

A Study on Dropout of Tribal Students at Secondary Level in Mayurbhanj and Keonjhar Districts of Odisha State

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ABSTRACT

Students in higher secondary schools, especially those attending Tribal People higher secondary schools in rural areas, face numerous challenges in obtaining their higher education, despite the governments numerous policy proposals. These challenges are centered on a range of issues, including social, familial, economic, environmental, and educational. All of these elements are seen to be fundamental elements that affect the different issues that Tribal People students in rural schools face. In order to improve the educational condition of kids from marginalized groups, teachers, parents, the government, and social agencies must first identify the challenges facing these pupils. Only then can their concerns be addressed. Students who are problem-free will set the standard for future student growth. If the government and school officials fail to acknowledge the challenges faced by the marginalized groups of Tribal People students, it could have a disastrous effect on the young students' lives and lead them to engage in delinquent or antisocial behavior in both society and the classroom. Furthermore, if teenage Tribal People students lack educational awareness, their illiteracy, ignorance, and immoral, unlawful, and social behaviors will be passed down to the next generation, which will have a somewhat negative impact on the advancement of society. For their social, moral, educational, and economic advancements, the authorities must thus be able to recognize their difficulties in all of their facets and find solutions. The purpose of this research is to comprehend the differences and factors associated with secondary school education dropout rates among Indian tribal populations. The outcome brought to light important aspects that influence dropout rates in India, including a lack of social support, economic backwardness, malnourishment, and health problems. Moreover, the tribal population in India is more likely to drop out of higher education due to a lack of interest in learning, living distant from school, academic failure, and financial constraints.

Keyword: Students, Higher Secondary Schools, Government, Illiteracy, Ignorance

1. INTRODUCTION

Given that education is the most unique and significant way to develop human capabilities—the fundamental and unique ability to reflect, make decisions, seek a voice in society, and enhance personal endowments—it is crucial in the context of modernization and globalization. Thus, one of the most

effective tools for eliminating poverty and inequality and creating the conditions for long-term economic growth is education. Education, particularly in school, increases a person's capacity to carry out social, economic, political, and other tasks effectively, especially in the 14–16 age range. We must start with secondary education in terms of quantity, quality, and equity if we are to advance and measure up in the global race for development.

In India, the Scheduled Tribe population is among the most economically disadvantaged and marginalized communities. India is home to the world's biggest tribal population, numbering over 10.2 crores. This represents 8.6% of the nation's total population (Census of India, 2011). In actuality, education contributes to the inner strength of tribal communities, which enables them to face new obstacles in life, as well as the economic prosperity of the tribes. It's time to acknowledge the growing democratic consciousness and social aspirations of young people, especially those from underprivileged backgrounds, for a larger role in the political, social, and technological-economic life of the country. The Constitution's cherished principles of social justice and equality provide yet another justification for advocating for universal secondary education. According to the CAGE report on universalizing secondary education, most of these historically marginalized groups of people cannot profit from such an important strategy for the Dalits and tribal people. This is due to the fact that the vast majority of children and young people who belong to the SC and Tribal People communities do not have access to secondary school. The benefits of reservation to SCs and Tribal People would not materialize without secondary or senior secondary education. Due to this, the governments of the Central and State/UT had started implementing the agenda for universal secondary education, with the first phase expected to be completed by the year 2015 and the second phase expected to be completed by the year 2020. We can draw the conclusion that secondary education will only be worthwhile if it reaches all societal segments; otherwise, the goal of universalizing secondary education will not be met. The fact that the quality of education offered is still far below expectations and specifically hinders the advancement of children from underprivileged backgrounds exacerbates the disparity in access to resources.

The tribes are the fundamental unit of our indigenous culture, and they have made just as much of an impact on civilization as any other group. Numerous children from tribal communities have registered for elementary school but were unable to finish their path to secondary education. Numerous studies, including the National Family and Health Survey, have shown that ST/SC populations and underdeveloped rural areas account for the bulk of secondary school dropouts, which are concentrated in the poorest and least developed areas.

