* 7, no. 12 (2017): 63–77.

¹⁸ Jisu Ketan Pattanaik, "Tribal Children in Odisha and Their Right to Education in the Home Language," *South Asia Research* 40, no. 2 (2020): 163–180.

education sector and includes broader social and economic interventions aimed at improving household livelihoods and community well-being.¹⁹

The findings of this study have important implications for educational policy and tribal development programs. Strengthening scholarship implementation, expanding residential schooling facilities, improving transportation infrastructure, enhancing digital connectivity, and providing targeted academic support services could significantly improve educational outcomes among tribal students. Greater attention should also be given to career counseling, mentorship programs, and parental awareness initiatives to help students translate their aspirations into achievable educational and professional goals. Community participation, teacher engagement, and collaboration between educational institutions and local stakeholders are likely to play a crucial role in promoting educational inclusion and reducing dropout rates in tribal regions.

Several strengths and limitations should be considered when interpreting the findings of the present study. A major strength is the large sample size and inclusion of students from different educational levels, together with teacher perspectives, which allowed for a comprehensive assessment of educational aspirations and barriers. The study provides valuable community-level evidence from one of Odisha's most prominent tribal districts and contributes to the limited literature on aspirations among Adivasi youth. However, the cross-sectional design captures perceptions at a single point in time and does not allow causal inferences regarding educational outcomes. In addition, the study was restricted to selected institutions and communities within Koraput district, which may limit the generalizability of findings to all tribal populations in Odisha. Despite these limitations, the study offers important insights into the educational experiences of tribal youth and identifies critical areas for intervention to promote equitable educational opportunities and long-term socio-economic development.

Conclusions

The present study demonstrates that Adivasi youth in Koraput district possess strong aspirations for higher education and professional careers despite facing significant socio-economic and educational challenges. Most students expressed a desire to continue their education beyond secondary school and viewed education as an important pathway for achieving economic security, social mobility, and improved quality of life. Government employment, teaching, healthcare, and technical professions emerged as the most preferred career choices, reflecting the growing ambitions of tribal youth in contemporary society. At the same time, the study identified several barriers that continue to limit educational attainment. Financial hardship, inadequate educational infrastructure, transportation difficulties, limited access to learning resources, language-related challenges, and poor digital connectivity were among the most frequently reported obstacles. Although parental encouragement and scholarship schemes played an important supportive role, delays in financial assistance and persistent economic constraints affected students' ability to fully pursue their educational goals. Teacher perspectives further highlighted the influence of poverty, seasonal migration, low parental literacy, and early marriage on educational discontinuation. Overall, the findings suggest that educational aspirations among tribal youth are considerably higher than the opportunities currently available to them. Addressing this gap requires coordinated efforts involving government agencies, educational institutions, community leaders, and families. Investments in educational infrastructure, timely scholarship delivery, career guidance programs, digital access, and targeted support for economically vulnerable students are essential for ensuring that the aspirations of Adivasi youth translate into meaningful educational and professional achievements. Such measures will contribute significantly to educational equity, social inclusion, and sustainable development in tribal regions of Odisha.

Declarations

Ethics Approval and Consent to Participate

This study involved a questionnaire-based survey among tribal high school students, college students, and teachers in Koraput district, Odisha. The study did not involve any clinical procedures, biological sample collection, interventions, or experimental manipulations. The research was conducted in accordance with the ethical principles of the Declaration of Helsinki and established guidelines for research involving human participants. Participation was entirely voluntary. Written informed consent was obtained from all adult participants prior to data collection. For participants below 18 years of age, parental or guardian consent was obtained through the respective educational institutions, and assent was obtained from the students. Participants were informed about the objectives of the study, their right to withdraw at any time without consequences, and the confidential nature of their responses. All data were anonymized before analysis, and no personally identifiable information was collected or reported.

Consent for Publication

Not applicable. The manuscript does not contain any identifiable personal information, photographs, or individual data requiring specific consent for publication.

Availability of Data and Materials

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request.

¹⁹ Annapurna Sahu and Alok Kumar Badoghar, "A Study on Low Literacy among Three Dominated Tribes of Koraput, Odisha (India)," *GYANODAYA: The Journal of Progressive Education* 4, no. 1 (2011): 67–72.

Competing Interests

The authors declare that they have no competing interests.

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Authors' Contributions

All authors read and approved the final manuscript.

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Authors' Information

The authors are engaged in research related to tribal education, educational equity, rural development, social inclusion, and public policy in India.

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