TRIBAL STUDENTS IN HIGHER EDUCATION: EXPLORING THEIR PEDAGOGICAL, SOCIAL, AND COGNITIVE CHALLENGES AND SUPPORTS

A SYNOPSIS SUBMITTED TO
THE DEPARTMENT OF EDUCATION, JADAVPUR UNIVERSITY,
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF DOCTOR OF PHILOSOPHY IN ARTS (EDUCATION)

By
Anirban Kisku
Reg. No-A00ED1300218

Supervised by
Dr. Lalit Lalitav Mohakud
Associate Professor of Education
Jadavpur University, Kolkata

DEPARTMENT OF EDUCATION
FACULTY OF ARTS
JADAVPUR UNIVERSITY
KOLKATA, INDIA
2024

Contents

Preface

This study aims to explore the pedagogical, social, and cognitive challenges and supports faced by tribal students in higher education in West Bengal, considering various demographic factors. The thesis is structured into six chapters (Chapters I to VI). Chapter I, entitled "Introduction," presents the theoretical and conceptual background of the study. Chapter II, entitled "Review of Related Literature," analyzes relevant literature and explores research trends. Chapter III, entitled "Problem Statement," includes the study's rationale, knowledge gaps, problem statement, operational definitions of major terms used, research questions, objectives, hypotheses, delimitations, and the conceptual framework of the study. Chapter IV, entitled "Methodology of the Study," includes the research design, variables, population, sample, sampling techniques, data collection tools and techniques, data analysis procedures, and ethical considerations adopted for the study. Chapter V, entitled "Analysis and Interpretation of Data," presents the results and their interpretations. Finally, Chapter VI, entitled "Findings and Conclusions," presents the major findings and discussions, educational implications, limitations, and suggestions for further studies. I have tried to explain each topic in detail and included the figures and diagrams for proper data visualisation and illustration of theories and concepts. In this present synopsis, the key points of the entire thesis are mentioned.

1.0 Chapter-I: Introduction

Higher education is a transformative force that significantly impacts individuals, communities, and societies. For tribal students, this journey often entails navigating a complex landscape of challenges and supports that influence their academic success and personal development. Tribal communities in India, comprising over 730 ethnic groups and nearly 8.6% of the country's population (Prajapati, 2023), are among the most marginalized groups due to economic hardship, limited infrastructure, and geographic isolation (Chakraborty, 2019). These communities face unique social, pedagogical, and cognitive challenges in higher education (HE), making equitable access to education an urgent necessity for their socio-economic advancement (Gondane, 2023).

The need for inclusive education is highlighted by the distinct cultural backgrounds, languages, and socioeconomic circumstances that tribal students bring to HE. Challenges such as limited educational resources, cultural dissonance in classroom environments, and low literacy rates often hinder these students' academic performance and engagement (Sarkar, 2023; Munshi & Gajbhiye, 2024). Pedagogical challenges, like a lack of culturally responsive teaching strategies, alongside social challenges stemming from economic disparity and isolation, exacerbate their struggle for equitable educational opportunities (Seaway et al., 2022). Additionally, cognitive obstacles, including language barriers and diverse learning needs, demand adaptive educational approaches to enhance these students' academic achievements and self-confidence (Ou et al., 2022; Vinu, 2021).

The research underscores the necessity of support such as culturally relevant pedagogy, peer collaboration, and targeted institutional resources for fostering success among tribal students in HE (Adhikari & Mohapatra, 2022). These supports not only promote academic engagement but also empower tribal students to contribute to their communities. Addressing the multifaceted challenges faced by tribal students is essential to creating an educational environment that embraces diversity, promotes equality, and builds pathways toward social mobility (Panda & Ojha, 2021).

This chapter explores the pedagogical, social, and cognitive challenges faced by tribal students in HE and highlights the importance of culturally responsive supports that address these challenges. It presents theoretical frameworks relevant to understanding these dynamics, providing insights into how educational policies and practices can be shaped to foster an inclusive and supportive learning environment for tribal students. This discussion is critical in realizing the transformative potential of higher education for tribal communities, contributing to both personal empowerment and broader social development.

2.0 Chapter-II: Review of Related Literature

This chapter serves as a solid theoretical foundation, providing the researcher with essential knowledge about the findings and methodologies of prior studies. A comprehensive understanding of the theoretical framework, methods, and relevance to the current investigation (Bailey, 2021) is critical for producing valid and reliable study outcomes. This literature review offers a theoretical and conceptual understanding of the pedagogical, social, and cognitive challenges and supports encountered by tribal students in higher education. The study incorporates a diverse range of literature to substantiate the research questions and expand knowledge through systematic examination.

2.1 Methodology of Literature Review

The researcher employed a systematic literature review approach to gather relevant studies for the present research. This methodology is essential for synthesizing research findings across various studies, offering a comprehensive view of complex issues within the context of tribal students in higher education (Kumar, 2023; Lowe, 2009). Initial searches were conducted using reliable databases such as Google Scholar, ProQuest, Science Direct, Scopus, and Shodhganga. Keywords like 'pedagogical challenges and supports,' 'social challenges,' 'cognitive challenges,' and 'tribal students in higher education' guided the literature search. Recently published studies were prioritized, yielding an initial collection of 723 articles, of which 60 were carefully selected for detailed review based on relevance and quality. The literature selection process is illustrated in the table below, demonstrating the systematic approach undertaken for this review.

2.2 Inclusion and exclusion criteria

The following inclusion and exclusion criteria were used in the study:

Inclusion Criteria	Exclusion Criteria
1. Studies published between 2011 and 2023. 2. Studies that focused on tribal students at higher education levels. 3. Studies should provide sufficient data on objectives, methodology, and findings.	1. Studies that were not published in English. 2. Studies that had insufficient data. 3. Studies were unrelated to the tribal students in higher education. 4. Studies for which the full text was unavailable.

2.3 Literature Selection Process

The literature screening process is depicted in Figure 2.1. involves systematic steps to refine a large number of literature into a final set of studies for inclusion in research.

Initially, 723 studies were identified through Google Scholar, ProQuest, Science Direct, Scopus, Shodhganga, and PubMed databases. After removing duplicates, 573 studies have remained. These were then screened by title and abstract, reducing the number to 177 studies. Of these, 396 records are excluded for not being relevant to this study. The remaining studies have undergone full-text download, resulting in 80 studies. Further exclusions were made for non-relevance, non-English language and lack of full-text availability. Finally, 60 studies were included in the research. This thorough process ensures that only the most pertinent and high-quality studies are considered.

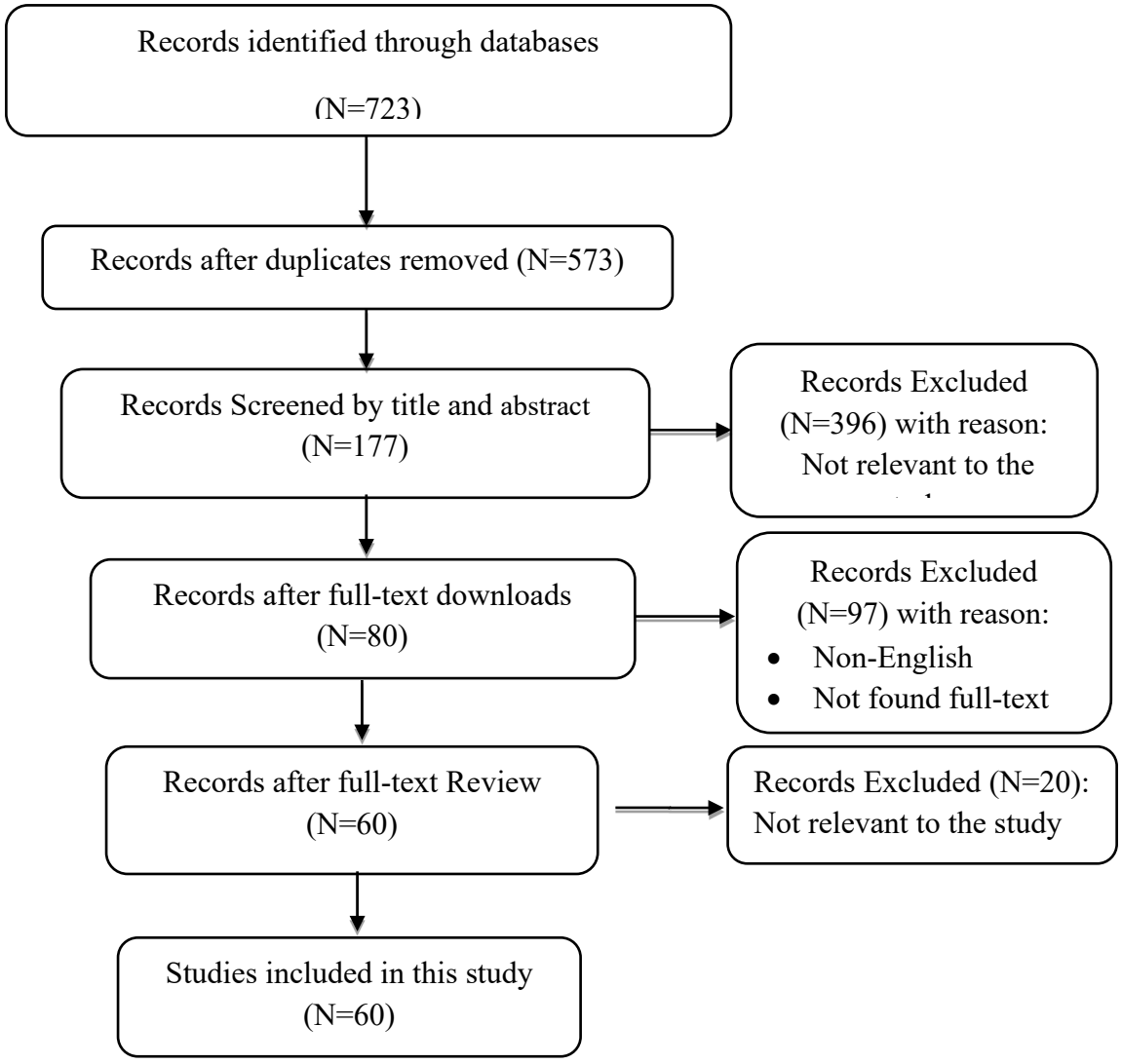


Figure 2.1: Literature Selection Process

3.0 Chapter-III: Problem Statement

The ‘Problem Statement’ chapter establishes the foundation for this research by defining its purpose and significance. It clearly outlines the researcher's assumptions, background, and positionality, as well as the rationale behind the study. This chapter methodically addresses various elements, including the research problem, operational definitions of key terms, research objectives, and hypotheses, along with the study's delimitations. It also contextualizes the research within the broader field, highlighting gaps in existing knowledge and justifying the need for an investigation into the pedagogical, social, and cognitive challenges and supports of tribal students in higher education. This chapter effectively bridges the theoretical framework with the specific methodologies used in subsequent sections, providing a well-rounded understanding of the research problem, its relevance, and the approach taken to explore it.

3.1 Assumptions, Background, and Positionality of the Researcher in the Study

The researcher belongs to a Santal tribal family. As a member of the tribal community, he has faced many problems throughout his social and academic life. Being a research scholar, he observed and communicated with friends he experienced that tribal students struggled with several challenges or issues at the HE level, such as tribal students are not interested in pursuing HE, having a high dropout rate, gender stereotypes, neglected mainstream society, geographically remote areas, poor socio-economic conditions, several family issues, language barrier, inadequate guidance, lack of parental involvement, lack of encouragement, limited classroom engagement, fear of social integration, poor academic performance, and so on. These challenges give a comprehensive experience and understanding of the tribal community. These things motivated the researcher to explore the challenges and supports they faced throughout their educational careers. These challenges and supports are related to pedagogical, social, and cognitive at the HE level. The researcher chose this study because he wanted to learn more about these issues and prevent them positively. In this connection, the researcher studied educational barriers to higher education for SC and ST students in West Bengal during his post-graduate studies. However, it had some limitations; it was not specific only to ST and was not in-depth. Building on his previous experiences, the researcher aims to conduct in-depth research on this area to understand the issues comprehensively. His ultimate goal is to support tribal teachers, students, parents, community members, and policymakers in enhancing the education and overall well-being of tribal students.

3.2 Rationale of the Study

Tribal communities are diverse cultural groups of Indigenous people; they have a long history, distinctive cultures, lifestyles, and geographical isolation from mainstream society (Soren, 2022). These communities often reside in remote and forested areas, maintaining their unique cultural traditions, languages, and customs that distinguish them from the mainstream population (Ravikumar, 2023; Sarkar, 2023; Shamshad, 2024). For this reason, they face multiple challenges ranging from poverty, malnutrition, land alienation, and lack of proper education to cultural mismatches in the education system and limited access to basic facilities, etc. (Kumar, 2024; Rajashekar & Nikhilavathi, 2023; Akkiraju, 2022). Kumar (2024) also reported that household responsibilities, economic hardships, unemployment, indebtedness, and ignorance are prevalent in many tribal areas. These are the general challenges faced by tribal communities in India. In the education context, they face various challenges in their educational journey (Kumbang, 2024). Several studies have discussed the challenges, and few have mentioned how to overcome or support them. For example, cultural mismatches between school and family environments (Sarkar, 2023), gender discrimination, and a lack of proper facilities for girls (Hdyitulah & Aman, 2023) hinder their academic progress. Many studies also explained that tribal students encounter high dropout rates (Primus et al., 2016; Lydster & Murray, 2018), low enrollment, and a lack of support (Chandel et al., 2023). They also face various challenges related to academic performance (Tierney et al., 2018; Chandel et al., 2023), social adjustment (Sarkar, 2023; Baidya & Barik, 2023; Tierney et al., 2018), socioeconomic conditions (Chanana, 1993; Baidya & Barik, 2023; Kishore & Babu, 2023), lack of institutional support (Tierney et al., 2018; Chanana, 1993; Gupta et al., 1985) and Gender-specific issues (Hdyitulah & Aman, 2023; Nair et al., 2016). Despite government initiatives like scholarships and coaching programs, inadequate government support (Chande et al., 2023), they struggle to achieve universal compulsory education for all, especially for Indigenous communities in India (Chaudhari, 2023; Ottaplackal et al., 2022).

Indian tribal students in HE also face several pedagogical challenges related to teaching-learning, institutional environment (Balaji, 2017), curriculum and teaching methods, infrastructure, etc. (Brahmanandam & Bosu, 2015; Baidya & Barik, 2023). Few studies mentioned challenges, such as teacher absenteeism, lack of proficiency in local tribal languages, and insufficient infrastructure, further hindering effective teaching and learning (Raziq & Popat, 2023; Gangele, 2019) and lack of support from parents, teachers, and peers, hindering their educational progress (Tripura, 2020). Additionally, Chandel et al.

(2023) state that high dropout rates, low enrollment, and inadequate support hinder tribal student's educational advancement, while linguistic issues, medium of instruction, and poor educational quality also negatively impact their academic progress (Roy, 2021; Hall et al., 2017).

Overcoming these pedagogical challenges requires specific pedagogical support to bridge the educational gap. These specific supports include incorporating socio-economic conditions and cultural heritage into the curriculum (Gandhi, 2022), where it is crucial to provide skills beyond general literacy to help them face modernisation effectively (Ranjan, 2014). Addressing constraints such as inadequate infrastructure, teacher quality, and access to learning materials is essential (Sarkar, 2023; Chandel et al., 2023). Ottaplackal and Anbu (2022) reported that implementing culturally sensitive curricula, multilingual education, and respecting tribal traditions can prevent pedagogic deterrence and reverse learning. Governmental initiatives like scholarship schemes, hostel facilities, tuition fees, free education, and infrastructure improvements can enhance educational outcomes (Roy & Roy, 2016; Damodaran, 2023). Additionally, community-based learning initiatives incorporating local knowledge and practices can provide valuable support for them (Jessy & Vijayanand, 2023). Integrating Indigenous pedagogies and cultural perspectives into HE can enhance learning experiences and promote the personal growth of tribal students (Paringatai, 2019).

Several studies have discussed the numerous social challenges tribal students face in HE that hinder improving their educational experiences and outcomes. Social challenges stem from historical marginalisation, socio-economic disadvantages, cultural isolation, and lack of access to quality education (Tilak & Choudhury, 2021; Raziq & Popat, 2022). They struggle with social recognition and respect, lack of proper communication facilities, financial crises, poor living conditions, employment, social activities, and educational adjustments (Singh, 2018). Educational issues like limited colleges and universities, inadequate institutional facilities, transportation problems, and few course options hinder access to quality higher education (Ashraf & Anas, 2018). They encounter more significant adjustment challenges to university culture, language constraints, religion, accommodation, present substantial challenges, geographical remoteness, economic conditions, lack of infrastructure, and gender disparities (Sing et al., 2023; Rathore et al., 2018; Akter, 2017; Bramhane, 2023; Daripa, 2017; Sarkar, 2023). Tribal students also face workplace discrimination and abuse and struggle to balance work and household responsibilities, impacting their physical and mental health (Gurikar & Dalawai, 2024).

Tilak and Choudhury (2021) emphasise the growing disparities in higher education participation among tribal students across multiple factors, such as gender, present residence, family structures, medium of instruction and socioeconomic status. Actovin et al. (2023) found significant issues adjusting to institutional culture and maintaining community connections. Parents' education, learning generations, and family income significantly influence social and cultural challenges (Sing et al., 2023; Rathore et al., 2018).

To address these challenges, tribal students need various social supports. Few studies mentioned that teachers' and peers' support within the campus (Walton et al., 2020), financial support, and government assistance, such as scholarships, quota systems, and ICT programs, significantly enhance the participation of tribal learners in HE (Nayak et al., 2020; Ashraf & Anas, 2018; Rathore et al., 2018). The socio-economic conditions, government schemes, reservation policies, inclusive policies, and programs have positively impacted their educational progress (Patra et al., 2021; Daripa, 2017). Bramhane (2023) shows that expanding educational scope, improving monitoring, and increasing coordination are recommended to enhance support for tribal students, especially girls. Community-based learning initiatives incorporating local knowledge and practices can provide valuable support (Jessy & Vijayanand, 2023).

Few studies explored cognitive challenges faced by tribal students in HE that hinder their academic performance and overall well-being (Primus et al., 2016; Kumar & Mohamad, 2023; Dingwall & Cairney, 2023; Lydster & Murray, 2018; Lewis et al., 2010). These challenges include learning, thinking, and problem-solving (Datta and Mete (2022), diverse intellectual abilities, insufficient cognitive engagement, cognitive conflicts, and language barriers (Idowu et al., 2024). These challenges are influenced by various demographic factors, such as gender, learner generation, family issues, parents' educations, academic levels, and institutional issues (Sarkar, 2023; Ramachandran & Reddy, 2022; Walton et al., 2020; Malik, 2020). The cognitive challenges are also exacerbated by high dropout rates, poor educational quality, lack of financial support, and language barriers (Rupavath, 2016; Panda & Ojha, 2021; Vallam, 2022). Additionally, there are significant gender-specific cognitive challenges, with male learners focusing more on self-regulation and self-evaluation, while female students in rural areas face gender discrimination and household duties (Sarkar & Mete, 2022; Hdyitulah & Aman, 2023; Narayanasamy & Vasudevan, 2021).

Few studies have reported on the support systems for overcoming these challenges. For example, metacognitive awareness and learning strategies significantly enhance tribal students' support and achievement (Govindharajan, 2014). Critical cognitive factors include academic assistance, self-directed learning, practical teaching methods (Walton et al., 2020), and friendliness (John & Singh, 2014), reducing cognitive challenges. Various initiatives like mid-day meals, night schools, adult education centres, and curricula in Indigenous languages can provide additional support to tribal students for educational development (Shiva, 2020). Non-formal education interventions have also improved self-confidence, knowledge, and communication skills among tribal students (Konantambigi et al., 2008). Cognitive support through personality traits, emotional intelligence, teacher support, peer collaboration, and effective cognitive strategies further enhance academic outcomes (John & Singh, 2014; Pineda-Báez et al., 2019; Fong et al., 2021). Encouraging student participation through emotional support, bi-directional dialogue, and respect is also essential (Pineda-Báez et al., 2019). Including Indigenous perspectives and cultural resources in the curriculum and teaching methods is vital for effectively addressing these challenges (Álvarez & Valencia, 2023).

Based on the above discussion, along with an extensive literature review and research trend (Chapter II), it is evident that there is an increasing interest in research on the challenges and supports of tribal students in HE. Despite the abundance of research, these fields still need the special attention of researchers. The distribution of research across domains showed that tribal students face various challenges in their higher education. Their educational status, government initiatives, and limited support from institutions, parents, peers, etc., influence their academic performance in HE.