1.1 SIGNIFICANCE OF THE PROBLEM

The tribal people are dealing with a wide range of issues, which are mirrored in their current socioeconomic circumstances, as well as in the social taboos, tensions, disputes, and other inertias that are common in their communities. Since India gained its independence, the Indian Constitution has recognized that educational advancement will give underprivileged and backward youngsters the chance to reach their full potential and realize their own strength. Beyond raising their personal level of life, they could also be essential to the nation's sustainable economic growth. Because of this, Article 46 of the Indian Constitution states that the State must safeguard the weaker segments of the SC and Tribal People communities from social injustice and all types of exploitation, as well as advance their educational and economic interests with particular attention. However, despite the state's sixty-eight years of independence, the indigenous tribes still experience injustice and inequality, as seen by their way of life and standard of living. They continue to reside at the base of society. By offering them high-

quality education, it is very likely that they will eventually become mainstream.

The dropout rate of students from various populations has been the subject of numerous individual or institutional studies. Studies on the problem of tribal pupils dropping out of school in various states and the factors that contribute to it have also been done. Despite multiple government initiatives in this regard, the tribal children enrolled in the school are unable to complete their education for a variety of reasons. At the secondary level, the problem is more serious. Additionally, a comprehensive understanding of the extent to which the factors contributing to the high rate of child dropouts, particularly within tribal communities, may be helpful to educational planners, policy makers, educators, and other relevant authorities in developing and organizing the most effective policies for promoting secondary education for all students and enabling tribal youth to compete with their non-tribal peers and contenders in the larger society. In light of this, the researchers believe the study to be highly significant. It is imperative that we determine the degree to which certain contributing factors influence the district's tribal child dropout rate and that secondary education be made accessible to all in a fair and high-quality manner in order to promote sustainable development both within and throughout the district.

1.2 PURPOSE OF THE STUDY

Examining the problems and underlying causes of tribal students' dropout rates in the tribal territory is the aim of this study. In secondary schools, tribal kids face a variety of ongoing pressures and daily disruptions. The majority of studies focused on initiatives to increase enrollment or reasons why students dropped out, but the researcher's goal was to identify the reasons behind dropouts in Mayurbhanj and Keonjhar Districts tribal areas and to inform tribal students and parents about government programs and schemes so they could take advantage of them to boost enrollment in tribal schools.

1.3 STATEMENT OF PROBLEM

It is clear from a detailed analysis of the prior research and the dropout time series that the dropout rate is progressively rising in Odisha state as well as at all Indian levels as grades rise. This highlights the necessity for research to determine the primary reasons why students drop out of secondary schools. The main goal of this study is to determine why most stakeholders believe that tribal students in the districts of Mayurbhanj and Keonjhar in Odisha State drop out of formal schooling. The study also looks for programs to improve enrollment and deal with dropout problems. Thus, the study's title is “**A study on dropout of tribal students at secondary level in Mayurbhanj and Keonjhar Districts of Odisha State.**”

2. REVIEW OF LITERATURE

Brahmanandam & Bosu Babu's (2016) analysis, scheduled Although there have always been some restrictions in the Government of India Act 1935, tribes in Indian society have always been socially and geographically separate groupings. The development of the tribal people via policies and programs is the subject of this paper. Even while the government's programs and initiatives demonstrate excitement, the progress has not been as anticipated. He suggests emphasizing the development of skill-oriented programs and practical competencies.s

Sinha (2017) concentrated on the profile of the Katkari tribe. The purpose of this pilot project is to gather data about the Katkari tribe that lives in Maharashtra. This Adivasi Wadi has only eighty-five houses. According to the report, the tribes suffer from poverty, sporadic migration, and unstable livelihoods. All of these open the door to dropout and confusion about formal education.

Maharana & Nayak (2017) examined the educational status of the tribes of the Hill Kharia in Jashipur

block, Mayurbhanj district, Odisha. They discovered that the tribes' precarious situation was exacerbated by their remote location, lack of access to communication resources, deteriorating health, hostile environment, superstitious beliefs, etc. The study examines how the extreme poverty affects the scholastic standing of the Kharia tribe living in the hills. Formal education is being impacted by parents' lack of interest in their kids' education. The fact that most kids in the tribe follow their parents' daily schedules is one of the causes of their low educational standing.

Punnaiah (2018) conducted research on Telangana State's tribal education problems and obstacles. The following are the findings: (1) Language medium: One of the major barriers preventing tribal children from receiving an education is language. (2) The community's Location: The youngsters of a tribal community are unable to travel to a neighboring village for school due to physical constraints. (3) Economic Situation: Tribal people's financial situation is so bad that they don't want to provide their kids the opportunity to go to school. (4) Parental Attitude: The parents from the tribal community favor having their kids work for pay to augment the family's income. (5) Teacher-Related Issues: Teacher absenteeism is a common occurrence in isolated tribal regions, which has a significant negative impact on the standard of instruction. (6) Inadequate oversight: Inadequate communication between the Department of School Education and the Tribal Welfare Department impedes appropriate oversight.