The tribal students face various pedagogical challenges in their institutions that are significantly influenced by demographic factors such as gender, family structure, generation of learners, medium of instruction, parents' educational qualifications, and family income. Various studies on tribal students in HE revealed that they face more pedagogical challenges in their classrooms. While few studies have been conducted on tribal students in HE, no study has separately analysed perceived PC, specifically at undergraduate (UG) and postgraduate (PG) levels. Additionally, it has also been identified that several studies have examined different types of residence as a background variable, but no such study investigated ST students from hostel, mess, PG, own house, etc settings. Furthermore, few studies examined parents' educational qualifications as a significant factor influencing PC and PS. However, no study found a separate father's and mother's

educational qualifications to understand their influence on PC and PS. The same scenarios are also observed in social and cognitive challenges and supports. Therefore, in-depth research is needed to explore the complex interplay between demographic factors such as gender, academic level, current residence, family structure, medium of instruction, generation of learners, parents' educational qualifications, family income, and the pedagogical, cognitive, and social challenges and supports. Research on the cognitive challenges and supports tribal students face in HE reveals that demographic factors such as gender and parental education influence their cognitive experiences. Similarly, studies on the social challenges and supports of tribal students indicate that factors like gender, medium of instruction, current residence, and family income impact their social challenges and supports. However, while a few studies have separately measured the impact of demographic factors on pedagogical, social and cognitive challenges and supports among tribal students in HE, no single study has comprehensively examined all of these factors together.

It is observed that though several studies were conducted on pedagogical, social and cognitive challenges and support separately or the relationship between any two of them, no comprehensive study attempt had been taken to explore the relationships among all three variables together, considering the demographic factors as background variables. So, a notable lack of comprehensive research addresses these aspects together. No studies have investigated the impact of overall support on overall, pedagogical, social, and cognitive challenges among tribal students in HE. Most studies were conducted in India and abroad, but no such research was found in West Bengal. A critical knowledge gap exists in understanding cultural factors. The researcher wanted to comprehensively study pedagogical, social, and cognitive challenges and supports concerning various demographics among trible students in HE. In light of these recognised research trends and knowledge gaps, the following research questions have emerged for investigation:

1. What are the prevalence rates of pedagogical, social, and cognitive challenges and supports among tribal students at the HE level?

2. What are the significant pedagogical, social, and cognitive challenges and supports that tribal students face in their HE?

3. How do demographic factors associate with the pedagogical, social, and cognitive challenges and supports among tribal students at the HE level?

4. How do pedagogical, social, and cognitive supports independently and collectively effect and predict overall challenges among tribal students in HE?

Therefore, a comprehensive investigation is required to explore the pedagogical, social, and cognitive challenges and supports faced by tribal students in higher education in West Bengal while considering various demographic factors to address the concerns mentioned and bridge the information gaps identified in previous studies.

3.3 Statement of the Problem

Based on an extensive literature review, research trends, the researcher's positionality, assumptions, and background of the study, the above rationale, identified research gaps, and research questions, the problem for the present study can be stated as **"Tribal Students in Higher Education: Exploring Their Pedagogical, Social, and Cognitive Challenges and Supports."**

3.4 Operational Definition of the Major Terms Used

The operational definitions of the major terms given in the statement of the problem are the following

Pedagogical Challenges: Pedagogical Challenges (PC) refer to the difficulties students face in the teaching and learning process, including factors such as academic performance, engagement levels, and perceptions of the effectiveness of instructional methods.

In the present study, PC refers to the pedagogical barriers (PB) that tribal students face in the teaching-learning process, including difficulties in communication with teachers in classroom participation, comprehending the topics, adapting to modern technology-based learning methods, and lack of cultural relevance in the curriculum.

Pedagogical Supports: Pedagogical supports (PS) enhance the teaching and learning process, aiming to improve student outcomes and address diverse learning needs.

In the present study, the term PS indicates all the resources, techniques, and interventions teachers provide to enhance student learning and academic success. These supports address students' diverse needs through modifications in teaching strategies, additional learning materials, scaffolding, and promoting an inclusive learning environment. Vital elements of pedagogical support include differentiated instruction, personalised feedback, mentoring, the integration of technology, and opportunities for collaborative learning.

Social Challenges: Social Challenges (SC) refer to students' difficulties in interactions and social relationships. These challenges include aspects such as social integration, a sense of belonging, and the impact of cultural factors on their social interactions.

In this study, SC refers to the difficulties or social barriers (SB) tribal students encounter in their interactions and relationships within the educational environment, which can negatively impact their social integration and overall well-being. These challenges lead to feelings of isolation, discrimination, and diminished self-esteem, ultimately impacting the student's ability to thrive in the educational environment.

Social Supports: Social supports (SS) are resources and assistance provided to students by teachers, peers, and others in institutions to help them navigate social challenges and improve their social integrity and well-being.

In the present study, SS refers to relationships, resources, and help students get from their peers to overcome difficult times and improve their educational well-being. These resources, which offer practical, emotional, and informational support, can come from peers, teachers, family, and neighbours. Social supports give students a sense of connection and belonging, help them manage stress, and help them become more resilient. Social support in educational settings can include peer cooperation, mentorship, teacher guidance, and family involvement. These strategies help students succeed academically and personally by fostering a supportive environment.

Cognitive Challenges: Cognitive challenges (CC) are barriers related to cognitive processes, such as critical thinking skills, problem-solving abilities, academic performance, comprehension, etc., that influence learning, decision-making, and everyday functioning.

In this study, CC refers to the cognitive barriers (CB) students experience in processing, comprehending, and engaging with educational content and instructional methods due to various factors. CC has two aspects: language challenges (LC) and learning style challenges (LSC). This means that CC refers to the combination of LC and LSC.

Cognitive Support: Cognitive support (CS) refers to assistants, strategies, or accommodations designed to assist students in improving their thinking abilities and managing tasks effectively. These strategies aim to help students with cognitive difficulties achieve their goals.

In the present study, CS involves encouragement, positive reinforcement, classroom interactions, and assistance to help students overcome challenges and engage more effectively in learning. CS has two aspects: language support (LS) and learning style support (LSS) have two aspects. These supports may contribute to overcoming cognitive challenges.

Tribal Students: Tribals are members of indigenous groups that the Indian Constitution officially recognises as Scheduled Tribes (ST). These tribes, frequently found in isolated locations, represent various ethnic groups with unique social, linguistic, and cultural identities. In this study, tribal students refer to ST students studying at the higher education (Undergraduate and postgraduate level) enrolled in colleges and universities in West Bengal.

Higher Education: Higher education (HE) refers to the educational level at which students study after completing secondary school at colleges and universities. It includes undergraduate (UG/Bachelors), postgraduate (PG/Masters) and research (PhD) programs. In this study, tribal students who have completed at least one year of higher education (UG or PG) in general colleges and universities in West Bengal were included.

3.5 Objectives of the Study

The present research was undertaken to meet the following objectives:

1.1. To determine the level of overall challenges and support among tribal students in HE.
1.2. To assess the prevalence rates of PC, SC, and CC (LSC and LC) among tribal students in HE.
1.3. To evaluate the prevalence rates of PS, SS, and CS (LSS and LS) among tribal students in HE.
2.1. To compare the overall challenges (OC), PC, SC, and CC (LS and LC) among tribal students in HE regarding gender.
2.2. To compare the OC, PC, SC, and CC (LSC and LC) among tribal students in HE across the academic levels.
2.3. To explore the influence of family structure on OC, PC, SC, and CC (LSC and LC) among tribal students in HE.
2.4. To examine the variation in OC, PC, SC, and CC (LSC and LC) among tribal students in HE across present residence.

2.5. To explore the generation of learner influences OC, PC, SC, and CC (LSC and LC) among tribal students in HE.
2.6. To compare the OC, PC, SC, and CC (LSC and LC) among tribal students in HE with the medium of instruction.
2.7. To explore the influence of parent's educational qualification on OC, PC, SC, and CC (LSC and LC) among tribal students in HE.
2.8. To compare the OC, PC, SC, and CC (LSC and LC) among tribal students in HE across family income.
3.1. To assess the variations in OS, PS, SS, and CS (LSS and LS) among tribal students in HE across genders.
3.2. To compare the OS, PS, SS, and CS (LSS and LS) among tribal students in HE across academic levels.
3.3. To explore the influence of family structure on OS, PS, SS, and CS (LSS and LS) among tribal students in HE.
3.4. To examine the variation in OS, PS, SS, CS (LSS and LS) among tribal students in HE across present residence.
3.5. To explore how a generation of learners influences OS, PS, SS, and CS (LSS and LS) among tribal students in HE.
3.6. To compare the OS, PS, SS, and CS (LSS and LS) among tribal students in HE with the medium of instruction.
3.7. To explore the influence of parent's educational qualifications on OS, PS, SS, and CS (LSS and LS) among tribal students in HE.
3.8. To compare the OS, PS, SS, and CS (LSS and LS) among tribal students in HE across family income.
4.1. To explore the association between OC, PC, SC, LSC, LC and OS, PS, SS, LSS, and LS among students in HE.
4.2. To assess the effect of OS in explaining the variance in OC among tribal students in HE.
4.3. To determine the combined effect of PS, SS, and CS (LSS and LS) in explaining the variance in OC among tribal students in HE.

3.6 Hypotheses of the Study

The following hypotheses were formulated for testing based on research problems and objectives.

$H_0$1: Gender has no significant variations across OC, PC, SC, LC, and LSC among tribal students in HE.

$H_0$2: There is no statistically significant variation in OC, PC, SC, LC, and LSC of tribal HE students in WB across their academic levels.

$H_0$3: Family Structure does not significantly influence the OC, PC, SC, LC, and LSC among tribal students in HE.

$H_0$4: Present residence is not significantly associated with OC, PC, SC, LC, and LSC among tribal students in HE.

$H_0$5: OC, PC, SC, LC, and LSC do not vary significantly across generations of learners among tribal students in HE.

$H_0$6: There is no significant difference in OC, PC, SC, LC, and LSC among tribal students in HE across mediums of instruction.

$H_0$7: OC, PC, SC, LC, and LSC are not significantly associated with tribal students' parents' educational qualifications in HE.

$H_0$8: There is no statistically significant variation in OC, PC, SC, and CC among tribal students in HE across family income.

$H_0$9: There is no significant difference in OS, PS, SS, LSS, and LS among tribal students in HE across genders.

$H_0$10: There is no significant difference in OS, PS, SS, LSS, and LS among tribal students in HE across their academic levels.

$H_0$11: Family structures have not significant influence on OS, PS, SS, LSS, and LS among tribal students in HE.

$H_0$12: There are no significant variations in OS, PS, SS, LSS, and LS among tribal students in HE across their present residence.

$H_0$13: Generations of learners have no significant influence on OS, PS, SS, LSS, and LS among tribal students in HE.

$H_0$14: There is no significant difference in OS, PS, SS, LSS, and LS of tribal students in HE across mediums of instruction.

$H_0$15: Parents' educational qualifications have not significantly influenced OS, PS, SS, LSS, and LS among tribal students in HE.

$H_0$16: There is no statistically significant variation in OS, PS, SS, LSS, and LS among tribal students in HE across family income.

$H_0$17: There is no significant association between OC, PC, SC, LSC, LC and, OS, PS, SS, LSS, and LS among tribal students in HE.

$H_0$18: OS does not significantly explain the variance in OC among tribal students in HE.

$H_0$19: The combined effect of PS, SS, LS, and LSS does not significantly explain the variance in OC among tribal students in HE.

3.7 Delimitations of the Study

Due to the specific study objectives, time, resources, and other social constraints, the present study is delimited to the following areas:

1. The study is delimited to the state of West Bengal in India.
2. The study is delimited to the higher education level (UG and PG) in colleges and universities.
3. The study is delimited to tribal students (ST), especially those ST students who completed the first year of their UG and PG.
4. The study is delimited to the data collected from 11 Universities and their affiliated colleges in WB, such as Jadavpur University, Calcutta University, Shidhu Kanhu Birsha University, Sadhu Ram Chand University, West Bengal State University, University of Gour Banga, University of North Bengal, Vidyasagar University, Kazi Nazrul University, Raiganj University, and Rabindra Bharati University.
5. The present study included 531 tribal students (ST) in HE as the participants.
6. The study is delimited to focus on three major variables: Pedagogical Challenges and Supports, Social Challenges and Supports, and Cognitive Challenges and Supports (CCS).
7. The primary variables are measured using two self-developed instruments: the "Perceived Pedagogical, Social, and Cognitive Barriers Scale" (PPSCBS) and "Perceived Pedagogical, Social, and Cognitive Support Scale" (PPSCSS) are used for data collection.
8. The study is delimited to the nine demographic variables: gender, academic level, family structure, present residence, generation of learners, medium of instruction, father's educational qualification, mother's educational qualification, and monthly family income.
9. Data are collected through both online (Google form) and offline modes.

3.8 Conceptual Framework

The researcher created a conceptual framework visually representing the interaction between PC, PS, SC, SS, CC, CS, and demographic factors among tribal students in HE. This framework is based on the theoretical and conceptual perspectives previously described in Chapter I. This is the study's conceptual framework:

3.9 Independent Variables: Demographic Factors, PC, SC, and CC.

3.10 Dependent Variable: PC, PS, SC, SS, CC, and CS.

3.11 Theoretical Links:

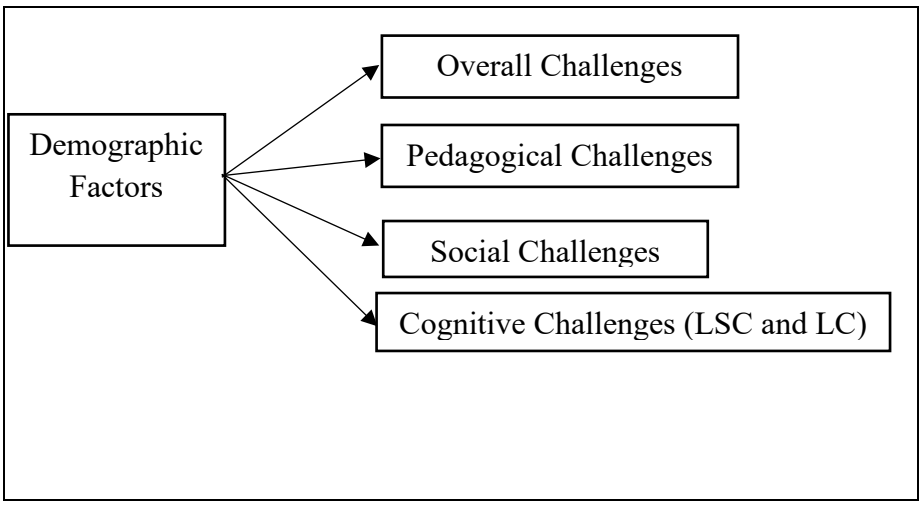
- ***Ladson-Billing's (1995) Culturally Relevant Pedagogy:*** Illustrates teaching methods that recognise and incorporate students' cultural backgrounds, making learning more accessible and meaningful for tribal students.
- ***Paulo Freire's Critical Pedagogy:*** promotes an interactive classroom environment for tribal students that actively challenges traditional teaching methods to engage in the teaching-learning process.
- ***Kolb's Experiential Learning Theory:*** Although not directly related to this study, it is relevant for designing the learning process. Emphasises learning through experience and reflection, highlighting the importance of active participation in the educational process.
- ***Bandura's Social Learning Theory:*** Examine the cognitive processes in social learning through observation, imitation, and modelling of others' behaviours that influence tribal students' learning outcomes.
- ***Tinto's Social Integration Theory:*** Emphasizes the importance of social relationships, social integration, community engagement, and productive activities in promoting tribal students' well-being and education.
- ***Cultural Mismatch Theory (CMT):*** Explain how first-generation learners of tribal students often come from working-class homes, where the cultural mismatch between family environment and colleges and university environment are common factors that significantly influence their education.
- ***Vygotsky's Constructivist Learning Theory:*** This theory emphasises the sociocultural factors that influence the mental development and education of tribal students; collaborative learning, scaffolding, and reflective thinking are significant support systems for tribal students to enhance meaningful learning outcomes.

3.12 Hypothesized Relationships:

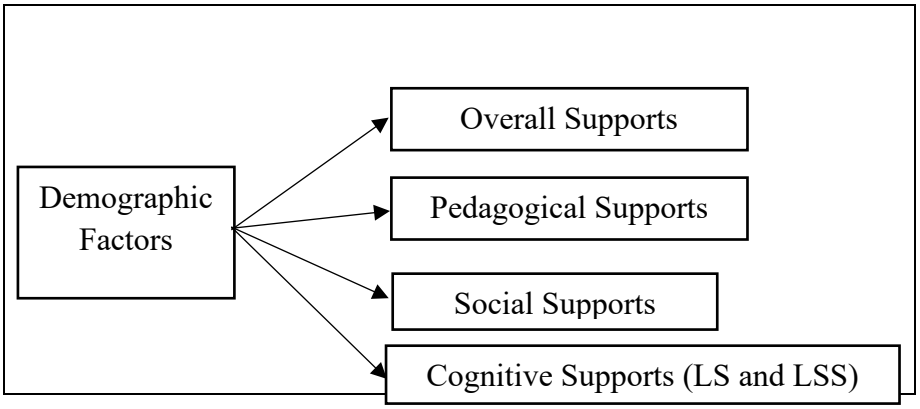
- **Prevalence Rates → PC, SC, CC, PS, SS, and CS:** These are the prevalence rates that explore the significant PC, SC, CC, PS, SS, and CS.
- **Demographic Factors → OC, PC, SC, CC, OS, PS, SS, and CS:** Demographic factors may influence OC, PC, SC, CC, OS, PS, SS, and CS.
- **OS, PS, SS, CS → OC:** OS, PS, SS, CS are hypothesised to influence OS.

3.13 Visual Representation:

- **Demographic Factors → PC, SC, CC (LSC and LC):**



- **Demographic Factors → PS, SS, CS:**



- **OS, PS, SS, CS → OC**

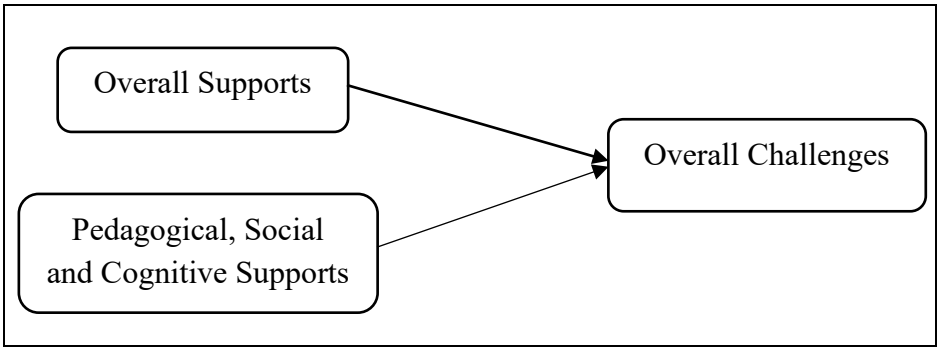


Figure 3.1.: Conceptual Framework of the Study

The researcher applies these conceptual frameworks to methodically examine the intricate relationships between essential variables and theoretical concepts in this study, offering a valuable understanding of the factors that influence the educational outcomes and success of tribal students in HE. The framework provided a structured approach to collecting,

analysing, and interpreting data, which allowed for a thorough comprehension of the investigated topic.

4.0 Methodology of the Study

The study's methodology outlines the study's design, sample selection, data collection tools, and analysis techniques. A quantitative, cross-sectional survey approach was employed, targeting tribal students in higher education across West Bengal. A sample of 531 students was selected using a combination of cluster and random sampling. Data collection involved online and offline methods, using the Perceived Pedagogical, Social, and Cognitive Barriers Scale (PPSCB) and the Perceived Pedagogical, Social, and Cognitive Supports Scale (PPSCS). Statistical analyses, including descriptive statistics, t-tests, ANOVA, Pearson correlation, and regression, were conducted to explore relationships among demographic factors, challenges, and supports. Ethical standards, including informed consent and data confidentiality, were rigorously followed to ensure a robust and credible study framework.

4.1 Research Design

This study used a quantitative descriptive survey with a cross-sectional design. The researcher used a quantitative approach to collect and analyse numerical data to examine relationships between variables, test hypotheses, and draw generalizable conclusions (Ghanad, 2023). This method uses structured techniques such as surveys, experiments, and statistical analysis to gather measurable information, aiming for objective, reliable, and replicable results through standardised procedures and large sample sizes. Quantitative research, widely applied in social sciences, natural sciences, and economics, allows researchers to quantify phenomena, identify trends, and make predictions through statistical analysis (Khan et al., 2023). In particular, a cross-sectional survey, a descriptive research design, is used to gather data from a population or representative subset at a specific point in time, providing a snapshot of a population's characteristics, behaviours, or attitudes. This method is cost-effective, time-efficient, and often generalisable to a larger population (Ray, 2015).

4.2 Locale of the Study

The researcher selected West Bengal (WB) as a state of India for his research. WB has a diverse culture and an educationally developed state with several higher education institutions. Among them, the researcher selected 11 universities and their affiliated colleges. The researcher divided these universities into four clusters or regions: North,

South, East, and West. The North region includes the University of North Bengal, the University of Gour Banga, and Raiganj University. The South region includes the University of Calcutta, Jadavpur University, and Rabindra Bharati University. The East region includes West Bengal State University. The West region includes Vidyasagar University, Kazi Nazrul University, Sadhu Ram Chand Murmu University, and Sidhu Kanho Birsha University. These are government-sponsored universities.

4.3 Participants of the Study

4.3.1 Population

In the present study, the tribal students studying at the HE in WB were the target population. The students from the tribal community are the most backward, disadvantaged, and deprived group in WB. Tribal students comprise about 8.6% of the total population in India (Census of India, 2011). Tribal students constitute 5.8% of the population in WB (Census of India, 2011). The average literacy rate in WB in 2011 was 76.3%, while the literacy rate for Tribal students was 57.9%, indicating an 18.4% gap. The population of this study was UG and PG tribal students who had completed at least one year of their bachelor's or master's degree at HE level at general universities and colleges in WB. However, the total enrollment of tribal students in the 2021-22 academic sessions at the HE level in WB was 95,706 (AISHE 2021-22).

4.3.2 Sample Size Determination

In survey research, the sample is an essential and representative subset of a broader population. The reliability and trustworthiness of any survey study depend on carefully selecting a suitable representative sample, which was difficult for the researcher. In the present study, the researcher initially determined the sample size before choosing a representative sample. The researcher employed Krejcie and Morgan's (1970) formula to select the appropriate sample size for the study. This formula is commonly used to determine accurate sample sizes in survey research. The primary objective of this formula is to ensure satisfactory representativeness and impartiality in the study (Ezugu & Akimbo, 2014). According to Krejcie and Morgan's (1970) formula, this study has a finite population size of 95,706 (e.g., the total enrolled tribal students in UG and PG at HE level); for this population, the minimum sample size is approximately 383. This sample size is chosen to provide a reliable representation of the larger population, allowing for meaningful insights into the experiences and perspectives of the target group of UG and

PG tribal students at the HE level. The Krejcia and Morgan (1970) formula for sample size determination has been given below.

The formula for determining sample size

$s=X2NP(1-P)+d2(N-1)d2(N-1)+X2P(1-P)$

Where,

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

4.3.3 Sample Size of the Study

In the present study, the researcher collected 531 data from tribal students in HE who had completed at least their first year of UG or PG degrees. This sample size is standard by Krejcie and Morgan's (1970) sample size determination formula, which suggested that a minimum of 383 representatives. However, the researcher included 531 tribal students in this study.

4.3.4 Sampling Procedure

The researcher planned to collect data from all the universities across West Bengal. Due to several constraints, the researcher decided to collect data by dividing all the universities into four clusters: north, south, east, and west. For this reason, the researcher followed the cluster sampling technique. Accordingly, the researcher distributed the survey among the participants in each cluster.

In this study, the researcher employed a simple random lottery method to select universities after classifying clusters. There are 18 state universities in West Bengal considered for the lottery sampling, including 1. Aliah University, 2. University of Burdwan, 3. University Of Calcutta, 4. Jadavpur University, 5. University Of Gour Banga, 6. University Of Kalyani, 7. University Of North Bengal, 8. Netaji Subash Open University, 9. Presidency University, 10. Rabindra Bharati University, 11. Ramakrishna Mission Vivekananda University, 12. Sidhu Kanho Birsha University, 13. West Bengal State University, 14. Vidyasagar University, 15. Visva-Bharati University, 16. Kazi Nazrul University, 17. Raiganj University 18. Sadhu Ram Chand Murmu University.

The researcher randomly selected 11 universities to collect data for this. These universities are the University of Calcutta, Jadavpur University, University of Gour Banga, University of North Bengal, Rabindra Bharati University, Sidhu Kanho Birsha University, West Bengal State University, Sadhu Ram Chand Murmu University, Vidyasagar University, Kazi Nazrul University, and Raiganj University.

After that, the researcher purposively collected data from the participants studying in the selected 11 universities and their affiliated colleges. Here, the researcher collected 531 data from tribal students at HE in WB who had completed at least their first year of UG or PG degrees. The researcher then applied snowball sampling to reach the targeted participants and collect more data for the study. It is challenging for a single person to collect all the data alone, so the researcher gets help from his friends using two modes/ways such as offline and online.

Offline (Physical) mode: In this study, the researcher employed purposive sampling to collect data from tribal students. The researcher personally visited the universities and their colleges and hostels to communicate with tribal students and gather data from them. Only HE students who had completed at least one year and belonged to the tribal category were selected for the study.

Online Mode: The researcher used snowball sampling for online data collection. Information was gathered by sharing Google Form links across various platforms, including WhatsApp, Facebook, and LinkedIn groups. This method enabled the researcher to reach a wider audience.

Table No. 4.1: Online and Offline Mode of Data Collected

Data Collection Mode	Sample (N)	Percentage (%)
online Mode	149	28.06%
Offline (physical) Mode	392	73.81%
Total	531	100%

Table No. 4.2: Sample Distribution of the Study

SN	Variables	Classification	Frequency (N)	Percentage (%)
1.	Gender	Male	275	51.8%
		Female	256	48.2%
2.	Academic Level	UG	336	63.3
		PG	195	36.7

SN	Variables	Classification	Frequency (N)	Percentage (%)
3.	Family Structure	Joint	330	62.1%
		Nuclear	163	30.7%
		Broken	38	7.2%
4.	Present Residence	Government Sponsored Hostels	299	56.3%
		Own House	134	25.2%
		Mess/PG/Relatives/House/Others	98	18.5%
5.	Generation of Learner	1st Generation Learner	155	29.2%
		2nd Generation Learner	305	57.4%
		3rd and 4th Generation Learner	71	13.4%
6.	Mode of Instruction	Only Bengali	226	42.6%
		Only English	70	13.2%
		Bi-lingual	219	41.2%
		Tri-lingual	16	3.0%
7.	Father's Educational Qualification	Illiterate	67	12.6%
		Primary (i-v)	61	11.5%
		Upper Primary (vi-viii)	78	14.7%
		Secondary (ix-x)	138	26.0%
		Higher Secondary (xi-xii)	114	21.5%
		Graduate/ Postgraduate/ Others	73	13.7%
8.	Mother's Educational Qualification	Illiterate	141	26.6%
		Primary (i-v)	96	18.1%
		Upper Primary (vi-viii)	125	23.5%

SN	Variables	Classification	Frequency (N)	Percentage (%)
		Secondary (ix-x)	104	19.6%
		Higher Secondary (xi-xii)	48	9.0%
		Graduate/ Postgraduate/ Others	17	3.2%
9.	Family Income	Up to 6174	299	56.3%
		6175-18496	111	20.9%
		18497-30830	44	8.3%
		30831-46128	30	5.6%
		46129-61662	21	4.0%
		61663 and above	26	4.9%

4.4 Description of the Variables

A variable is a measurable characteristic or attribute of research participants that can change or differ between individuals over time. According to Peecher & Solomon (2001), a variable is a quantifiable, observable, or manipulable characteristic, attribute, or component examined in the research. However, the researcher considered several variables in this study, which fall into three main categories: sociodemographic or independent, dependent, and Both (independent and dependent) variables. The study provides a detailed description of these variables below.

4.4.1 Demographic Variables (Independent Variables)

In the present study, demographic variables are treated as independent variables, which can influence dependent variables. The researcher manipulates and measures the independent variables to determine how they relate to an observed event (dependent variables). A detailed explanation of these variables is given below.

1. **Gender:** Gender is an independent variable influencing the dependent variables**.** It has been categorised into two groups: Male and Female.

2. **Family Structure:** This independent variable was categorised and measured up to three labels: Joint, Nuclear, and Broken (separated, divorced, single parent). This classification was formulated based on Indian societal norms.
3. **Present Residence:** This variable denotes the student's current residence, specifying where they reside at the time of the study. It is categorised into three groups: Hostel, Own House, and Others (Relative's House, Mess, Rent House, Paying Guest).
4. **Academic Level:** This variable is an independent variable that also influences the dependent variables**.** It has been categorised into Undergraduate (UG) and Postgraduate (PG).
5. **Generation of Learner:** This variable is considered an independent variable and is classified into three categories: first-generation, Second-Generation, and third- and fourth-generation.
6. **Medium of Instruction:** This variable is included as an independent variable and classified into four categories: Only Bengali, Only English, Bi-lingual, and Tri-lingual.
7. **Parent's Educational Qualification**
    - **Father's Educational Qualification:** Father's educational qualification is an independent variable and categorised into six labels: illiterate, primary (grades I-V), upper primary (grades VI-VIII), secondary (grades IX-X), higher secondary (grades XI-XII), higher education (UG/PG/other).
    - **Mother's Educational Qualification:** This variable is an independent variable that also influences the dependent variables**.** It has been categorised into six groups: illiterate, primary (grades I-V), upper primary (grades VI-VIII), secondary (grades IX-X), higher secondary (grades XI-XII), and higher education (UG/PG/other).
8. **Family Income:** Family income (monthly), as an independent variable, is divided into seven categories: Up to 6,174, 6,175-18,496, 18,497-30,830, 30,831-46,128, 46,129-61,662, 61,663-123,321, and Above 1,23,322

4.4.2. Measured Variables (Dependent Variables)

Quantitative values, such as physical attributes like weight and height, represent measured or dependent variables. The measured variables are often referred to as outcome variables based on their role in the research. In the present study, overall challenges (OC), pedagogical challenges (PC), social challenges (SC), cognitive challenges (CC), overall supports (OS), pedagogical supports (PS), social supports (SS), and cognitive supports (CS) are considered as the dependent variables. A detailed description of the dependent variables has been given below.

1. **Overall Challenges:** In the present study, overall challenges are treated as a dependent variable (at the time of the mean difference test) and are continuous.
2. **Pedagogical Challenges:** In the present study, pedagogical challenges are called barriers. This variable was treated as a dependent variable (at the time of the mean difference test). It was continuous.
3. **Social Challenges:** This variable is called social challenges faced by the social experiences of tribal students in HE. It was continuous and treated as a dependent variable (at the time of the mean difference test).
4. **Cognitive Challenges:** The present study treats cognitive challenges as a dependent variable. This variable was continuous and divided into two categories: Language Challenges and Learning Style Challenges.

4.4.3 Both (Independent and Dependent) Variables

In the present study, Overall Support (OS), pedagogical support (PS), social support (SS), and cognitive support (CS) serve as independent and dependent variables. In the regression analysis, they are treated as independent variables, and they are considered dependent variables during the testing of mean differences. Details of these variables are given below.

1. **Overall Supports:** In the present study, this variable is treated as an independent variable when analysing its effects on OC. At the same time, it is treated as a dependent variable when testing mean differences concerning demographic variables.
2. **Pedagogical Supports:** In the present study, this variable is treated as an independent variable when analysing its effects on OC during regression analysis. At the same time, pedagogical support is treated as a dependent variable when testing means differences concerning various demographic variables.
3. **Cognitive Supports:** In the present study, Cognitive Support (CS) is treated as an independent variable when analysing its effects on OC during regression analysis. Additionally, Cognitive support is treated as a dependent variable when testing mean differences concerning various demographic variables.
4. **Social Supports:** In the present study, this variable is treated as an independent variable (at the time of regression analysis) and the dependent variable (at the time of testing mean differences). This variable is continuous.

4.5 Methods of Data Collection

To get pertinent data from the chosen participants, the researcher employed four instruments: a consent letter, a demographic profile sheet, and two questionnaires designed

to assess challenges and support. Every participant was instructed to provide their responses for each item of the instruments. A comprehensive description of each instrument is provided below.

4.5.1. Informed Consent

The researcher provided a consent letter to inform participants about the research title, the investigator and supervisor, research purposes, research background, descriptions of tools, target participants, brief instructions, the confidentiality of responses, and asking for voluntary participation in the study and provide relevant data for the study.

4.5.2. Demographic Profile of the Participant

The demographic profile sheet collected participants' personal, social, and educational information, comprising 15 items. These items were as follows- 1. Name, 2. Gender (Male/Female/Others), 3. Age, 4. Family Structure (Joint/Nuclear/Broken), 5. Place of staying at present (Own House/Relative House/Mess/Hostel/Paying guest / Others), 6. Permanent Address, 7. Name of the Present Institution, 8. Course (UG/PG/Other), 9. Generation of Learning (1/2/3/4), 10. Language used for classroom instruction/ teaching (Bengali/English/Hindi/Bilingual/Tri-lingual), 11. Language Known, 12. Name of the Previous Institution, 13. Father's Educational Qualification (Illiterate/Primary/Upper Primary/Secondary/Higher Secondary/Graduation/Post Graduation/Others), 14. Mother's Educational Qualification (Illiterate/Primary/Upper Primary/Secondary/Higher Secondary/Graduation/Post Graduation/Others), 15. Monthly Family Income (Up to 6,174/6,175-18,496/18,497-30,830/30,831-46,128/46,129-61,662/61,663-123,321/Above 1,23,322).

4.5.3 Perceived Pedagogical, Social, and Cognitive Barriers Scale (PPSCB Scale)

This Perceived Pedagogical, Social, and Cognitive Barriers Scale (PPSCB) scale is self-developed and constructed by Dr. L.L. Mohakud, A. Kisku, and S. Khan (2023). This five-point Likert scale consists of 19 items divided into three dimensions: (I) Pedagogical Barriers (PB) (5 items), (II) Social Barriers (SB) (4 items), and (III) Cognitive Barriers (CB) (10 items). The cognitive barriers have two sub-dimensions: Language Barriers (LB) and Learning Style Barriers (LSB). Every item has five choices: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The scoring procedure of the scale was straightforward with five choices; a score of 5 was assigned for Strongly Agree, 4 was assigned for Agree, 3 was assigned for Neutral, 2 was assigned for Disagree, and 1 was assigned for Strongly Disagree. The scale takes 30 to 40 minutes to respond to all the items.

The high scores on the scale indicate high challenges/barriers and vice-versa. However, the Cronbach's Alpha reliability coefficient of the PPSCB scale was 0.933, and the Split-half reliability coefficient was 0.953. Experts' opinions and Exploratory Factor Analysis (EFA) ensured the scale's validity and usability.

Table No. 4.3 The Dimensions and their Respective Items and the Scoring Procedure for the PPSCB Scale

<table>
<tr><th colspan="6">Dimensions of the PPSCB Scale</th></tr>
<tr><th>Sl. No.</th><th colspan="2">Dimensions of the Scale</th><th colspan="2">Item Number</th><th>Items</th></tr>
<tr><td>I</td><td colspan="2">Pedagogical Barriers (PB)</td><td colspan="2">1, 2, 3, 4, 5</td><td>5</td></tr>
<tr><td>II</td><td colspan="2">Social Barriers (SB)</td><td colspan="2">6, 7, 8, 9</td><td>4</td></tr>
<tr><td rowspan="2">III</td><td rowspan="2">Cognitive Barriers (CB)</td><td>Language Barriers (LB)</td><td colspan="2">10, 11, 12, 13, 14, 15</td><td>6</td></tr>
<tr><td>Learning Style Barriers (LSB)</td><td colspan="2">16, 17, 18, 19</td><td>4</td></tr>
<tr><td colspan="5">Total items</td><td>19</td></tr>
<tr><th colspan="6">Scoring Process</th></tr>
<tr><td>Strongly agree</td><td>Agree</td><td>Neutral</td><td>Disagree</td><td colspan="2">Strongly disagree</td></tr>
<tr><td>5</td><td>4</td><td>3</td><td>2</td><td colspan="2">1</td></tr>
</table>

4.5.4 Perceived Pedagogical, Social, and Cognitive Supports Scale (PPSCS Scale)

The researcher also employed the "Perceived Pedagogical, Social, and Cognitive Supports Scale" (PPSCS) in the current study. This self-developed scale was constructed by Dr. L.L. Mohakud, A. Kisku, and S. Khan (2023). This five-point Likert scale comprises 15 items designed to measure supports across multiple dimensions within educational settings. This scale has three dimensions: (I) Pedagogical Supports (PS) consists of 5 Items, (II) Social Supports (SS) consists of 4 items, and (III) Cognitive Supports (CS) consists of 6 Items, divided into two sub-scale: Language Supports (LS) and Learning Style Supports (LSS). Participants are asked to respond to each item with five choices: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The scoring procedure of the scale: 1 was assigned for Strongly Agree, 2 was assigned for Agree, 3 was assigned for Neutral, 4 was assigned for Disagree, and 5 was assigned for Strongly Disagree. The scale takes 15 to 20 minutes to respond to all the items. The low scores on the scale indicate high support or low challenge and vice-versa. However, the Cronbach's Alpha reliability coefficient of the PPSCS scale was 0.873, and the Split-half reliability coefficient was 0.826. Experts' opinions and exploratory factor analysis (EFA) ensured the scale's validity and usability.

Table No. 4.4 The Dimensions and their Respective Items and the Scoring Procedure for the PPSCS Scale

Dimensions of the PPSCS Scale				
Sl. No.	**Dimensions of the Scale**		**Item Number**	**Items**
I	Pedagogical Supports (PS)		1,7,8,9,14	5
II	Social Supports (SS)		2,4,5,6	4
III	Cognitive Supports (CS)	Language Supports (LS)	11,15	2
		Learning Style Supports (LSS)	3,10,12,13	4
Total items				15

Scoring Process				
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

4.6 Data Collection Procedure

The data for this study are collected using two methods: offline and online. The researcher gets approval from the Research Advisory Committee (RAC) and the research supervisor's data collection bonafide and official authorisation letters. The data collection period is extended from April 26, 2023, to July 27, 2023.

4.6.1 Online Data Collection Method

The researcher created a Google form to collect information from the participants. These Google forms are shared with various online platforms or social media, including WhatsApp, Facebook, LinkedIn, etc, and request the participants to participate in the study. The researcher also contacts the known participants to participate in the research and sends the link to the Google form. The researcher requested that they share the link with their known participants to participate in the study. Participants were also encouraged to share the link with their peers. Data were collected using this method from April 26, 2023, to July 27, 2023.

4.6.2 Face-to-Face (Offline) Mode of Data Collection

In this offline method, the researcher personally visited various universities, colleges, and hostels to communicate with tribal students and gather data from them. Initially, he explained the research topic and purpose, inviting them to participate voluntarily. The questionnaires are then distributed, requesting that participants carefully read each item, respond accordingly, and return the completed forms.

4.7 Storage and Protection of Data

4.7.1 Data Screening

After completing the survey, participants' responses are examined to ensure full completion. Screening criteria included collecting completed consent, demographic information, and questionnaire items. Data is mined and cleaned before being integrated into a single MS Excel file and securely saved on the researcher's computer.

4.7.2 Tabulation of Data

The data are systematically organised and tabulated for further analysis and interpretation to meet the study's objectives. The raw data collected from 531 higher education tribal students are individually entered into an Excel sheet.

4.8 Data Analysis Techniques

The researcher used his PC to access the securely stored Excel spreadsheet while performing the statistical analysis. He also used SPSS-20 software to analyse the data with his supervisor.

4.8.1 Outliers

First, the researcher assessed data normality by using Skewness and Kurtosis statistics. Using SPSS, the interquartile ranges are identified with Tukey's hinges output values to examine and review outliers. Boxplots are created to find data values outside the +1.5 and -1.5 interquartile ranges (beyond the third and first quartiles, respectively) and extreme outliers outside the +3 and -3 interquartile ranges. Any outliers are removed in the final analysis and findings report.

4.8.2 Descriptive Data Analyses

The demographic variables of the study are described using primary descriptive statistical techniques such as frequency, percentage analysis, mean, and standard deviation. Specific descriptive analyses included demographic variables such as gender, family structure, present residence, academic level, learner generation, medium of instruction, parent's educational qualification, and family income. Additionally, the prevalence rate of pedagogical, social, and cognitive challenges and supports among tribal students are provided in Chapter V.

4.8.3 Parametric Analysis

Parametric statistics is used to test hypotheses and draw conclusions. It combines descriptive and inferential statistics. In this study, the researcher used parametric statistics because the data are normally distributed, as indicated by Skewness, Kurtosis, Kolmogorov-Smirnov, and Shapiro-Wilk test results (provided in Chapter V), and the sample size is large. This study applied parametric statistical techniques such as a t-test, One-way Analysis of Variance (ANOVA), Pearson correlation, and regression in SPSS-20. An independent sample t-test and one-way ANOVA test the significant mean difference in the dependent variables among tribal students concerning their demographic variables. Pearson Correlation analysis explored the relationship between OC, PC, SC, LC, LSC, OS, PS, SS, LS and LSS of tribal students in HE. Regression analyses are also performed to explore the effects of OS, PS, SS, LS, and LSS on OC among tribal students in HE. These parametric analyses collectively contribute to testing the research hypotheses.

4.8.4 Parametric Assumptions

The normality of the data is evaluated by examining the skewness and kurtosis statistics, which are used to assess the parametric assumptions. The outliers are also examined. The acceptable range for skewness is ±2, and kurtosis is ±7, as Bryne (2010) and Curran et al. (1996) stated. Similarly, Kline (2005) examined the range of variance for Skewness and Kurtosis, allowing for values between -3 and +3 for Skewness and between -10 and +10 for Kurtosis. Subsequently, data normality is evaluated using the Shapiro-Wilk test, anticipating that it would not produce any significant outcomes, hence allowing for the assumption of normality. After completion of the normality tests, a Q-Q plot is generated to represent the observed and predicted values. A practical normality test should exhibit values that are linearly aligned. A histogram and a box-and-whisker plot can be used to identify and analyse any outliers to assess the homogeneity of the variance. Each hypothesis is tested at a significance level of 0.05.