Sridevi and Nagpal (2019) investigated and analyzed patterns related to causes and dropout rates, and they offered recommendations to increase secondary school enrollment in India. The theoretical underpinnings of the current obstacles to tribal education are discussed in this work. The study highlights issues such as inadequate restrooms, parents' illiteracy, transportation-related inconveniences, and teachers' irregular absences. According to the study, measures meant to teach them as well as remedial education programs have proven ineffective.

Nanjunda's (2019) research, Ashram schools function essentially as a kind of residential school, providing Indian tribal youngsters with complimentary boarding and lodging along with other necessary amenities and incentives. The study examines issues with tribal language policies in relation to textbooks and instruction. The author discusses the pointlessness of the five years of elementary school that tribal pupils are given. The tribal language strategy is crucial in this situation to address the issues of alienation and isolation.

Maningba Jeyaseelan and Stephen (2020) claims that Manipur is one of the northeastern states with stunning scenery that is home to tribal people. The Maram Naga Tribe of Manipur's dropout rate was the subject of a survey that the writers carried out. A sample of 260 dropouts from classes 5 through 12 comprised the study. The purpose of the interview schedule was to ascertain the causes of dropout. The results demonstrate that youngsters in the area have lost interest in school because of factors such as large families, inadequate guidance about formal education, and having to travel great distances for school.

Chaudhari and Rathod (2021), carried out research on the issues that tribal kids in ashram schools faced. Five Ashram schools in the Surat district were selected for the survey. For the study, 255 pupils were selected from each school. Finding the amenities in schools was the study's main goal. The findings indicate that there is a deficiency of a lab, computer lab, projector, classroom seating benches, and inadequate facilities for drying clothing during the rainy season. The majority of children reported having difficulty reading and writing in languages, particularly English, as well as having trouble learning math tables. They occasionally understood the answers to all the problems, but their lack of confidence prevented them from providing them.

Bhat & Khan (2021) examined school progression, enrolment, disparity, dropout patterns, and trends of tribal school-going children in Jammu & Kashmir from 2012–13 to 2018–19 using U-DISE data from the Ministry of Education, Government of India. The authors discovered the dropping graph for enrolment in educational institutions, particularly for ST students, after using the descriptive analysis to understand the data. They believed that the study would be useful in implementing programs for tribal people's formal education. The outcomes are beneficial in increasing the enrollment of Native American students. The study promotes indigenous children's survival through education.

Bindhani (2021) set out to investigate the level of education among tribal people living in Odisha's Koraput area, as well as the reasons behind poor enrollment, absenteeism, school dropout rates, and the gender disparity in literacy. The goal of the study was to identify the factors that lead to dropout and nonattendance. A sample of 104 dropouts was chosen in order to obtain their self-report. The primary causes of dropout among them were socioeconomic risks, the passing of the earning member, and the parents' lack of enthusiasm. In addition to household responsibilities, other factors include students' and parents' lack of interest in formal education and confusion toward it.

Rashmi & Paul (2022) investigated the impact of early life conditions (child, household, and community factors) on educational well-being between 2005 and 2012. The well-being of the pupils is presented theoretically in this paper through data collection and analysis using principal component factor analysis. The elements affecting the tribal education and literacy coded.

3. OBJECTIVES OF THE STUDY

- To investigate the secondary dropout rate of tribal students in Mayurbhanj and Keonjhar Districts of Odisha State.
- To compare the secondary school dropout rates in the Mayurbhanj and Keonjhar Districts between male and female members of indigenous communities.
- To determine the variables linked to tribal students in the Mayurbhanj and Keonjhar Districts dropping out of secondary school.