4.9 Tools Used for Report Writings

The researcher also utilised MS Word 2021 to compose the study report (thesis). In addition, he utilised various AI tools such as Chat-GPT-3.5 produced by OpenAI, SciSpeace, Quillbot, Grammarly, Consensus AI, etc., to improve linguistic proficiency, grammatical mistakes, summarise, rephrase, rewrite the content, generate appropriate citations, and eliminate grammatical errors, AI detector, and plagiarism.

4.10 Assumptions, Limitations, and Ethical Considerations

The study's validity has been communicated by discussing the assumptions, limits, and ethical considerations. This includes input mistakes, data precision, and any other possible challenges and pertinent information necessary for directing future research endeavours. Statistical assumptions regarding correlation analysis and normal distribution have been made in specific sections of this study, particularly in the sections that discuss correlation and statistical procedures.

4.10.1 Assumptions

The study is based on the assumption that participants would truthfully and accurately respond to the survey, correctly identifying themselves as tribal students at the HE level. Furthermore, it was anticipated that this integrity and precision would safeguard participants' confidential data, including their demographic information and survey answers.

4.10.2 Limitations

This study exclusively relied on self-reported replies from participants, assuming the veracity and objectivity of these reports. In addition, the study participants were approached exclusively, perhaps restricting the amount of data acquired.

4.10.3 Ethical Considerations

During this survey investigation, ethical rules were rigorously maintained. The study sought to augment our comprehension of the associations between variables without asserting causation. The correlational study began after receiving approval from the Institutional Research Board (IRB) to guarantee adherence to ethical standards. Throughout all interactions with potential volunteers, the investigator consistently delivered explicit and thorough information regarding the study's objectives and subject matter, guaranteeing the absence of any coercion or undue influence in our communications. Before the research commenced, informed permission forms were administered, and participants' signatures were gathered according to the guidelines established by Jadavpur University, the Research Advisory Committee (RAC), and the broader scientific community. The rules of confidentiality and anonymity were strictly upheld, and no identifiable information was gathered that would need disclosure. Furthermore, during the study, much attention was given to ensuring precise data input, improving its overall validity, and making it more suitable for making well-informed assertions.

4.11 Design of the Study

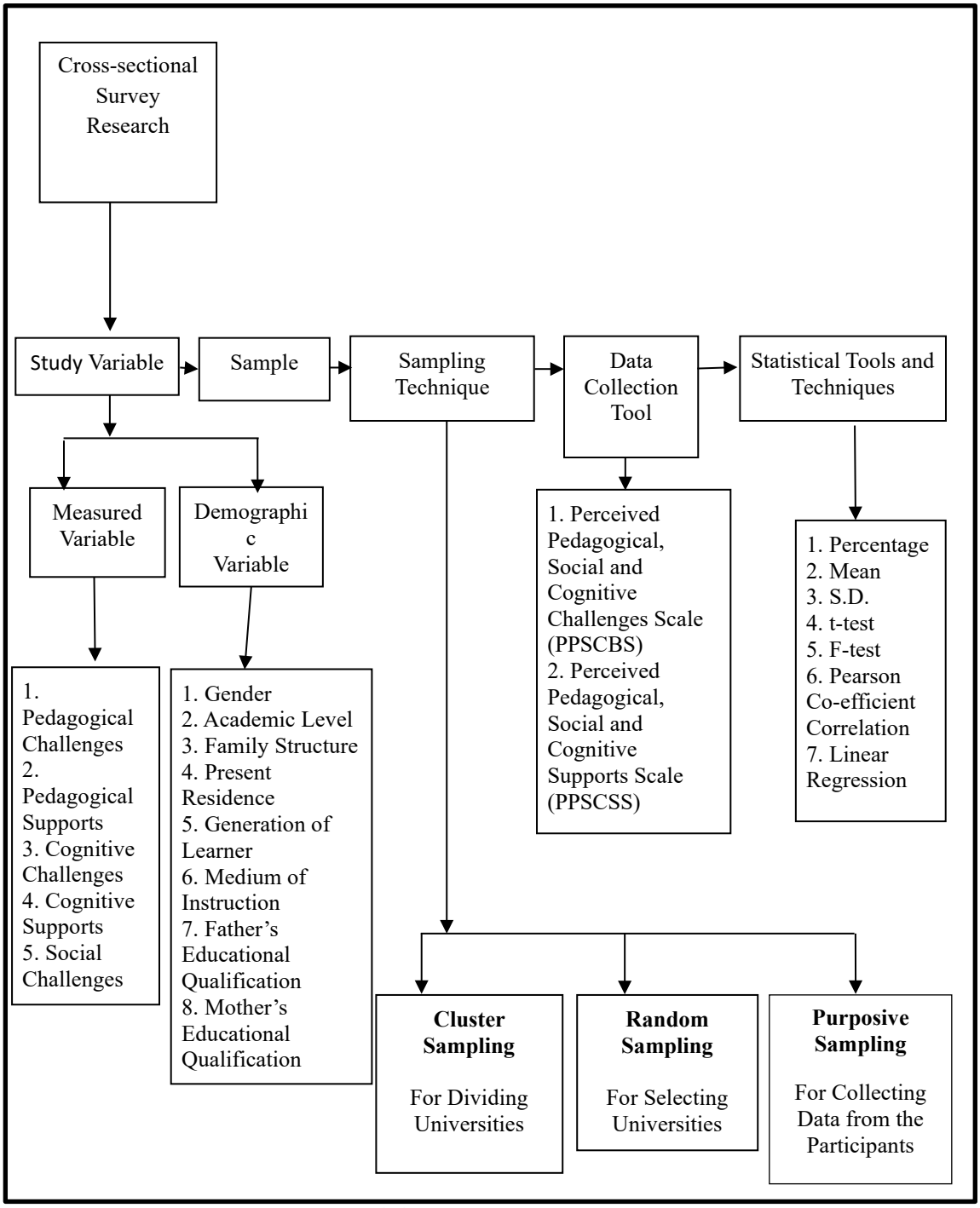


Fig 4.4: Design of the Study

4.12 Analysis Designs

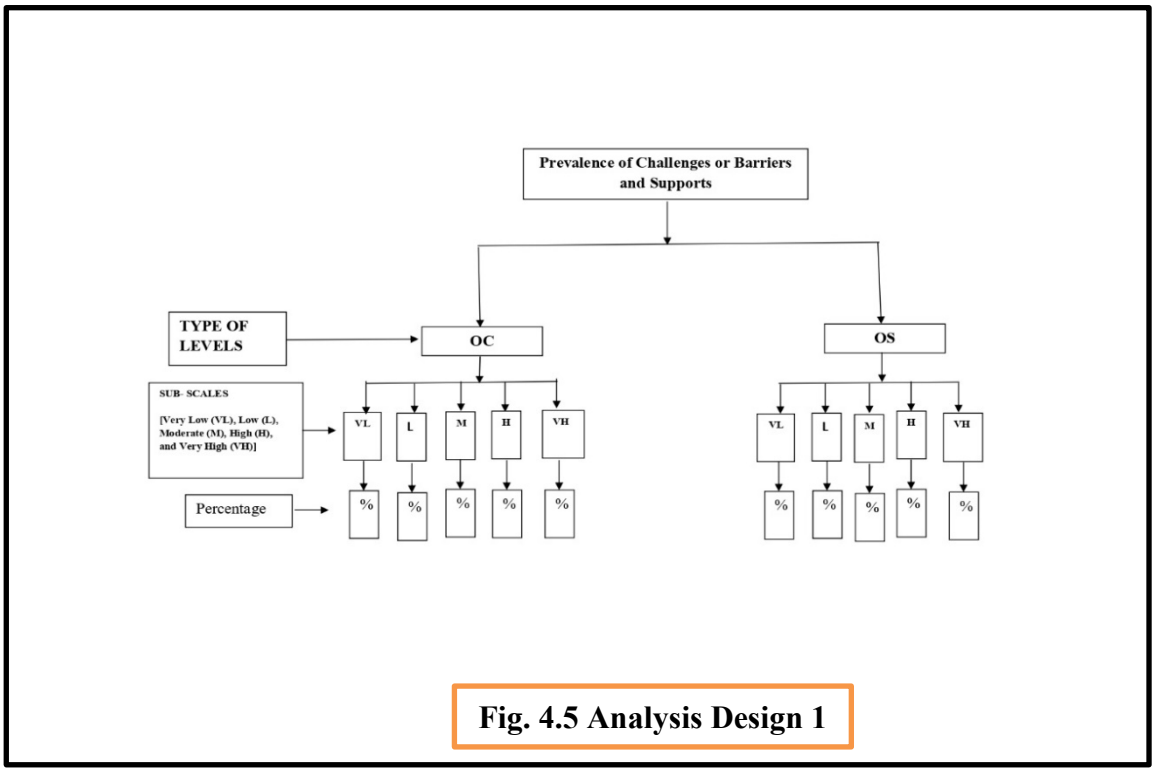


Fig. 4.5 Analysis Design 1

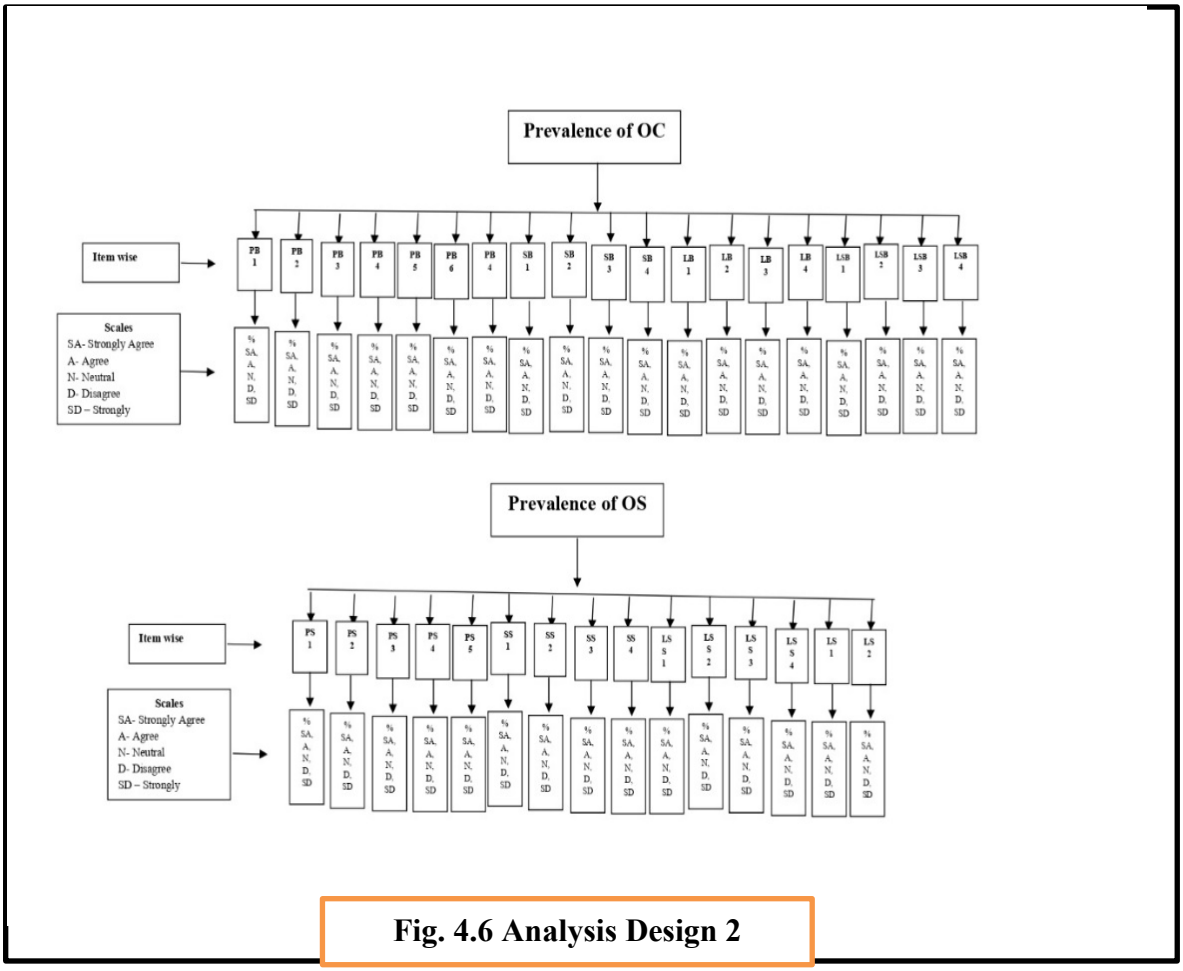


Fig. 4.6 Analysis Design 2

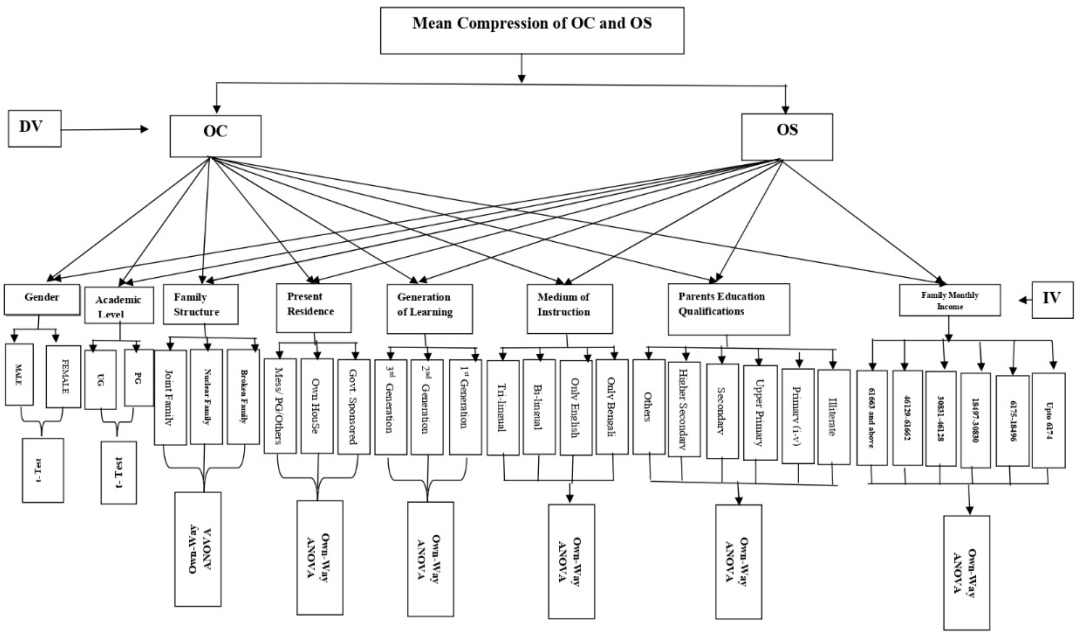


Fig. 4.7 Represents Analysis Design 3

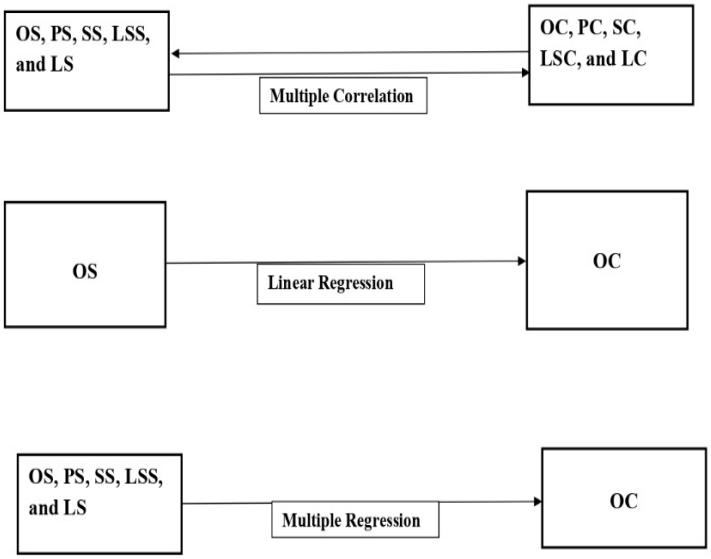


Fig. 4.8 Correlation and Regressions; Analysis Design 4

5.0 Chapter-V: Analysis and Interpretation of Data

This chapter covers data analysis, interpretation, and presentation, employing statistical techniques to thoroughly examine the data collected. It serves as the backbone of the study, as data analysis and interpretation are essential for deriving meaningful research findings. Without this section, the research would be incomplete.

5.1 Analysis and Interpretations

5.1.1 Data Normality

Before advancing to descriptive statistics and hypothesis testing, the researcher conducted Kolmogorov-Smirnov and Shapiro-Wilk tests to assess data normality. Additionally, Skewness (Sk) and Kurtosis (Ku) were calculated to confirm the distribution characteristics for pedagogical, social, and cognitive challenges and supports among tribal students in higher education.

6.0 Chapter-VI: Major Findings and Conclusion

The researcher reached the conclusive phase by examining and interpreting data from the previous chapter. This chapter concisely overviews the investigation's final or concluding elements. We have ensured that we have included all the essential aspects of the conclusion with great attention and caution. Otherwise, the research's practicality would be diminished, resulting in a loss of appeal. The content elements in this chapter are organised into five main categories: the study's significant findings, discussion and conclusion of the results, implications of the study, limitations, and suggestions for further study.

6.1 Major Findings of the Study

As per the analysis and interpretations, the following findings were drawn.

6.1.1. Pedagogical, Social, and Cognitive Challenges among Tribal Students in HE

Pedagogical Challenges

1. Most tribal students struggle with open communication with their teachers.
2. Most tribal students feel discomfort in responding to teachers' questions.
3. Most tribal students experience discomfort with modern technology-based learning methods.
4. Most tribal students experience difficulties understanding lesson content due to the lack of examples connected to their cultural background.

5. Tribal students experience hesitation in participating in class group discussions.
6. Most tribal students were experiencing difficulty understanding classroom topics.

Social Challenges

1. Most tribal students do not report facing unpleasant behaviour from their classmates.
2. Some tribal students experience being outsiders due to their heritage within their educational institutions.
3. Most tribal student's perceptions of stereotypes about academic ability are based on community.
4. Some tribal students struggle with language Challenges affecting classroom participation; a substantial group does not face this challenge.

Cognitive Challenges

Language Challenges

1. Most tribal students struggle with pronunciation and are mocked by classmates. A substantial group does not face this challenge.
2. Most tribal students struggle to understand English lectures and instructions.
3. Most tribal students are uncomfortable with non-native language instruction.
4. Most tribal students experienced difficulty understanding study materials due to linguistic challenges.

Learning Style Challenges

1. Most tribal students experience difficulty focusing on picture presentations.
2. Most tribal students dislike completing classroom worksheets.
3. Many tribal students feel uncomfortable with hands-on classroom activities; a substantial group does not experience this kind of discomfort.
4. Tribal students are not experiencing difficulties in concentrating on overhead projector lessons.
5. While many tribal students struggle to follow lessons taught through gestures, a substantial group does not face this challenge.

6.1.2 Pedagogical, Social, and Cognitive Supports among Tribal Students in HE

Pedagogical Supports

1. Most tribal students do not feel supported by their classmates when completing research or project work.
2. Most tribal students do not get teacher support in their academic challenges.
3. Teachers do not engage in tribal students' academic development.
4. Most tribal students do not get the necessary remedial classes to support their academic improvement.
5. Most tribal students feel their institution does not encourage peer learning and collaboration.

Social Supports

1. Most tribal students do not feel encouraged by their teachers to do good work, indicating a lack of positive reinforcement from teachers.
2. Most tribal students lack emotional support from their teachers during distress.
3. Most tribal students feel their classmates do not value their opinions.
4. Most tribal students do not have a good relationship with their teachers.

Language Support

1. Most tribal students do not feel the teacher's encouragement for open classroom communication.
2. Most tribal students do not feel the teacher's encouragement for language proficiency development.

Learning Style Support

1. Many tribal students do not feel encouraged and motivated by their peers when they accomplish something.
2. Most tribal students feel their teachers do not encourage them to think analytically.
3. Most tribal students do not find classroom interaction helpful in deeply understanding content.
4. Most tribal students feel their organisations do not help them build confidence and self-presentation skills.

6.1.3 Overall, Pedagogical, Social, and Cognitive Challenges Influence by Demographics among Tribal Students in HE

Overall Challenges

1. OC among tribal students show no significant differences based on gender.
2. OC among tribal students do not significantly differ based on academic level.
3. OC among tribal students differ significantly across different family structures.
4. A significant difference in OC among tribal students concerning their present residence.
5. OC among tribal students vary significantly according to their generation of learners.
6. The medium of instruction significantly differed in OC among tribal students.
7. OC among tribal students vary significantly depending on their father's educational qualifications.
8. OC among tribal students vary significantly based on their mother's educational qualifications.
9. OC among tribal students is significantly different based on their familial monthly income.

Pedagogical Challenges

1. PC among tribal students does not differ significantly by gender.
2. There are no significant variations in PC among tribal students related to their academic level.
3. Significant variations in PC are noted based on family structure.
4. There is a significant difference in PC among tribal students concerning their present residence.
5. There is no significant difference in PC among tribal students regarding their generation of learners.
6. Significant differences in PC among tribal students are observed based on the medium of instruction.
7. PC among tribal students shows a statistically significant difference related to their father's educational qualifications.
8. PC among tribal students shows a statistically significant difference concerning their mother's educational qualifications.
9. Significant differences in PC are observed when considering familial monthly income.

Social Challenges

1. There are no notable differences in SC among tribal students concerning their gender.
2. SC among tribal students shows significant differences based on academic level.
3. Family structure shows a significant influence on SC among tribal students.
4. SC among tribal students shows a significant difference concerning their present residence.
5. SC among tribal students have not significant differences across generations of learners.
6. SC among tribal students varies significantly concerning the medium of instruction.
7. Statistically significant differences are observed in SC among tribal students concerning their father's educational qualifications.
8. Significant differences in SC among tribal students are related to their mother's educational qualifications.
9. SC among tribal students varies significantly according to familial monthly income.

Language Challenges

1. There are no significant variations in LC among tribal students across genders.
2. There are no significant variations in LC among tribal students across the academic levels.
3. A statistically significant difference in LC is observed concerning family structure.
4. Significant differences in LC are found among tribal students concerning their present residence.
5. LC among tribal students differs significantly based on their generation of learners.
6. There are significant differences in LC among tribal students based on the medium of instruction.
7. LC among tribal students differs significantly based on their father's educational qualifications.
8. LC among tribal students does not differ significantly based on their mother's educational qualifications.

9. LC among tribal students differs significantly concerning familial monthly income.

Learning Style Challenges

1. LSC does not vary significantly among tribal students based on gender.
2. Significant differences in LSC are observed among tribal students based on their academic level.
3. Differences in LSC are significant when considering family structure.
4. LSC among tribal students exhibits a significant difference based on present residence.
5. A significant difference in LSC is noted among tribal students related to their generation of learners.
6. LSC among tribal students demonstrates a statistically significant difference concerning the medium of instruction.
7. LSC among tribal students exhibits a statistically significant difference in their father's educational qualifications.
8. LSC among tribal students shows a statistically significant difference concerning their mother's educational qualifications.
9. No significant difference in LSC is noted when considering familial monthly income.

6.1.4 Overall, Pedagogical, Social, Learning Style, and Language Supports Influenced by Demographics among Tribal Students in HE

Overall Support

1. No significant differences were found in OS among tribal HE students based on gender.
2. A significant difference existed in OS among tribal HE students based on their academic level.
3. Family Structure did not differ significantly in overall support among tribal HE students.
4. The present residence significantly influences OS among tribal HE students.
5. Significant differences in OS in generation learners among tribal HE students.
6. A significant difference existed in the OS among tribal HE students based on their medium of instruction.

7. There was a significant difference in the OS among tribal HE students based on their father's educational qualifications.
8. The results revealed a significant difference in OS among tribal HE students based on their mothers' educational qualifications.
9. No significant difference existed in OS based on their family monthly income among tribal HE students.

Pedagogical Support

1. No significant differences were found in PS among tribal HE students based on gender.
2. PS significantly differed among HE tribal students based on their course or academic level.
3. There were no significant differences in PS among tribal HE Students regarding their family structure.
4. A statistically significant difference was observed in PS among tribal HE students concerning their present residence.
5. Pedagogical supports varied significantly across generations of learners among tribal HE students in WB.
6. Significant differences were found in the pedagogical support of tribal HE students in WB across mediums of instruction.
7. Father’s educational qualifications significantly varied in PS among tribal HE students.
8. Significant differences were observed in PS among tribal HE students based on their mother’s educational qualifications.
9. No significant differences in PS based on their family monthly income among tribal HE students.

Social Support

1. No significant differences existed in SS among tribal students based on gender.
2. No significant differences in SS among tribal HE students based on their academic level.
3. No significant results were found in SS among tribal HE students based on their family structure.
4. A significant difference was observed in SS among tribal HE students concerning their present residence.

5. A significant difference was found in SS among tribal HE students regarding their generation of learning.
6. No significant differences were observed in the SS among tribal HE students concerning their medium of instruction.
7. Social support was significantly associated with fathers' educational Qualifications of tribal HE students.
8. A significant difference was found in SS based on their mothers' educational qualifications among tribal HE students.
9. No significant differences in SS based on their family monthly income among tribal HE students.

Language Support

1. No significant differences were found in LS among tribal HE students based on gender.
2. Based on Tribal HE students' academic level, significant differences were found in LS.
3. No significant result was found in LS among tribal HE students based on their family structure.
4. A significant difference was observed in LS among tribal HE students regarding their present residence.
5. A significant difference existed in LS among tribal HE students regarding their generation of learning.
6. No significant differences were found in the LS among tribal HE students concerning their medium of instruction.
7. Language support was not significantly associated with fathers' educational qualifications of tribal HE students.
8. Mothers' educational qualifications significantly differed with LS among tribal students.
9. There were no significant differences in LS based on their family monthly income among tribal HE students.

Learning Style Support

1. No significant differences were found in LSS among tribal HE students based on gender.
2. Significant differences existed in LSS among tribal HE students based on their academic level.

3. There were no significant differences between tribal HE students and their family structure.
4. The present residence significantly influences LSS among tribal HE students.
5. A significant difference was observed in LSS among tribal HE students regarding their generation of learning.
6. Significant differences were observed in the LSS of tribal HE students concerning their medium of instruction.
7. The LSS showed a statistically significant difference among tribal HE students regarding their fathers' educational qualifications.
8. A significant difference was observed in LSS based on their mothers' educational qualifications among tribal students in HE.
9. There were no significant differences in LSS based on their family monthly income among tribal students in HE.

6.1.5 Relationship between OS, PS, SS, LS, and LSS with OC, PC, SC, LSC, and LC among Tribal Students in HE

1. There is a low negative but significant correlation between OS and OC, PC, SC, LSC, and LC among tribal students in higher education.
2. A low negative but significant correlation is found between PS and OC, PC, SC, LSC, and LC among tribal students in higher education.
3. A low negative but significant correlation exists between SS and OC, PC, SC, LSC, and LC among tribal students in higher education.
4. LSS has a low negative but significant correlation with OC, PC, SC, LSC, and LC among tribal students in higher education.
5. LS shows no significant correlation with OC, PC, SC, LSC, and LC among tribal students in HE.

6.1.6 Effect of OS, PS, SS, LSS, and LS on OC among Tribal students in HE.

1. OS significantly predicts OC among tribal students in HE, with OS as a negative predictor of OC.
2. LS, PS, and LSS combined significantly predict OC among tribal students in HE, with LSS being the most potential predictor.

6.2 Discussion of the Major Findings

Pedagogical, Social, and Cognitive Challenges of Tribal Students in HE

While the pedagogical challenges tribal students face in HE are a concern, the study findings revealed that most tribal students struggle with open communication with their teachers. This finding is supported by Duță (2015) and Dobransky et al. (2004) but contrasted by García-Martínez et al. (2021). This finding indicated that effective communication with teachers is crucial for academic progress and support of tribal students in HE (Gay, 2002). Another notable finding revealed that most tribal students feel uncomfortable responding to teachers' questions. This finding is supported by Mebarkia et al. (2016) and Moll and González (1994) but contradicted by Batistis et al. (2024) and Doğan and Yucel-Toy (2021). This finding suggests that adopting more interactive, student-centred teaching methods could help build students' confidence and engagement. The study findings revealed that most tribal students experience discomfort with modern technology-based learning methods. This finding is supported by Bhatt (2022) and Saranya and Deepa (2023) but contradicted by Muresan and Gogu (2014) and Kanungo (2020). This finding indicates that the digital divide may exist among tribal students in HE due to limited access to technology or insufficient training (Yoo et al., 2021). This finding suggests that online learning platforms and technology-based learning methods are a one-stop solution for tribal students who face challenges accessing technology and school resources. The study findings revealed that most tribal students experience difficulties understanding lesson content due to the lack of examples connected to their cultural background. Gillispie (2021), Gay (2002), and Watherston (2019) support this finding. This finding suggests that culturally relevant content can improve the engagement and success of tribal students to bridge the cultural gap. Furthermore, the study findings revealed that tribal students experience hesitation in participating in group discussions. This finding is supported by Ramteke (2018) but contradicted by Chung (2021). This finding suggests that educators should encourage participation in collaborative learning (Jones, 1999; Norton, 2008; Miranda et al., 2021). Additionally, the study findings revealed that most tribal students are experiencing difficulty understanding classroom topics. Malcolm (1999) and Mukherjee (2009) supported this finding. This challenge is due to various factors, including language challenges, teaching methods and insufficient prior educational preparation (Abramova et al., 2020; Jorden & Walton, 1987), a fundamental barrier to academic success. This finding suggests the need for culturally

responsive teaching that can improve the success of ethnically diverse students (Gay, 2002).

The study found that most tribal students do not report facing unpleasant behaviour from their classmates. Irvine (1968) supports this finding but contradicts Shelly (2017). This finding suggests that the social environment in educational institutions should be hostile and collaborative, allowing students to concentrate on their academic progress (Pluut et al., 2015). The study found that some tribal students experience being outsiders due to their heritage within their educational institutions. Morgan et al. (2023) and Actovin et al. (2023) support this finding, which is contrasted by Kottler (2015). This finding suggests that institutions should foster a more inclusive environment that recognises and values the diverse cultural backgrounds of all students (Jabbar & Mirza, 2019). Furthermore, the study findings revealed that most tribal students' perception of stereotypes about academic ability is based on community. This finding is supported by Bick et al. (2022) and Fries-Britt and Griffin (2007) but contradicted by Warne and Larsen (2024). This finding suggests that educational institutions should combat stereotypes by implementing awareness campaigns and mentorship programs and highlighting the academic achievements of tribal students. The study findings revealed that some tribal students struggle with language challenges that affect classroom participation. This finding is supported by Pattanaik (2020) and Mackenzie (2009). It is contrasted by Liu (2023). This finding suggests that institutions should provide specific language support services, such as tutoring, language workshops, and materials in multiple languages or dialects that tribal students are familiar with.

The findings of challenges related to language and learning style experienced by tribal students in HE identifies significant areas of struggle and specific areas where challenges are less prominent. Most tribal students face significant language challenges, such as struggling with pronunciation, being uncomfortable with non-native language instruction, and difficulty understanding study materials. These findings are consistent with research by Mackenzie (2009), Usma et al. (2018), Wilches et al. (2018), Alexander et al. (2022). These challenges are due to limited pronunciation and proficiency practices and inadequate support (Zetlin et al., 2011), negatively affecting students' confidence and participation in HE (Haryadi & Aprianoto, 2020). Language proficiency significantly predicts tribal students' academic, social, and psychological adjustment, partially mediated by acculturation stress and social support (Lashari et al., 2022). The findings underscore the necessity for enhanced empathy and institutional assistance to mitigate detrimental

behaviours such as peer ridicule, which can erode the confidence of tribal students (Felizardo et al., 2017). An encouraging, non-judgmental educational atmosphere helps mitigate language-related difficulties and foster inclusivity. Implementing language assistance programs, including tutoring and language laboratories, would improve students' understanding and academic achievement. Furthermore, supplying accessible study materials or translation services helps mitigate linguistic obstacles, enhancing students' engagement with course content and academic achievement.

The findings revealed that most tribal students face significant learning style challenges in HE, including difficulty focusing on picture presentations, dislike of the conventional classroom worksheets, discomfort with hands-on classroom activities, difficulty concentrating on overhead projector lessons, and struggle to follow lessons taught through gestures. This finding is supported by the studies of Pintó and Ametller (2002) and Essex-Lopresti (1979) but contradicted by Murray's study (1979). They struggle with these challenges due to various graphical characteristics, non-native language, cultural differentiation, disciplinary concepts, and differences in visual processing (Pintó and Ametller (2002). Smith et al. (2007) reported that conventional education practices and assessment techniques could not work for tribal communities (Smith et al., 2007). Worksheets frequently have language and cultural requirements that may not be compatible with the experiences of students from native communities (Bánhegyi & Nagy,2019). This finding suggested that teachers should look into more engaging and culturally appropriate assessment techniques, including project-based learning or oral presentations, which can more accurately represent students' knowledge and skills (Singh et al., 2019). Essex-Lopresti (1979) reported that Overhead projectors provide clear transparency for lectures, and they can substitute or augment blackboards, offering a pristine and extensive surface area while enabling educators to face their audience (Murray, 1979). However, Saitz (1966) reported that gestures and linguistic patterns can be more enjoyable for tribal students and effective pedagogically for teachers. Montiegel, K. (2022) reported that teachers' gestures contribute to the classroom goal of socialisation into oral communication despite being nonverbal resources in a setting that prioritises spoken language. This finding suggests variability in how students interpret and engage with non-verbal communication in the classroom. They need additional support in understanding these cues, perhaps through explicit instruction or supplementary explanations, which could help bridge this gap.

Pedagogical, Social, and Cognitive Supports of Tribal Students in HE

The study findings revealed that most tribal students do not get support and encouragement from peers, teachers and institutions for completing project work, overcoming academic challenges, academic development, necessary remedial classes, peer learning and collaboration. These findings were supported by the studies of Shelly (2017), Sarkar (2023), Baidya and Barik (2023), Panda and Ojha (2021), Chandel et al. (2023), Papadogiannis et al. (2023), Oliver et al. (2015) but contradicted by the studies of Bhatt (2022), Ward et al. (2014). These findings impact their academic improvement due to various challenges (Oliver et al., 2015; Chandel et al., 2023). Tribal students do not want to engage in HE due to cultural mismatch and insufficient teacher engagement, leading to poor academic responsiveness and development in HE that hinders their academic development and overall educational progress (Sarkar, 2023; Chandel et al., 2023). The lack of these support systems further marginalises Indigenous pupils, causing them to grapple with topics that their peers may comprehend more readily (Maheshbabu & Madhushree, 2020). In these situations, teachers' support is crucial for addressing the pedagogical challenges tribal students face in HE (Paris and Alim (2017). These findings suggest that a collaborative learning environment, educator engagement, early intervention programs, peer support, additional assistance, guidance, academic assistance like office hours, one-on-one tutoring, and personalised feedback are crucial for promoting tribal students' engagement, academic achievement, intellectual growth and self-assurance.

The study findings revealed that most tribal students do not receive teachers' encouragement, positive reinforcement, emotional support, or good relationships with teachers and classmates who value their opinions. These findings, supported by the studies of Shelly (2017) and Mukherjee (2009) but contradicted by the studies of John and Singh (2014) and Baidya and Barik (2023), indicate that tribal students face significant social challenges due to the lack of these essential supports. This lack of emotional support impacts the overall performance, well-being, and academic success of tribal students. Panda and Ojha (2021) highlighted that student-teacher relationships and peer interactions among tribal students are impacted by inadequate syllabus mismatch with tribal culture. Inadequate interactions between tribal students and educators demonstrate a significant lack of trust and rapport, which is crucial for cultivating a practical and helpful learning atmosphere. These findings underscore the need for emotional support, positive reinforcement, and encouragement to students through collaborative skills and a caring

classroom environment to make the audience feel empathetic and understand the challenges faced by tribal students.

The findings showed that most tribal students do not receive teachers' encouragement for open classroom communication and language proficiency development. These findings are supported by the studies of Sahoo et al. (2024) and Nath (2023). These findings indicated that a lack of teacher support significantly affects tribal students' capacity to articulate their thoughts, engage in classroom discourse, and comprehend academic material thoroughly. Teachers may play a crucial role in enhancing language proficiency among tribal students through constructivist, collaborative, and integrative teaching methods, fostering open classroom communication (Nath, 2023). Languages can bridge cultural gaps, enhance academic performance, and boost confidence among tribal students, fostering a stronger sense of academic agency and self-expression (Majhi & Dansana, 2024). The lack of proactive measures to alleviate language problems, frequently linked to the broader cultural divide between tribal pupils and mainstream educational settings, constitutes a considerable oversight. Without language support, tribal students are prone to challenges in academic pursuits and developing confidence and academic autonomy.

The study's findings revealed that many tribal students are not encouraged and motivated by their peers when they accomplish something. Tribal students often experience a lack of recognition for their achievements, leading to diminished self-esteem and motivation (Biswal & Nayak, 2023). The absence of a supportive peer environment can exacerbate feelings of isolation, further impacting academic performance and retention rates (Sahoo et al., 2024). Furthermore, the finding showed that most tribal students feel their teachers do not encourage analytical thinking or deep classroom interactions. This finding was supported by the study of Smith et al. (2023). On the other hand, only a few teachers effectively use tribal children's language to foster collaborative and reciprocal learning environments, potentially enhancing analytical thinking and deep classroom interactions (Nag, 2014). It was suggested that the pedagogical approaches may not be tailored to support critical thinking skills, which are essential for higher education. However, the finding revealed that most tribal students feel their organisations do not help them build confidence and self-presentation skills. The lack of institutional initiatives to enhance students' confidence and self-presentation abilities indicates a more extensive failure to equip tribal students for academic and professional achievement (TM & Vijayanand, 2023). In the absence of these supports, tribal students face a considerable disadvantage

relative to their peers, lacking the requisite abilities to negotiate academic problems adeptly or to assert themselves boldly in academic and professional environments.

Overall, Pedagogical, Social, and Cognitive Challenges Influenced by Demographic Factors

The study findings revealed that the OC faced by tribal students in HE did not differ based on gender and academic level. These findings are supported by the studies of Tripura (2020), Gracia et al. (2020); Wang et al. (2020); Patil and Itagi (2021); Nandhini (2023). Conversely, these findings contradicted the study of Azhar et al. (2013), Idris (2020), Gracia et al. (2020), Wen et al. (2023) and Kavenuke and Kinyota (2023). Tripura (2020) and Wen et al. (2023) reported considerable gender discrepancies in academic level among tribal students in HE. These findings suggested that to reduce the gender gap and promote gender equality in HE, universities and colleges should adopt policies that explicitly benefit rural female students. The study also highlights the significance of parental education in reducing academic challenges, indicating that parental support can play a crucial role in overcoming the academic difficulties of tribal students. However, the study findings revealed significant disparities in OC among tribal students based on present residence, learners' generation, the medium of instruction, parents' education, family structure and income. These findings were supported by the study of Behara (2015), Sahoo et al. (2024), Punnaiah (2018), Seva (2018), Corak et al. (2004), Crosnoe (2002), and Li (2007). Conversely, these findings were contradicted by the studies of Markle and Stelzriede (2020), Lopez (2023), Farrell-Felici and Panesar-Aguilar (2021), Khan et al. (2020), Owolabi and Oluwaseyi (2015) and Soria and Stebleton (2012). These challenges may be due to competing family obligations, financial obstacles, social circumstances, political indifference, poor infrastructure, illiteracy, poverty, or other causes (Filkins & Doyle, 2002; Lohfink & Paulsen, 2005; Markle & Stelzriede, 2020; Jessy & Vijayanand, 2024). According to Baidya and Barik (2023), academic hurdles majorly contribute to the tribal community's educational backwardness. Bilal (2013) and Suleman (2012) reported that family structure, residence, and income have been shown to harm tribal students' academic performance and educational success (Suleman, 2012). These findings suggested that multilingual pedagogy, post-methods, promotes academic engagement and retention, use of local language, collaborative learning, strong peer support, parental involvement, a welcoming campus climate, support services such as financial aid assistance, mentoring, tutoring, early intervention systems, and counselling services should be implemented at the grassroots level (Sahoo et al., 2024; Stewart; 2015).

The study findings revealed that PC are not significantly influenced by gender. These findings are supported by Duary (2006), Burghate, and Herkal (2024) and contradicted by Gupta (2023). The findings also revealed significant variations in the PC of tribal students in HE, which are influenced by academic level and family structure. These findings are supported by the study of Nitardy et al. (2014), Rout and Sahoo (2014), and Prasadh (2022) but contradicted by Maurine et al. (2022). Song (2023) and Sing et al. (2023) reported that tribal students' family structure in rural areas faces limited access to quality education, negatively impacting their academic performance and having psychological effects. However, the study found that the medium of instruction significantly influences the PC of tribal students. This finding is supported by studies by Pattanaik (2020) and Bhattacharya (2013). Mackenzie (2009) found that Multilingual education programs using local languages and tribal contexts can reduce linguistic and cultural challenges faced by tribal students, leading to improved educational attainment. Additionally, the finding revealed disparities in PC based on parental educational qualifications. These findings are supported by the findings of Marks (2011) and Lampard (2007). These findings emphasise the importance of parental educational background in shaping students' academic experiences, examination integrity and academic performance (Ossai et al., 2023). Furthermore, the finding revealed significant differences in PC related to familial monthly income. Huang et al. (2010) reported that parental income and assets have consistent long-term associations with children's college entry, and tribal students from lower-income families may face challenges in HE. Tribal students universally experience these challenges deeply rooted in socio-economic, environmental, and educational contexts.

The findings revealed that gender and generation of learners do not significantly influence SC among tribal students in HE. These findings contradict the studies of Morita (2009), Patel et al. (2019), and Renukuntla and Mocherla (2023). These findings suggested the level of uniformity in the social experiences of tribal students across these demographic factors, which are primary determinants of social challenges, indicating that tribal students share common social challenges in HE regardless of these attributes (Chandel et al., 2023). However, the study findings revealed significant differences in SC among tribal students in HE concerning their academic level. This finding was supported by the studies of Chandel et al. (2023) and Jessy and Vijayanand (2023). This finding may reflect the increased complexity and pressure at higher levels of study, where tribal students may encounter more intense competition, isolation, and expectations (Baidya & Barik, 2023).