4. RESEARCH METHODOLOGY

The descriptive study design includes both fact-finding investigations among the tribe children and questionnaires, it was chosen by the researcher. In order to determine the reasons behind the dropout rate among tribal students in schools and colleges as well as the kinds of initiatives that would lower it, the researcher used cluster sampling to select the study's area and multistage sampling, simple random sampling, and snowball sampling to select the respondents. After that, a survey was conducted using perception scales that were evaluated by dropouts, present students, teachers, parents, and village elders. The choice of sampling and how it is used determine the study's outcomes in general as well. The study's chosen location or environment establishes the sample's bounds. The broader geographic areas must be reduced to little places where the sample exhibits characteristics common to the population. Surveys frequently employ this method. Multistage cluster sampling, a probability sampling technique, was employed by the researcher. It is frequently used to analyze huge populations, especially ones that are widely dispersed geographically. Once the sample location has been determined through a random selection of geographic locations, the researcher has two options: using random sampling to choose the target persons, or selecting the population of the pocket to be sampled. The researcher's goal in this study was to create clusters, or smaller groups, within the tribal community. The sample for this study

was formed by randomly choosing three places from each cluster. In the selection of reaching the sample or subset of the population Present Students' Evaluation is 287, Teacher Evaluation is 52, Parents Evaluation is 132 and Village Elders Evaluation is 39 to form the sample

5. RESULTS AND DATA INTERPRETATION

The following is an analysis and interpretation of the data that was obtained from a survey that was completed in the chosen area by dropouts, teachers, parents, village elders, and students.

TABLE 5.1 The results of Descriptive Analysis for the reasons for dropout according to the opinion of student, teachers, parents and village elders

MEAN	Present Students' Evaluation		Teacher's Evaluation		Parents' Evaluation		Village Elders' Evaluation	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
Sample Size - N	N - 287		N - 52		N - 132		N - 39	
Academics	26.04	5.53	30.97	2.93	29.31	2.48	29.32	2.46
Culture & Convenience for Education	22.74	5.09	27.01	3.23	26.23	1.84	26.27	1.81
Family Condition	14.29	4.29	15.67	2.42	17.32	1.29	17.33	1.28
Language	7.48	2.22	8.41	1.05	7.76	1.14	7.77	1.13
Peer Group Influence	17.79	5.29	23.72	2.48	20.09	2.00	16.26	1.62
Job Opportunity	7.16	2.58	9.47	.556	7.70	1.69	8.17	1.04
Social Media & Mobile Usage	7.57	2.56	9.44	.637	4.26	.510	7.46	1.43

The table provides information on dropout reasons based on assessments from parents, instructors, students, and village elders. The mean academic dropout cause (M=30.97) was higher for teachers than for village elders (M=29.32), parents (M=29.31), and current students (M=26.04), in that order. In comparison to parent evaluations (M=26.23), current student evaluations (M=3.79), dropouts' self-reports (M=22.74), and village elder evaluations (M=26.27), the mean for annoyance with education and cultural barriers was higher. The mean appraisal of family condition as the cause of dropout was greater (M=17.33) for village elders than for parents (M=17.32), teachers (M=15.67), and current students (M=14.29), in that order.

TABLE 5.2 The results of Descriptive Analysis and Independent Sample T test for the Gender-Wise Differences for Reasons for Dropout According to the Opinion of Students

	GENDER	N	Mean	Std.	t	Sig.(2-tailed)
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				Deviation		
Academics	BOYS	162	26.272	5.252	1.124	.088 ^{NS}
	GIRLS	125	25.749	5.875		
Culture & Convenience for Education	BOYS	162	22.597	4.887	-0.752	.102 ^{NS}
	GIRLS	125	22.920	5.366		
Family Condition	BOYS	162	14.300	4.300	0.026	.680 ^{NS}
	GIRLS	125	14.290	4.297		
Language	BOYS	162	7.352	2.178	-1.57	.548 ^{NS}
	GIRLS	125	7.645	2.260		
Peer Group Influence	BOYS	162	17.733	5.161	-0.294	.219 ^{NS}
	GIRLS	125	17.864	5.465		
Job Opportunity	BOYS	162	7.241	2.478	1.336	.055 ^{NS}
	GIRLS	125	6.952	2.693		
Social Media & Mobile Usage	BOYS	162	7.362	2.596	-2.192	.131 ^{NS}
	GIRLS	125	7.832	2.489		