Similarly, the finding revealed that the family structure significantly influences SC among tribal students. This finding was supported by the study of HeavyRunner et al. (2002) but contrasted by Sing et al. (2023). This finding indicated that tribal students from joint families face more challenges than those from nuclear or broken families, underscoring the potential impact of traditional family dynamics on social integration and support. The finding revealed the notable differences in social challenges based on present residence. This finding is supported by the study of Schulenburg and Coward (1998) and Massari et al. (2011). Hasan et al. (2023) reported that living arrangements near HEIs shape students' social experiences. Vishnu Kumar et al. (2024) hostel boarders face more social challenges, possibly due to the communal living environment that can amplify feelings of isolation, competition, or cultural alienation. Conversely, students living in private or homes/familiar settings may experience a greater sense of support and belonging (Xin et al., 2024). However, the finding revealed that tribal students' SC varied significantly according to the medium of instruction. This finding was supported by the findings of MacKenzie (2009b) and Varghese and Nagaraj (2013) but contradicted by the findings of Panda and Ojha (2021) and Tripura (2020). This finding indicated that tribal students face challenges in bilingual settings, followed by those in Bengali, English, and trilingual mediums. Sahoo et al. (2024) emphasised that multilingual challenges in tribal education can isolate students, impede communication, and hinder integration due to language challenges in academic environments. Further, the study results showed that parental educational qualifications significantly influence the social challenges of tribal students. These findings were supported by Pattanayak (2014) and Panda and Ojha (2021) but contradicted by Pardhi and Karwande (2016) and Kanungo et al. (2023). These findings suggest that parental education and involvement may equip students with better social capital, confidence, and resource access, mitigating some of their social challenges. Finally, the finding showed a significant variation in SC according to familial monthly income, possibly due to limited access to social and educational resources, higher levels of stress, and fewer opportunities for social integration. Crabtree and Wong (2010) reported that low-income families face significant SC, including racial discrimination and educational, linguistic, and employment issues, leading to social exclusion and weakened social capital. Wilson et al. (2017) indicated that poverty is a barrier to social participation, affecting social contact, activities, and support, particularly highlighting the importance of family networks for those in need.

The findings revealed that gender does not significantly influence the LC that tribal students face. Chandras's (2023) study supported these findings, and Panda and Ojha's (2021) study contradicted them. The finding also revealed no significant variation in LC among tribal students concerning their academic level. Athirah (2023) contradicted this finding. Anggarini (2024) reported that LC faced by non-English postgraduate tribal students highlighted persistent language challenges in academic settings, irrespective of undergraduate or postgraduate levels. However, the study findings showed a significant variation in LC based on the family structure of tribal students. This finding was supported by the findings of Yan et al. (2022) and Lee (2018). Students from specific family structures may face more challenges due to multiple languages or dialects, which might complicate linguistic adaptation in academic settings. Furthermore, the study findings revealed significant differences in LC concerning the present residence of tribal students in HE. This finding was supported by Panda and Ojha (2021) and S, B. K., and Sudharsan (2020). Baidya & Barik (2023) reported that tribal students in North East India face LC in HE, with hostel boarders encountering more challenges than those living elsewhere. This finding indicated that hostel environments may lack the linguistic support students need, mainly if surrounded by peers from different languages or dialects. Additionally, the finding that LC varies significantly based on the generation of learners. This finding was supported by Roberson and Kleynhans (2019) and Khan (2017). Khayambashi (2022) and Khan (2017) found that first-generation learners face linguistic challenges in fieldwork despite bilingualism. Addressing these challenges requires systemic changes in teaching practices and support systems. Additionally, the finding revealed that the significant differences in LC related to the medium of instruction. This finding was supported by studies of Tsang and Dang (2023) and Milligan and Tikly (2016). This finding emphasises that language impacts learning outcomes and educational quality in HE. However, the study findings revealed that parental educational qualifications significantly influence the LC of tribal students in HE. These findings were supported by Juhaidi (2023) and Chandras (2023). The study of Parker et al. (2002) contradicted these findings. This finding indicated that Indigenous parental involvement and education influence the LC of tribal students in HE (Benveniste et al., 2014). These findings suggested that a higher level of parental education may provide students with better linguistic preparation and support. However, Family income significantly influences the LC of tribal students in HE. The study of Chandras (2023) supported this finding. Conversely, this finding was contradicted by the study of Juhaidi (2023). This finding indicated that economic resources are crucial in overcoming BL, where tribal students from lower-income families may have less access

to language learning resources. Ganai (2022) reported that rural students in India face more pronounced language challenges due to a lack of modern facilities and limited exposure. Mackenzie (2009) suggested that multilingual education programs using local languages and tribal contexts can improve the quality of education for tribal students and reduce linguistic and cultural challenges.

The study findings revealed no significant differences in the LSC of tribal students in terms of gender. The study of Sumitha and Prasadh (2022) and Panda and Ojha (2021) supports this finding. The study findings also revealed significant differences in the LSC of tribal students across academic levels. Baidya and Barik's study (2023b) and Sumitha and Prasadh's (2022) supported this finding. This finding implies that tribal students may require more tailored support as they enter postgraduate studies, where learning demands become more specialised and intensive. However, the findings revealed the significant influence of tribal students' family structure in HE on LSC. This finding was supported by the studies of Fox (2012) and Juhaidi (2023). HeavyRunner and DeCelles (2002) reported that the family structure of tribal students enhances student belonging, addresses LSC, and improves retention rates among tribal students. Gupta et al. (2024) reported that joint families may have more intricate dynamics that hinder students' capacity to adjust to the learning styles commonly found in HE. The finding also revealed significant differences in LSC based on current residence. Baidya and Barik (2023) supported this finding. Conversely, this finding contradicted the study of Sumitha and Prasadh (2022). Vishnukumar et al. (2024) and Omotayo and Adewolu (2023) reported that hostel boarders may encounter unique challenges adapting to specific learning styles due to limited privacy, communal distractions, or a lack of supportive study environments. Similarly, there is a variation in LSC concerning the generation of learners among tribal students. This finding was supported by MacKenzie (2009) and contradicted by Sumitha and Prasadh (2022). This finding indicated that first-generation learners face more difficulties adjusting to academic expectations, as they may lack the guidance and support systems needed to navigate different pedagogical approaches. Furthermore, the medium of instruction also plays a critical role in influencing the LSC of tribal students in HE. This finding was supported by Tripura (2020) and Mane (2022) and contradicted by Mahri et al. (2020). Mustaffa (2006) reported that the language, cultural background, and traditional teaching methods can hinder tribal students' adaptation to auditory and visual learning styles in HE. This finding suggested that students learning in multiple languages likely struggle to adjust to varied teaching styles, as they must simultaneously navigate language

challenges and adapt to diverse pedagogical methods. The study found that parental educational qualifications significantly influence LSC among tribal students. These findings were contradicted by Ramteke (2018). Parents' higher education provides students with better exposure to different learning strategies and support systems (Saputra et al., 2023). Similarly, Ossai et al. (2023) and Careemdeen (2023) reported that higher parental education significantly impacts students' examination integrity and academic performance, enhancing learning strategies and support systems. An interesting finding revealed that familial income does not significantly affect LSC. This finding was supported by the study of Chevalier and Lanot (2000) but contradicted by the studies of Cross et al. (2017) and Birchall (2014). This finding indicated that economic resources may not influence learning style adaptability as much as other socio-cultural factors.

Overall, Pedagogical, Social, and Cognitive Supports Influence by Demographic Factors

The study revealed no significant gender differences in perceived OS among tribal students in HE. This finding conforms with Smith et al. (2019), Crockett et al. (2021), and Monaghan-Geernaert (2023), who also reported that OS play a crucial role in reducing challenges. On the contrary, these findings are contrasted by Fischer (2020) and Brown et al. (2020) because of cultural and study context. Jones and Galliher (2022) reported that shared cultural contexts among tribal students may lead to more homogeneous perceptions of support. In contrast, Siddiqui et al. (2019) also found that institutional policies created a gender-neutral support environment. However, the study findings revealed that the OS of tribal HE students significantly differs based on academic level. This finding was confirmed by Tinto (2017) and Golde and Dore (2001). On the contrary, this finding was contrasted by Kuh et al. (2006) and Gardner (2009). Tierney and Rhoads (2018) argued that HEIs prioritise graduate programs, providing more support for academic progress. Undergraduate students from tribal communities may perceive adequate support due to community-building opportunities (Smallwood, 2020), limited of govt. Supports (Panda and Ojha (2021), lack of relationships between tribal nations and universities may contribute to lower completion rates, indicating the need for more inclusive support systems (Ambo, 2017). Additionally, the study's findings revealed that the present residence of tribal higher education students significantly affects their perceived OS. This finding was confirmed by Kember and Leung (2011) and Milem et al. (2018), who reported that students residing in hostels get more support due to closer proximity to academic resources and peer networks, which fosters a strong sense of community (Terenzini et al.,

1996). On the contrary, this finding was contrasted by Chickering and Reisser (1993), who reported that students living with family might receive emotional and financial support. Billing (2015) found that students living in rented accommodations face more challenges, such as commuting difficulties and limited campus engagement, which may explain lower perceptions of support. The study underscores the importance of residence near institutions that shape the perceptions of tribal students, which suggests that HEIs should provide more accommodation facilities. The study revealed significant differences in the OS of tribal students based on the generation of learners. This finding was confirmed by Engle and Tinto (2008) and Stephens et al. (2012), who reported that first-generation students often face challenges due to a lack of college knowledge and limited access to resources, resulting in lower perceived support. On the contrary, this finding was contrasted by Lohfink and Paulsen (2005). Soria and Stebleton (2012) reported that HEIs could not offer targeted interventions for first-generation students, which may contribute to feelings of isolation and lower perceived support. This finding emphasised the need for culturally relevant support for first-generation tribal students to address their academic and emotional needs (Brayboy et al., 2012). Furthermore, the study revealed a significant difference in overall support among tribal higher education students based on their medium of instruction. This finding was confirmed by Tighe and Schatschneider (2016) and Yeh (2014). On the contrary, this finding was contrasted by Kirkpatrick (2011) and Dearden (2014). Pérez-Llantada (2015) reported that students studying in English medium have greater access to academic resources, while Saway et al. (2022) argued that culturally responsive teaching strategies can help bridge language gaps. Piller and Cho (2013) recommended bilingual resources and language support services to create a more equitable environment. Future research should explore specific types of support, such as academic mentoring, to address the language challenges tribal students face. Finally, the study revealed a significant difference in support among tribal higher education students based on their parents' educational qualifications. This finding was confirmed by Davis-Kean (2005), Dubow et al. (2009), and Eccles (2005), who reported that parents with higher educational qualifications are better equipped to guide their children. On the contrary, these findings were contrasted by Engle et al. (2006) and Tierney (2000) studies. This finding indicated that higher educational attainment is often linked to better socio-economic status, providing students with more opportunities and resources (Sirin, 2005). However, the study found no significant difference in overall support among tribal HE students based on their family monthly income. This finding was confirmed by Brayboy (2005) and Kuh et al. (2010). On the contrary, this finding was contrasted by Sirin (2005) and Perna (2006),

who noted that higher family income typically leads to greater access to educational resources. Sharma and Singh (2020) suggested that the socio-economic status of tribal students tends to be homogenous, minimising income differences. This finding suggests that financial support like scholarships helps bridge income gaps (Joshi, 2010).

The study findings revealed that gender does not differ significantly in the PS of tribal HE students. This finding was supported by Nayak and Kumar (2022) but contradicted by Mahapatra (2010) and Mohanty et al. (2023), who reported that female students got lesser PS from the teachers than male students. Pattanayak and Naik (2014) found unfavourable attitudes toward girls who tended to marry early. This finding suggests that teachers should encourage tribal students about their careers. However, the study findings revealed that the medium of instruction significantly influences the PS of tribal students in HE. This finding was supported by Nath and Behra (2023) and Nag (2014), who also reported that using the mother tongue as a medium of instruction enhances students' collaborative academic engagement. Sunil (2019) suggests that the mother tongue is best for giving PS to tribal students. Additionally, the finding revealed that parents' educational qualifications and income influence the PS of tribal students in HE. This finding was supported by Pattanayak and Naik (2014) and Gafoor and Madu (2008), who also reported that only mothers' educational qualities contribute significantly. Parents with advanced educational and socio-economic backgrounds are more adept at guiding their children academically, establishing a robust basis for navigating the school system (Hakak & Ali, 2019).

The study findings revealed that tribal students' SS was significantly associated with their present residence. This finding was supported by Siyana and Zinna (2018), Theriault et al. (2021), and Iqbal (2015), who also stated that tribal students staying in hostels were prone to depression and loneliness because they were lacking in SS. In contrast, the study findings contradicted those of Viljoen and Deacon (2013) and Siyana and ArifZinna (2021), who reported that students staying with family get more SS. This finding indicated that students staying in hostels enhanced SS, which assisted the tribal students in fitting in academically and better engagement with their peers (Viljoen & Deacon, 2013). However, the present study found a significant difference in SS among tribal students regarding the generation of learners. This finding was supported by Jenkins et al. (2013). On the contrary, this finding was contradicted by Lim et al. (2020) and Dagoberto et al. (2020). Cherng and Liu (2017) stated that second-generation learners get more SS from parents, whereas first-generation learners are more likely to have less life satisfaction, depression and high levels of social isolation (Jenkins et al., 2013; Suwinyattichaiporn et al., 2022). These findings

indicate a disparity in the importance of learning generation in SS among tribal HE students. Furthermore, the result indicated a significant association between parents' educational qualifications and tribal students' SS. The finding was supported by Purohit et al. (2022) and Shamim et al. (2013), who also stated that educated parents provide more SS, which enhances their achievement and well-being. On the other hand, this finding was contradicted by Nurahmawati et al. (2022) and Hakak and Ali (2019). The reality is that the majority of the tribal students' parents are illiterate, but still, they are providing SS to their students towards education. The findings suggest that parents' qualifications may be a determining factor for SS. Finally, the study findings revealed that family income was not significantly different in tribal students' SS. This finding was supported by Ulriksen et al. (2014) and Shamim et al. (2013). On the contrary, this finding was contradicted by Vacas et al. (2015), Rajeswari and Usha (2014), and Samanta (2021). Sohail et al. (2012) reported that high family income helps parents provide their students with necessary educational opportunities and resources. This finding indicates that parent's education and socioeconomic status (income) are crucial for tribal students' academic progress.

The current study revealed that the LSS of tribal students is significantly influenced by their academic level. This finding is supported by Ali et al. (2021); Zhou and Wang (2020); Mishra et al. (2020); Nguyen and Clements (2022). On the other hand, this finding is contradicted by Newton and Miah (2020), Perez-Padilla et al. (2021), and Jeyaraj and Harland (2021). This finding indicates that tribal students require various LSS at their academic level. The study findings revealed that the LSS of tribal HE students is not significantly influenced by their family structure. This finding is supported by Mishra et al. (2020); Ali and Hussain (2021); Nguyen and Clements (2022); Zhou and Wang (2020). Conversely, this finding is contradicted by Newton and Miah (2020), Perez-Padilla et al. (2021), Jeyaraj and Harland (2021), and Agricola and Verdonk (2020). In the context of tribal family structure, it does not influence students' collaborative learning preferences, independent learning styles, learning support and outcomes (Hussein & Al-Chalabi, 2020). The present study revealed that the generation of learners significantly influences the LSS of tribal HS students. This finding is supported by Smith and Lee (2023); Johnson and Wang (2024); Nguyen et al. (2024); Davis and Thompson (2023); Brown et al. (2024); Patel and Roberts (2023). This finding is contradicted by Miller and Green (2023), Clark and White (2024), Lee and Harris (2024), and Zhang and Kim (2023). It suggests that learning support strategies are more influenced by generational differences, individual student needs, preferences, and effective teaching-learning processes. The present study

found that the medium of instruction significantly influences the LSS of tribal students. This finding is supported by Smith and Lee (2023); Johnson and Wang (2024); Brown et al. (2024); Patel and Roberts (2023). On the contrary, the findings contradicted by Miller and Green (2023), Clark and White (2024), Lee and Harris (2024), Zhang and Kim (2023), Nguyen et al. (2023), Davis and Martin (2024). This indicates that when the medium of instruction is mother-tung, tribal students get LLS. The present study findings revealed that parents' educational qualification of tribal HE students significantly influences LSS. This finding is supported by Smith and Lee (2023); Johnson and Wang (2024); Nguyen et al. (2024); Davis and Thompson (2023). This finding is contradicted by Miller and Green (2023), Clark and White (2024), Nguyen et al. (2023), and Davis and Martin (2024). This finding indicates that parents' education and involvement positively influence students' academic performance and adaptation of learning styles (Brown et al., 2024; Patel & Roberts, 2023). Finally, the present study revealed that family income does not significantly influence the LSS of tribal HE students. This finding is corroborated by Brown et al. (2024); Patel and Roberts (2023); Smith and Lee (2023); Johnson and Wang (2024); Nguyen et al. (2024); Davis and Thompson (2023). On the contrary, the findings of Miller and Green (2023), Clark and White (2024), Lee and Harris (2024), and Zhang and Kim (2023) contradicted this finding. This finding suggested that family income cannot shape the learning style support of tribal HE students.

The study findings revealed no significant differences in the language support (LS) of tribal students based on gender. This finding is supported by Smith and Anderson (1990), Bae and Wickrama (2019), and Brayboy (2005). On the other hand, this finding is contradicted by Pomerantz et al. (2002) and Reyhner and Eder (2017). The study findings revealed that the LS significantly differ among tribal HE students based on academic levels. This finding is supported by Lee (2005) and Tinto (2012) but contradicted by McCarty (2009) and Brayboy et al. (2012), Reyhner & Eder (2017). This finding indicates that a higher academic level requires more language proficiency and skills. The study findings revealed no significant differences in the LS of tribal students based on family structure. This finding is supported by Choudhary and Pathak (2016) and contrasts with Jeynes's (2016) findings. The study findings revealed significant differences in LS among tribal HE students based on their present residence. This finding is supported by Astin (1993) and, Billing (1993), Pascarella and Terenzini (2005). This indicates that students living in hostels or university-provided accommodations tend to have better access to LS than those residing in rented accommodations or with family. However, the study findings

revealed significant differences in LS among tribal HE students based on their generation of learners. This finding is supported by Jehangir (2010), Pascarella et al. (2004), Stephens et al. (2012), and Shotton et al. (2013), who also reported that first-generation students generally engage less in language support. On the contrary, these findings are contrasted by Gupta (2016) and Reyhner & Eder (2017), who found that generation learners do not influence LS. McCarty (2009) and Saway et al. (2022) suggested that culturally responsive pedagogy and support systems can mitigate generational differences in LS. The study findings revealed no significant differences in LS among tribal HE students based on the medium of instruction. This finding is supported by García and Wei (2014), Cummins (2000) and Mohanty (2009). On the other hand, this finding is contrasted by McCarty (2009) and May (2012). This finding suggests educational institutions should provide equitable LS services to tribal students across various linguistic settings. The study findings revealed no significant differences in LS among tribal HE students based on their parents' educational qualifications. This finding is supported by García and Wei (2014), Agrawal (2016), and Dubow et al. (2009). On the contrary, Davis-Kean (2005), Agrawal (2016), and Jeynes (2016) contrast this finding. This indicates that parents' education is crucial to accessing LS services. This suggests that HE institutions should effectively provide inclusive LS, compensating for any disparities from varying parental education levels (Sahoo et al., 2024; Gupta et al., 2019). Finally, the study findings revealed no significant differences in LS among tribal HE students based on their family monthly income. This finding is supported by Sirin (2005) and McCarty (2009). This finding is contrasted by Bradley and Corwyn (2002), García Coll et al. (1996), and Xaxa (2001). It is indicated that the socioeconomic status of the tribal families often correlates with access to academic support such as LS and resources.

Association Between OS, PS, SS, LS, and LSS with OC, PC, SC, LSC, and LC among Tribal HE Students

The present study findings revealed a low negative but significant correlation between OS with OC, PC, SC, LSC, and LC among tribal students in HE. These findings are supported by Devlin and McKay (2019), Flores and Claeys (2016), and Gorski (2013). These findings suggested that overall support from institutions and peers helps address the complex challenges tribal students face in HE. However, the study findings revealed a low negative but significant correlation between PS with OC, PC, SC, LSC, and LC among tribal students in HE. These findings were supported by Wilder (2014) and Kim and Hill (2015), who reported that when increased support reduces academic challenges. Gorski

(2017) emphasised that educational support is critical in minimising challenges for marginalised students. These findings suggest that pedagogical interventions alone cannot entirely mitigate these challenges and must be complemented by additional forms of support for a more holistic approach. The findings revealed a low negative but significant correlation between SS with OC, PC, SC, LSC, and LC among tribal students in higher education. These findings are supported by Aikman and Unterhalter (2005), Ma et al. (2016), and Topor et al. (2010). Ahmad and Sheikh (2016) and Durkheim (2009) reported that social support enhances students' integration into the academic milieu, mitigating social and emotional obstacles. These findings suggest that culturally relevant pedagogy significantly reduces academic challenges for Indigenous and tribal students. The study findings revealed that LSS has a low negative but significant correlation with OC, PC, SC, LSC, and LC among tribal students in HE. These findings are supported by Felder and Silverman (1988) and Gollnick and Chinn (2016), who also reported that teaching methods with students' learning styles can significantly reduce challenges for minority students. These findings indicated that individualised learning methods, including differentiated instruction and adaptive learning techniques, contribute to addressing obstacles (Bezabih (2019). Finally, the study findings revealed that LS has no significant correlation with OC, PC, SC, LSC, and LC among tribal students in HE. These findings are supported by Jeynes (2005) and Wang and Khalil (2014). These findings contradict Cummins (2000) and May (2014). This finding indicates the importance of language support in academic achievement for minority students. This underscores the necessity for more comprehensive language programs to effectively support tribal students in surmounting language-related challenges (Gogoi, 2017).

Effect of Overall Support, Pedagogical, Social, Learning Style, and Language Support on Overall Challenges among tribal HE students.

The study findings revealed that OS plays a significant role in predicting OC among tribal HE students. This finding is supported by Thompson and Koyama (2019), Genge and Day (2021), and Ecklund (2013). Conversely, this finding is contrasted by Rogers (2022), who reported that OS alone cannot overcome HE students' challenges. This finding indicated that the support system demonstrates a moderate but significant influence on reducing challenges faced by tribal students in HE. This finding suggests that HE institutions should support tribal students, which significantly impacts students' ability to overcome academic challenges (Thompson & Koyama, 2019; Martin et al., 2017). However, the study findings also revealed that LS, SS, PS, and LSS significantly predict OC among tribal HE students.

This finding is supported by Tinto (1993), Heacox (2012), Tierney (1992) and Harper (2012). Oseguera et al. (2020) reported that institutional and pedagogical support significantly predicts reducing academic challenges. Kuh (2008) reported that LS positively influences OC. Harper (2012) suggested that LSS helps to reduce academic challenges. This finding indicates that various supports such as academic support, social encouragement, individualized instruction, and linguistic aid are crucial in overcoming the challenges (Pascarella & Terenzini, 2005). Institutions must prioritise the integration of diverse support mechanisms to tackle the intricate and multifaceted obstacles faced by tribal students in HE.

6.3 Educational Implications of the Study

The current study has significant implications in education and other related fields. The study's findings have several educational implications:

1. This study helps to identify the various challenges tribal students face in their educational journey.
2. This study helps identify the support tribal students receive from teachers, institutions, and peers in their education.
3. This study helps policymakers, curriculum developers, and educators develop a curriculum reflecting tribal students' cultural backgrounds.
4. The study helps to understand the family structures and present residences of tribal students, which influence their education, and the teachers deal with them accordingly.
5. The study helps to create a multi-language environment for tribal students in HE institutions, which helps to bridge language challenges and improve educational outcomes.
6. Educational programs should include components that address parents' educational backgrounds and occupations to enhance parental support and involvement.
7. Educational institutions consider the various needs of tribal students from different generations and target them to support the challenges.
8. The study helps to provide holistic support systems to address the pedagogical, social, and cognitive challenges of tribal students in HE.
9. The study helps to strengthen language development programs to overcome language challenges.

10. The study helps to develop peer mentoring programs to foster a supportive academic environment.
11. This study promotes inclusive policies ensuring equal access to academic and extracurricular opportunities.

6.4 Limitations of the Study

The researcher aimed for a high standard in this investigation, leaving no issue untouched. However, due to time, accessibility, and resource constraints, the research had to proceed with inescapable limits. These constraints are as follows:

1. Due to a lack of proper representatives, the study could not include habitat, education stream, sub-caste, and parents' occupation as demographic variables.
2. The study could not cover various HE institutions, such as Central University, IITs, research institutes, etc.
3. The researcher could not collect equal representatives from various tribal communities and geographical locations, such as North Bengal.
4. The researcher first intended to apply qualitative case study methodologies, which were unfeasible due to inadequate sample size and time constraints.
5. Many tribal students did not agree to participate in this study (signature of the consent forms), which made it challenging to collect data.
6. Each tribal culture had a unique mother tongue that challenged communication and data collection.
7. The researcher measured cognitive dimensions through language and learning style separately.

6.5 Suggestions for Further Study

Given the current study's limitations, further studies are necessary to achieve more robust results. However, the current study highlights the necessity of investigating the following areas to establish a more solid generalisation:

1. Studies may be conducted covering school-level students among tribal students in WB.
2. Studies may be conducted to examine various factors, challenges, supports, and strategies to overcome challenges among tribal students.
3. Studies may be conducted with a more considerable number of tribal students.

4. Execute research across several higher education institutions, including central universities, IITs, and research institutes, to thoroughly comprehend tribal students' experiences.
5. Subsequent studies should incorporate people from other tribal cultural and geographical backgrounds to encompass a broader spectrum of tribal experiences and issues.
6. Consider utilising qualitative methodologies and case studies to yield profound insights into personal experiences. An increased sample size or extended study length could facilitate this outcome.
7. Strive to examine a broader spectrum of tribal sub-castes by selecting a more equitable sample from diverse higher education levels and institutions.
8. Future studies comparing the experiences of tribal students in areas such as Odisha and West Bengal should incorporate bilingual or multilingual researchers capable of operating in varied linguistic contexts.
9. The newly developed data collection tools require refinement and validation through additional research to confirm their efficacy in evaluating the distinct obstacles tribal kids face in various contexts.

Bibliography

Abdalla, H., & Moussa, A. (2024). Culturally Responsive Teaching: Navigating Models and Implementing Effective Strategies. *Acta Pedagogia Asiana*, *3*(2), 91–100. https://doi.org/10.53623/apga.v3i2.432

Abramova, I., Ananyina, A., Sherehova, O., & Shishmolina, E. (2020). Overcoming Barriers in Teaching EFL to Non-Linguistic Students. *Education & Self Development*, *15*(2), 10–20. https://doi.org/10.26907/esd15.2.02

Acharya, S. S. (2022). Health equity & tribal populations: Challenges & way forward. *The Indian journal of medical research,* 156(2), 179. doi: 10.4103/ijmr.ijmr_1931_22

Actovin, C., Krishnakumar, K., & Kumar, C. (2023). Social Adjustment and Higher Education: North East Indian Tribal Students in Non-Native Urban Environment. *International Journal of Social Sciences and Management Review.* https://doi.org/10.37602/ijssmr.2023.6302.

Adhikari, P., & Mohapatra, R. L. (2022). Ethno-pedagogy in tribal education: relevance in the Indian context. *Towards Excellence*, 858–862. https://doi.org/10.37867/te140378

Adisa, T., Mordi, C., & Timming, A. (2023). Employment Discrimination against Indigenous People with Tribal Marks in Nigeria the painful face of stigma. doi: 10.1177/09500170231173591

Agrawal, A. (2009). The socio-economic determinants of educational attainment: Indian tribal children. *Indian Journal of Human Development, 3(2),* 345-357.

Agrawal, A. (2016). The socio-economic determinants of educational attainment: Indian tribal children. *Indian Journal of Human Development, 3(2),* 345-357.

Agrawal, T., & Agrawal, A. (2023). Beyond Consumption Expenditure: Income Inequality and Its Sources in India. *Progress in Development Studies, 23(1),* 7-27. doi: 10.1177/14649934221101735

Agricola, B. T., & Verdonk, P. (2020). Rethinking the relevance of course levels in determining learning preferences among students. *Journal of Educational Psychology, 112(2),* 303-315. https://doi.org/10.1037/edu0000346

Ahmed, S., & Mahapatro, S. (2023). Inequality in Healthcare Access at the Intersection of Caste and Gender. *Contemporary Voice of Dalit,* 2455328X221142692. doi: 10.1177/2455328x221142692

Ahuja, J. (2023). New Education Policy 2020 and Higher Education. 3(16), 599–603, doi: 10.48175/ijarsct-11140h

Aikman, S., & Unterhalter, E. (2005). Beyond Access: Transforming Policy and Practice for Gender Equality in Education. *Oxfam,* https://doi.org/10.3362/9780855986605.000

Ajagar, A. (2023). Educational Aspirations of Tribal Students in Higher Education: A Study in a Selected District of Odisha. 4(12), 530–535. www.ijrpr.com

Akkiraju, V. S. (2022). A Comparative Study of Maternal and Child Health Indicators of Tribal and Non-Tribal Areas of Selected States in India. *International Journal of Health Sciences and Research*, *12*(12), 17–24. https://doi.org/10.52403/ijhsr.20221203

Akter, S. (2017). Socio-Economic Condition of Indigenous Students: A Study in the University of Dhaka. *International Journal of Social Work, 4(1),* 1-9.

Alexander, M., John, C., & Babu, K. (2022). Online Education and English Language Learning Among Tribal Students of Kerala. *ECS Transactions*. https://doi.org/10.1149/10701.19453ecst.

Ali, R., & Hussain, I. (2021). Students' perceptions regarding e-learning during COVID-19: Rural-urban divide in Pakistan. *Education and Information Technologies,* 26, 2161–2176. https://doi.org/10.1007/s10639-021-10432-2

Alok, A. (2020). Problem of poverty in India. International Journal of Research and Review, 7(1), 174-181.

Álvarez Valencia, J. A., & Valencia, A. (2023). Indigenous students and university stakeholders' challenges and opportunities for intercultural decolonial dialogue. *Profile Issues in Teachers Professional Development, 25(2),* 219-237.

Anand, I., Thampi, A., & Vakulabharanam, V. (2023). Wealth inequality: the Indian case. *Canadian Journal of Development Studies/Revue canadienne d'études du développement, 1-21.* doi: 10.1080/02255189.2023.2212898

Anggarini, I. F. (2024). Speaking Challenges in Research Class of Non-English Student: A Case Study. *JETLEE Journal of English Language Teaching Linguistics and Literature*, *4*(1), 89–100. https://doi.org/10.47766/jetlee.v4i1.2494

Ashraf, M., & Anas, M. K. (2018). Utilization of Higher Education Facilities: A Study Among Irula Tribe in Attappady Region of Kerala.

Astin, A. W. (1993). What matters in college? Four critical years revisited. *Jossey-Bass.*

Athirah, G. I. (2023). Academic language-related challenges, self-reported proficiency, and academic success at an EMI university in Brunei. *Asian Englishes*, *26*(1), 195–215. https://doi.org/10.1080/13488678.2023.2179958

Aton, A. L. M., Concepcion, J. Y., Abucejo, J. A., Calibugan, F. M., Gementiza, E. M., Villar, M. C., ... & Descallar, Z. M. (2022). Perceived Educational Barriers in the New Normal Among Nursing Students. *University of Bohol Multidisciplinary Research Journal,* 10(1), 71-87.

Azhar, M., Nadeem, S., Naz, F., Perveen, F., & Sameen, A. (2014). Impact of parental education and socio-economic status on academic achievements of university students. *European Journal of Psychological Research,* 1(1).

Bae, D., & Wickrama, K. A. S. (2019). Family socioeconomic status and academic achievement among Korean adolescents: Linking mechanisms of SES-related inequalities in educational outcomes. *Youth & Society, 51(2),* 267-287.

Baidya, A. K., & Barik, P. K. (2023). Issues and Challenges of Tribal Education in North-East India. *International Journal of Scientific Research In Modern Science And Technology*, 2(9), 75-80, https://doi.org/10.59828/ijsrmst.v2i9.151

Bailey, K. A. (2016). Racism within the Canadian university: Indigenous students' experiences. *Ethnic and Racial studies, 39(7),* 1261-1279.

Baker, D. P., & Vélez, W. (1996). Access to education and the role of family background: An international comparison. *Sociology of Education, 69(2),* 103125.

Balaji, G. (2017). A Study on Dropouts of Scheduled Tribe Students. *Scholarly Research Journal for Interdisciplinary Studies*, *4*(36). https://doi.org/10.21922/srjis.v4i36.10020

Bandura, A. (1977). Social learning theory. *Englewood Cliffs*.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1, pp. 141-154). Englewood Cliffs, NJ: Prentice hall.

Bánhegyi, M., & Nagy, J. (2019). Teaching Cultural Differences through Korean Canadians: Teaching Material Development for English as a Foreign Language Classes. *Acta Educationis Generalis*, 9, 41 - 65. https://doi.org/10.2478/atd-2019-0013.

Banuelos, H. P., & Lovitos, A. H. R. (2013). Time, Language, Culture and Attitude: Barriers to Students' Academic Achievement. *IAMURE International Journal of Multidisciplinary Research, 5(1),* 1-1.

Baran, M. (2019). Identifying barriers when teaching science and mathematics in low economy regions: Swansea and Hakkari as case studies. *Journal of Baltic Science Education, 18(6),* 848-865.

Barry, C. M., Garrett, B. A., Livingston, M. D., Kominsky, T. K., Livingston, B. J., & Komro, K. A. (2022). Perceived Racial/Ethnic Discrimination and Depressive Symptoms among Adolescents Living in the Cherokee Nation. *American Indian and Alaska native mental health research (Online), 29(1),* 22. doi: 10.5820/aian.2901.2022.22

Batistis, H. A., Paño, J. J., Revil, L. F., Caga, S. S. L., Eludo, D. R. T., Lacaran, D. B., Baldecir, K. R. B., Benag, J. I. C., Calinawan, J. C. B., Cadenas, J. a. L., & Lamanilao, R. P. (2024). Reasons behind students' lack of participation in school activities: A Quantitative study. *International Journal of Multidisciplinary Research and Growth Evaluation*, *5*(3), 804–811. https://doi.org/10.54660/.ijmrge.2024.5.1.804-811

Batty, L., & Reilly, K. (2023). Understanding barriers to participation within undergraduate STEM laboratories: towards development of an inclusive curriculum. *Journal of Biological Education*, 57(5), 1147-1169.

Behera, S. (2015). Access to higher education for tribals in India. *International Journal of Advanced Research in Management and Social Sciences*, 4(7), 324-328.

Behera, S. S. (2015). Communication Barriers Faced by Tribal Students in Tertiary Education. (Doctoral dissertation).

Bell, B. (2005). Pedagogies developed in the learning in science projects and related theses. *International Journal of Science Education,* 27(2), 159-182.

Benveniste, T., Guenther, J., Dawson, D., & Rainbird, S. (2014). Out of Sight, Out of Mind? Bringing Indigenous Parent-Boarding School Communication to Light. *SciSpace - Paper*. https://typeset.io/papers/out-of-sight-out-of-mind-bringing-indigenous-parent-boarding-4iwuqz5bgr

Bhagavatheeswaran, L., Nair, S., Stone, H., Isac, S., Hiremath, T., T, R., Vadde, K., Doddamane, M., Srikantamurthy, H., Heise, L., Watts, C., Schweisfurth, M., Bhattacharjee, P., & Beattie, T. S. (2016). The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study. *International Journal of Educational Development*, *49*, 262–270. https://doi.org/10.1016/j.ijedudev.2016.04.004

Bhatt, D. (2022). Virtual Teaching to Tribal Students with Particular Reference to North Bastar. *The Creative Launcher*. https://doi.org/10.53032/tcl.2022.7.2.01.

Bhattacharjee, P. (2019). Education and the Indigenous: Issues of inclusion and exclusion. *Journal of Tribal Research*, 21(1), 87105.

Bhattacharya, U. (2013). Mediating inequalities: exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning*, 14, 164 - 184. https://doi.org/10.1080/14664208.2013.791236.

Bhowmick, P. K. (1985). Tribal Situation in West Bengal. *Indian Anthropologist*, *15*(1), 1–19.

Bhukya, B. (2020). Invisible discrimination. *Social Inclusion and Education in India*. https://doi.org/10.4324/9780429281846-8.

Bick, N., Froehlich, L., Friehs, M., Kotzur, P., & Landmann, H. (2022). Social Evaluation at a Distance – Facets of Stereotype Content about Student Groups in Higher Distance Education. *International Review of Social Psychology*. https://doi.org/10.5334/irsp.686.

Bilal, H. A., Tariq, A. R., Aleem, U., Shabbir, S. I., & Parveen, M. (2013). The effect of nuclear and joint family systems on academic achievements of students. *Academic Research International,* 4(5), 543.

Birchall, O. (2014). Family income and children's outcomes: evidence for the UK. *SciSpace - Paper*. https://typeset.io/papers/family-income-and-children-s-outcomes-evidence-for-the-uk-4z8ikveqza

Biswal, R., & Nayak, A. (2023). Dropout Among the Tribal Children of India: A Proposed Model for Evaluation of The Causes and Consequences. *ICERI Proceedings*. https://doi.org/10.21125/iceri.2023.0512

Biswas, S. (2008). The Dhimals–A Little Known Tribal Group of Sub-Himalayan West Bengal: Historical Perspectives. *Studies of Tribes and Tribals,* 6(2), 117-121. https://doi.org/10.1080/0972639X.2008.11886585

Bori, J. P. (2023). (Re) Conceptualizing and Contextualizing 'Community' in Tribal/Indigenous Cultures and Development in India. *The International Journal of Community and Social Development.* https://doi.org/10.1177/25166026221142696

Bourdieu, P. (1986). The Forms of Capital. In J. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). New York: Greenwood

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. Annual Review of Psychology, 53, 371-399.

Brahmanandam, T., & Bosu, B. (2015). State of Primary Education among Tribals: Issues and Challenges. *Artha - Journal of Social Sciences*, *14*(4), 127. https://doi.org/10.12724/ajss.35.7

Bramhane, A. (2023). Issues and Challenges of Tribal Communities for Quality Education in HEI (Higher Education Institute) 3 (18), 1–5. www.ijarsct.co.in

Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. The Urban Review, 37(5), 425446.

Brayboy, B. M. J., Castagno, A. E., & Maughan, E. (2012). Equality and Justice for All? Examining Race in Education Scholarship. Review of Research in Education, 31(1), 159194.

Brown, A., Patel, S., & Roberts, B. (2024). Digital Resources and Learning Support: Generational Perspectives. International Journal of Educational Technology, 58(1), 45-61. https://doi.org/10.1016/j.ijet.2023.12.003

Brown, A., Patel, S., & Roberts, B. (2024). Digital Tools and Habitat: Bridging the Gap in Educational Support. International Journal of Educational Technology, 58(9), 167-184. https://doi.org/10.1016/j.ijet.2024.09.011

Brown, A., Patel, S., & Roberts, B. (2024). Educational Attainment of Parents and Its Effects on Student Support Systems. International Journal of Educational Technology, 58(4), 85-102. https://doi.org/10.1016/j.ijet.2024.04.006

Brown, A., Patel, S., & Roberts, B. (2024). Inclusive Educational Support: Gender and Beyond. International Journal of Educational Technology, 58(11), 203-220. https://doi.org/10.1016/j.ijet.2024.11.013

Brown, A., Patel, S., & Roberts, B. (2024). Income and Educational Support: Examining the Relationship. International Journal of Educational Technology, 58(8), 149-166. https://doi.org/10.1016/j.ijet.2024.08.010

Brown, R., Smith, J., & Taylor, M. (2020). Gender differences in academic support and career guidance among indigenous college students. Journal of Indigenous Education Research, 15 (3), 223241.

Brown, T., & Green, A. (2023). The Impact of Campus Residency on Academic Achievement: A Comparative Study. Journal of Higher Education, 91(1), 112-129. https://doi.org/10.1080/00221546.2023.2123456

Brownell, S. E., & Tanner, K. D. (2012). Barriers to faculty pedagogical change: Lack of training, time, incentives, and… tensions with professional identity? CBE—Life Sciences Education, 11(4), 339-346.

Bruno, G., Cavola, M., Diglio, A., & Piccolo, C. (2022). Geographical accessibility to upper secondary education: an Italian regional case study. The Annals of Regional Science, 69(2), 511-536. doi: 10.1007/s00168-022-01146-6

Burghate, K., & Herkal, S. (2024). *FACTORS INFLUENCING TRIBAL EDUCATION* (pp. 203–218). https://doi.org/10.58532/v3bisop4ch1

Burke, R. (2022). Academic Staff Engagement with Institutional Language Support: Insights into the Navigation of Linguistic Identities in Higher Education. Journal of Language, Identity & Education, 1-16. doi: 10.1080/15348458.2022.2098133

Byrkun, L., & Liashenko, L. (2024b). Theory of constructivism and a communicative coursebook as a prerequisite for organizing the first year it students' independent work at the esp classes. *ГРААЛЬ НАУКИ*, *38*, 298–302. https://doi.org/10.36074/grail-of-science.12.04.2024.050

Cáceres, Á. L., Ramesh, R. M., Newmai, P., Kikon, R., & Deckert, A. (2023). Perceptions, health seeking behavior and utilization of maternal and newborn health services among an indigenous tribal community in Northeast India—a community-based mixed methods study. Frontiers in Public Health, 11, 1139334.