According to the perspectives of the students, the above table presents the findings of the Independent Sample T Test and Descriptive Analysis regarding the gender-wise disparity in the reasons why tribal youngsters drop out. The mean for boys and girls (26.27) and the 'p' value (.088) for academic concerns indicate that there is no significant difference between them when it comes to the reasons why people drop out. There is no discernible difference between them, according to the means for boys (22.59) and girls (22.92) and the "p" value (.102) for inconvenience due to cultural and educational barriers. The 'p' value (.680) for family situations and the means for boys and girls (14.30 and 14.29) show that there is no discernible difference between them. The 'p' value (.548) for language obstacles and the means for boys and girls (7.35 and 7.64) indicate that there is no statistically significant difference between them. The 'p' value (.219) for peer group influence and the means for boys and girls (17.73 and 17.86) indicate that there is no statistically significant difference between them. The 'p' value (0.55) for absence of career prospects and the means for boys and girls (6.95 and 7.24) show that there is no significant difference between them. The 'p' value (0.131) for absence of work possibilities and the means for boys and girls (7.83 and 7.36) show that there is no statistically significant difference between them.

TABLE 5.3 The results of Descriptive Analysis and F test (ANOVA) for the difference between the age groups with regard to the to the initiatives to be taken for the dropouts to increase the enrolment

Various Parameters	Age Categories	N	Mean	Std. Deviation	F	Sig.
Convenience for Education	16- 17 years	127	8.740	1.742	0.011	0.989 ^{NS}
	17-18 years	206	8.728	1.624		
	18-19 years	248	8.714	1.748		
Academics	16- 17 years	127	40.472	4.224	1.906	0.150 ^{NS}
	17-18 years	206	40.286	4.569		

	18-19 years	248	39.560	5.535		
Social Media & Mobile Usage	16- 17 years	127	4.094 ^b	1.294	5.870	0.003*
	17-18 years	206	3.816 ^a	1.450		
	18-19 years	248	4.246 ^c	1.263		
Job Opportunity	16- 17 years	127	6.811	1.239	1.177	0.309 ^{NS}
	17-18 years	206	7.000	1.365		
	18-19 years	248	7.028	1.372		

The results of the F test (ANOVA) and Descriptive Analysis for the three age groups' differences in terms of the actions to be made for dropouts in order to increase enrollment are displayed in the above table. The "p" value (0.989) for inconvenience for education and the mean for the age groups—16- 17 years (8.74), 17-18 years (8.72), and 18-19 years (8.71)—show that there is no significant difference between the tribal children of these three age groups with regard to the initiatives to be taken for the dropouts. The mean for age groups, such as 16- 17 years (40.47), 17-18 years (40.28), and 18-19 years (39.56), as well as the "p" value (0.150) for academic issues, indicate that there is no significant difference between the tribal children of the three age groups with regard to the initiatives to be taken for the dropouts.

The mean for the age groups—16- 17 years (4.09), 17-18 years (3.81), and 18-19 years (4.24)—as well as the 'p' value (0.003) for the usage of social media & mobile devices indicate a significant difference between the tribal children of these three age groups with regard to the initiatives to be taken for the dropouts. The mean for the age groups—16- 17 years (6.81), 17-18 years (7.00), and 18-19 years (7.02)—as well as the 'p' value (0.309) for lack of employment opportunities indicate that there is no discernible difference between the tribal children in these three age groups with regard to the initiatives to be implemented for the dropouts.

6. CONCLUSION

People who receive an education are better able to develop into valuable contributors in their societies. The foundation for subsequent education is laid by primary schooling. There are dropout cases found all across the world, however this research study will exclusively focus on rural India. A recent research by the National Statistical Office (NSO) indicates that 12.6% of Indian students drop out, including 19.8% of high school dropouts and 17.5% of further education dropouts. Finding the causes of India's higher education dropout rate among tribal students is the main goal of the study. The study found that the main causes of tribal population dropouts in rural India are lack of family support, academic disengagement, health and malnourishment problems, and financial restrictions. Education is the most powerful aspect in a child's development and maturation, preparing them to be a responsible, intelligent, and capable citizen. It is the main way that students are exposed to cultural values. Enhancing the status and independence of women also requires education. It contributes to the rise in decision-making skills and confidence within the home. Policymakers and stakeholders can use the study's findings to help design effective policies that would increase the enrollment rate of India's tribal community in secondary school. Dropping out is frequently the consequence of social as well as intellectual issues, rather than just being the outcome of academic failure. Lack of resources and support in communities, schools, and families contributes to these issues. In order to lower dropout rates, comprehensive strategies are needed to help at-risk students deal with the personal, social, and academic challenges they encounter as well as to enhance the at-risk environments that exacerbate these issues.

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