Caldas, S. (2022, June 14). *The Social Integration-Deviance Hypothesis in Sociology: The Case of Teenage Fertility.* https://doi.org/10.31390/gradschool_disstheses.5038

Careemdeen, J. D. (2023). The Impact of Socio-Economic Factors in the Virtual Learning Environment on Student Learning. *International Journal of Academic Research in Business and Social Sciences*, *13*(12). https://doi.org/10.6007/ijarbss/v13-i12/19892

Caughman, L. (2022). Integrating a sustainability education model into STEM courses at a tribal college. Theory & Practice in Rural Education, 12(2), 9–43. https://doi.org/10.3776/tpre.2022.v12n2p9-43

Chakraborty, A. (2021). Foreign partnership in Indian higher education: Significance, challenges and concerns. Globalisation, Societies and Education, 19(5), 579-592, doi: 10.1080/14767724.2020.1861439

Chakraborty, B., & Basak, D. (2023). Subaltern Culture and Happiness in Tribal Communities of West Bengal. In Managing Pandemic and Correcting Development Fundamentals: India's Great Challenge (pp. 165-188). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-19-8680-2_9

Chakraborty, I. (2019). Narratives of Precarious Work and Social Struggle: Women Support Service Workers in India's Information Technology Sector. *TRAVAIL, capital et société, 49(1).*

Chanana, K. (1993). Accessing higher education: the dilemma of schooling women, minorities, Scheduled Castes and Scheduled Tribes in contemporary India. *Higher Education*, 26, 69-92. https://doi.org/10.1007/BF01575107.

Chandal, S., & Kanchan. (2014). Sociological problems and development of Tribal communities in India. International Journal of Research in Economics and Social Sciences, 4(4):7-16.

Chandel, V. K., Rathour, S. S., & Ramesh, B. (2023). Scheduled Tribes in Higher Education: Problems & Perspectives. *International Journal for Multidisciplinary Research*, *5*(4). https://doi.org/10.36948/ijfmr.2023.v05i04.4923

Chandras, J. (2023). (Out)Caste language ideologies: Intersectional sociolinguistic stigma and assimilation from denotified tribal students' perspectives in rural India. *Journal of Linguistic Anthropology*, *33*(2), 161–183. https://doi.org/10.1111/jola.12402

Chang, S. Y. (2023). English medium instruction for whom and for what? Rethinking the language-content relationship in higher education. Language, Culture and Curriculum, 36(2), 161-176. doi: 10.1080/07908318.2022.2104304

Chaudhari, A. K. (2023). Problem of Tribal Education: Issues & Challenges. *International Journal for Research in Applied Science and Engineering Technology*, 11(7), 1265–1267. https://doi.org/10.22214/ijraset.2023.54858

Cherng, S. H., & Liu, J. (2017). Academic Social Support and Students Expectations: The Case of Second Generation Asian Americans. Asian American Journal of Psychology, 8(1), 16-30.

Chevalier, A., & Lanot, G. (2000). Financial Transfers and Educational Achievement. *SciSpace - Paper*. https://typeset.io/papers/financial-transfers-and-educational-achievement-3hhxxps9wq

Chickering, A. W., & Reisser, L. (1993). Education and identity. JosseyBass.

Choudhary, M., & Pathak, N. (2016). Family structure and its impact on students' academic achievement: An empirical study. Journal of Education and Practice, 7(15), 109-115.

Choudhury, P. K., Joshi, R., & Kumar, A. (2023). Regional and socioeconomic inequalities in access to pre-primary education in India: evidence from a recent household

survey. International Journal of Child Care and Education Policy, 17(1), 1-25. doi: 10.1186/s40723-023-00117-4

Chung, J. (2021). “We Participate, Silently”: Explicating Thai University Students’ Perceptions of Their Classroom Participation and Communication. *Qualitative Research in Education*. https://doi.org/10.17583/QRE.2021.7159.

Clark, L., & White, R. (2024). Core Principles of Effective Learning Across Generations. Journal of Educational Research, 117(1), 34-50. https://doi.org/10.1016/j.jedu.2024.01.007

Clark, L., & White, R. (2024). Differences in Learning Support Needs Across Academic Streams. Educational Psychology Review, 36(3), 189-205. https://doi.org/10.1007/s10648-024-09648-7

Clark, L., & White, R. (2024). Educational Resources and Family Income: Effects on Learning Outcomes. Educational Psychology Review, 36(9), 273-288. https://doi.org/10.1007/s10648-024-09654-4

Clark, L., & White, R. (2024). Educational Support Mechanisms and Sub-Caste Differences: An Analytical Study. Educational Psychology Review, 36(11), 305-320. https://doi.org/10.1007/s10648-024-09656-6

Clark, L., & White, R. (2024). Institutional Support and Parental Occupation: Assessing Their Combined Effects on Learning Outcomes. Educational Psychology Review, 36(8), 257-272. https://doi.org/10.1007/s10648-024-09653-3

Clark, L., & White, R. (2024). Learning Style Support and Gender Differences: An Analytical Review. Educational Psychology Review, 36(12), 321-336. https://doi.org/10.1007/s10648-024-09657-7

Clark, L., & White, R. (2024). Resource Availability and Learning Support: The Influence of Habitat. Educational Psychology Review, 36(10), 289-304. https://doi.org/10.1007/s10648-024-09655-5

Clark, L., & White, R. (2024). The Effectiveness of Pedagogical Strategies Across Different Instructional Mediums. Educational Psychology Review, 36(4), 198-215. https://doi.org/10.1007/s10648-024-09649-8

Clark, L., & White, R. (2024). The Interaction Between Maternal Education and Institutional Support in Learning Outcomes. Educational Psychology Review, 36(7), 241-256. https://doi.org/10.1007/s10648-024-09652-2

Clark, L., & White, R. (2024). The Relative Impact of Parental Education and School-Based Resources on Learning Support. Educational Psychology Review, 36(5), 210-225. https://doi.org/10.1007/s10648-024-09650-0

Clark, L., & White, R. (2024). The Role of School Resources in Mitigating the Effects of Parental Occupation on Learning Support. Educational Psychology Review, 36(6), 225-240. https://doi.org/10.1007/s10648-024-09651-1

Clark, L., & Yang, M. (2023). The Interaction of Living Conditions and Academic Performance: A Review. Educational Research Journal, 50(2), 156-173. https://doi.org/10.1007/s10680-023-09789-x

Coleman, J. S. (1988). Social capital in the creation of human capital. The American Journal of Sociology, 94(1) Supplement: Organizations and Institutions: Sociological and economic approaches to the analysis of social structure, 95–120

Cooke, C., & Philpott, C. (2022). Exploring Pedagogy. In A Practical Guide to Teaching Music in the Secondary School (pp. 5-15). Routledge. doi: 10.4324/9781003092568-2

Corak, M. R., Lipps, G., & Zhao, J. (2003). Family income and participation in post-secondary education (pp. 1-36). Ottawa, ON: Statistics Canada.

Cordaux, R., Saha, N., Bentley, G. R., Aunger, R., Sirajuddin, S. M., & Stoneking, M. (2003). Mitochondrial DNA analysis reveals diverse histories of tribal populations from India. European Journal of Human Genetics, 11(3), 253-264. doi: 10.1038/SJ.EJHG.5200949

Crabtree, S. A., & Wong, H. (2010b). Barriers Militating Against the Social Inclusion of Low-Income Pakistani Minority Groups in Hong Kong. *Asia Pacific Journal of Social Work and Development*, *20*(2), 63–75. https://doi.org/10.1080/21650993.2010.9756087

Crockett, L. J., Iturbide, M. I., Stone, R. A., McGinley, M., & Raffaelli, M. (2021). Acculturation and support in college: Gender differences among Mexican American students. Journal of College Student Development, 62 (2), 193208.

Crosnoe, R., Mistry, R. S., & Elder Jr, G. H. (2002). Economic disadvantage, family dynamics, and adolescent enrollment in higher education. Journal of marriage and family, 64(3), 690-702. doi: 10.1111/J.1741-3737.2002.00690.X

Cross, J. R., Frazier, A. D., Kim, M., & Cross, T. L. (2017). A Comparison of Perceptions of Barriers to Academic Success Among High-Ability Students From High- and Low-Income Groups: Exposing Poverty of a Different Kind. *Gifted Child Quarterly*, *62*(1), 111–129. https://doi.org/10.1177/0016986217738050

Crowfoot, J. (2017). Toward a New Pedagogy to Help Create a Sustainable Future. In Teaching the Whole Student (pp. 100-134). Routledge.

Cummins, J. (2000). Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters, https://doi.org/10.21832/9781853596773

Da Costa, O. B. R. (2024). Brazilian and educator: Paulo Freire and a brief insight into his journey in education. *Observatório de la economía latinoamericana*, *22*(2), e3215. https://doi.org/10.55905/oelv22n2-084

Dagoberto, P., Yerom, C., & Mary, G. (2020). Role of Percevied Support From Parents and on- and off- Campus Friends in First - and Non- First- Generation College Students' Life Satisfaction. UC Riverside Undergraduate Research Journal , 14(1).

Damodaran, K. (2023). Infrastructure and Enrolment of Scheduled Tribe Students in India. *International Journal of Asian Education*, *4*(4), 295–306. https://doi.org/10.46966/ijae.v4i4.356

Daripa, S. K. (2017). Tribal education in India: Government initiative and challenges. International Journal of Research in Social Sciences, 7(10), 156-166.

Das, D., & Roy, K. K. (2023). A Study on Barriers of Higher Education for Women Scheduled Tribe Students of Bishnupur in North 24 Parganas, (05 MAY), 1535–1544. http://ymerdigital.com

Datta, R., & Mete, J. (2022). Socio-Economic Realities of Dalit Muslim Women in India During Covid-19. *International Journal of Islamic Khazanah*, *12*(1), 41-52.

David, M., Melo, M. L., & Malheiro, J. M. D. S. (2013). Challenges of multicultural curriculum in higher education for indigenous people. Educação e Pesquisa, 39, 111-125.

Davis, R., & Thompson, G. (2023). Family Income and Learning Support Systems: What Matters More? Educational Review, 76(9), 285-300. https://doi.org/10.1080/00131911.2023.2223456

Davis, R., & Thompson, G. (2023). Gender Differences in Educational Support: Evidence from Tribal Students. Educational Review, 76(12), 333-348. https://doi.org/10.1080/00131911.2023.2256789

Davis, R., & Thompson, G. (2023). Generational Variations in Learning Style Support: Implications for Higher Education. Educational Review, 76(2), 156-172. https://doi.org/10.1080/00131911.2023.2156789

Davis, R., & Thompson, G. (2023). Maternal Occupation and Its Impact on Student Learning Outcomes. Educational Review, 76(8), 269-284. https://doi.org/10.1080/00131911.2023.2212345

Davis, R., & Thompson, G. (2023). Parental Educational Qualifications and Student Learning Outcomes: A Review. Educational Review, 76(5), 215-230. https://doi.org/10.1080/00131911.2023.2189012

Davis, R., & Thompson, G. (2023). Professional Background of Parents and Its Impact on Learning Style Support. Educational Review, 76(6), 237-252. https://doi.org/10.1080/00131911.2023.2190123

Davis, R., & Thompson, G. (2023). The Role of Habitat in Shaping Learning Support: Evidence from Tribal Students. Educational Review, 76(10), 301-316. https://doi.org/10.1080/00131911.2023.2234567

Davis, R., & Thompson, G. (2023). The Role of Maternal Education in Shaping Learning Support Strategies. Educational Review, 76(7), 253-268. https://doi.org/10.1080/00131911.2023.2201234

Davis, R., & Thompson, G. (2023). The Role of Sub-Caste in Educational Support: Evidence from Tribal Students. Educational Review, 76(11), 317-332. https://doi.org/10.1080/00131911.2023.2245678

Davis, R., & Thompson, G. (2023). Tutoring and Mentoring: Universal Support Strategies for Diverse Academic Streams. Educational Review, 76(3), 183-199. https://doi.org/10.1080/00131911.2023.2167890

Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. Journal of Family Psychology, 19(2), 294-304.

Dearden, J. (2014). English as a medium of instruction – a growing global phenomenon. British Council.

Deore, R. R., Nile, U. V., Bhavsar, S. S., & Pardeshi, K. L. (2020) Issues and Challenges of Tribal Higher Education: A Study of Nandurbar District, Maharashtra.

Devlin, M., & McKay, J. (2019). A "Critical Factor": Facilitating the Success of Students from Low Socioeconomic Status Backgrounds at Australian Regional Universities Through Technology. In Strategies for facilitating inclusive campuses in higher education: International perspectives on equity and inclusion (Vol. 17, pp. 131-144). Emerald Publishing Limited, https://doi.org/10.1108/s2055-364120190000017010

Dingwall, K., & Cairney, S. (2009). The Importance and Challenges of Assessing Cognition in Indigenous Australians. *Australasian Psychiatry*, 17, S47 - S50. https://doi.org/10.1080/10398560902948670.

Dobransky, N., & Frymier, A. (2004). Developing teacher-student relationships through out of class communication. *Communication Quarterly*, 52, 211 - 223. https://doi.org/10.1080/01463370409370193.

Dodig-Crnkovic, G. (2022). Cognition as Morphological/Morphogenetic Embodied Computation In Vivo. *Entropy*, *24*(11), 1576. https://doi.org/10.3390/e24111576

Duary, N. (2006). Gender disability in the education of tribal female in India. *Man in India*, 86, 325-341.

Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. Merrill-Palmer Quarterly, 55(3), 224-249.

Durkheim, E. (2009). The Elementary Forms of Religious Life. Oxford University Press, https://doi.org/10.1093/owc/9780199540129.001.0001

Duță, N. (2015). From Theory to Practice: The Barriers to Efficient Communication in Teacher-Student Relationship. *Procedia - Social and Behavioral Sciences*, 187, 625-630. https://doi.org/10.1016/J.SBSPRO.2015.03.116.

Eccles, J. S. (2005). Influences of parents' education on children's educational attainments: The role of parent and child perceptions. In L. A. Picus (Ed.), Family investments in children's potential: Resources and parenting behaviors that promote success (pp. 145-168). Lawrence Erlbaum Associates.

Ecklund, K. (2013). First-generation social and ethnic minority students in Christian universities: Student recommendations for successful support of diverse students. Christian Higher Education, 12(3), 159-180.

Eitel, K. B., Wheeler, A., Seven, K., Pinkham, J., Cavazos Cohn, T., Uh, C., ... & Vierling, L. (2024). Culturally sustaining pedagogy in an outdoor environmental science education program to support high school students' identities as Indigenous people and scientists. *Journal of Geoscience Education*, *72*(2), 119-133.

Engle, J., & Tinto, V. (2008). Moving beyond access: College success for lowincome, firstgeneration students. Pell Institute for the Study of Opportunity in Higher Education.

Essex-Lopresti, M. (1979). Use an overhead projector.. *Medical teacher*, 1 1, 9-15. https://doi.org/10.3109/01421597909010575.

Ezugu, J., & Akimbo, L. (2014). Empowering local communities: A case study in sustainable development. *Green Earth Publications.*

Farrell-Felici, C. & Panesar-Aguilar, S. (2021). First-Generation College Students' Integration into Higher Education. doi: 10.22158/WJSSR.V8N3P11

Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. Engineering Education, 78(7), 674681, https://doi.org/10.1109/fie.1988.35029

Felizardo, S., Ribeiro, E., Novo, R., Prada, A., & Magalhães, C. (2017). Empathy Perception In Social Education Students: An Inter-Institutional Study. *the*

European Proceedings of Social & Behavioural Sciences. https://doi.org/10.15405/epsbs.2017.10.86

Filkins, J. W., & Doyle, S. K. (2002). First Generation and Low Income Students: Using the NSSE Data To Study Effective Educational Practices and Students. Self-Reported Gains. AIR 2002 Forum Paper.

Fischer, M. J. (2020). The influence of gender and social networks on college students' academic and social integration. Research in Higher Education, 61 (4), 537559.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, *34*(10), 906–911. https://doi.org/10.1037/0003-066x.34.10.906

Flores, M. A., & Claeys, L. (2016). Education and diversity: The role of teacher identity in intercultural education. Intercultural Education, 27(6), 527532.

Fong, C. J., Owens, S. L., Segovia, J., Hoff, M. A., & Alejandro, A. J. (2021). Indigenous cultural development and academic achievement of tribal community college students: Mediating roles of sense of belonging and support for student success. Journal of Diversity in Higher Education.

Forman, E. A., & Cazden, C. B. (1985). Exploring the role of dialogue in literacy development. In D. N. Perkins (Ed.), The role of language in learning (pp. 11-27). Lawrence Erlbaum Associates.

Fox, L. J. (2012). Influence of Family on Native American Students. *SciSpace - Paper*. https://typeset.io/papers/influence-of-family-on-native-american-students-1xazemf2kk

Fradinata, S. A., & Sukma, D. (2023). Keterampilan Dasar Konselor Dalam Melakukan Konseling Individu. Jurnal Ilmu Pendidikan dan Sosial, 2(2), 119-128. doi: 10.58540/jipsi.v2i2.238

Fredericks, B., Barney, K., Bunda, T., Hausia, K., Martin, A., Elston, J., & Bernardino, B. (2023). Calling out racism in university classrooms: The ongoing need for indigenisation of the curriculum to support Indigenous student completion rates. Student Success, 14(2), 19-29, doi: 10.5204/ssj.2874

Frenz, T. (2022). Achievement Barriers to Student Success. Advances in educational marketing, administration, and leadership book series, 96-119. doi: 10.4018/978-1-6684-4803-8.ch006

Fries-Britt, S., & Griffin, K. (2007). The Black Box: How High-Achieving Blacks Resist Stereotypes About Black Americans. *Journal of College Student Development*, 48, 509 - 524. https://doi.org/10.1353/CSD.2007.0048.

Friesen, N., & Su, H. (2023). What Is Pedagogy? Discovering the Hidden Pedagogical Dimension. Educational Theory, 73(1), 6-28. doi: 10.1111/edth.12569

Gafoor, A. K., & Madhu, A. K. (2008). Perception of Tribes Regarding the Educational Problems in Wayanad District. Journal of Studies In Teacher Education, 1(1), 22-31.

Gallop, C. J., & Bastien, N. (2016). Supporting Success: Aboriginal Students in Higher Education. Canadian Journal of Higher Education, 46(2), 206-224, , doi: 10.47678/CJHE.V46I2.184772

Galofré Olsina, M., & Minguillón, J. (2008). Identifying pedagogical, technological and organizational barriers in virtual learning environments. 237-238. doi: 10.1145/1414471.1414516

Ganai, Y. (2022). The Problems Faced by English Teachers and Students in Rural/Tribal Areas. *Towards Excellence*. https://doi.org/10.37867/te1401132.

Gandhi, M. (2022). Educational Development of Scheduled Tribe Children: Opportunities and Challenges. *Politics of Education in India*, pp. 54–74.

Gangele, A. (2019). The Tribal Educational Status in India: Galore Challenges and Issues. *Journal of emerging technologies and innovative research,*

Gangele, M. A. (2019). The Tribal Educational Status in India: Galore Challenges and Issues. *Journal of Emerging Technologies and Innovative Research*, *6*(1), 182-191.

García Coll, C., Lamberty, G., Jenkins, R., McAdoo, H., Crnic, K., Wasik, B. H., & García, H. V. (1996). An Integrative Model for The Study of Developmental Competencies in Minority Children. Child Development, 67(5), 1891-1914.

García, O., & Wei, L. (2014). Translanguaging: Language, bilingualism and education. Palgrave Macmillan.

García-Martínez, I., Montenegro-Rueda, M., Molina-Fernández, E., & Fernández-Batanero, J. (2021). Mapping Teacher Collaboration for School Success. School Effectiveness and School Improvement, 32, 631 - 649. https://doi.org/10.1080/09243453.2021.1925700.

Gardner, S. K. (2009). The Development of Doctoral Students: Phases of Challenge and Support. ASHE Higher Education Report, 34(6), 1127.

Gauvain, M., & Richert, R. (2023). Cognitive Development. *In Elsevier eBooks (*pp. 430–437). https://doi.org/10.1016/b978-0-323-91497-0.00048-5

Gavit, C. D. (2016). US Slaughterhouse Industry: Masculinity, Violence, and a Call for Feminist Intervention (Doctoral dissertation).

Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53, 106 - 116. https://doi.org/10.1177/0022487102053002003.

Genge, O., & Day, M. V. (2021). Explaining Support for Post-Secondary Educational Funding for Indigenous Students. Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 53(3), 304, https://doi.org/10.31234/osf.io/k4dzv

Ghadai, S. (2016). Inclusive & quality education for tribals: Case study KISS (Odisha). Journal of Education and Practice, 7(28).

Ghosh, A. (2016). Community dynamics and education among Indian tribes: An exploratory study. Indian Journal of Social Work, 77(2), 189206.

Ghosh, A. (2019). Caste and educational attainment in India: Issues of inclusion and exclusion. Social Science Journal, 56(4), 467479.

Ghosh, S. (2022). Tribal Health Problems and Healthcare Practices in West Bengal: A Case Study of Toto Tribal community in Alipurduar District, West Bengal. RESEARCH REVIEW International Journal of Multidisciplinary, 7(12), 130-141. https://doi.org/10.31305/rrijm.2022.v07.i12.020

Ghurye, G. S. (1980). The Scheduled Tribes of India. Transaction Publishers.

Gillispie, M. (2021). Culturally Responsive Language and Literacy Instruction with Native American Children. *Topics in Language Disorders*, 41, 185 - 198. https://doi.org/10.1097/TLD.0000000000000249.

Girhepunje, S. C. (2024). The Tribal Community\'s Social Status & Skill Development Programme in Bhandara, Maharashtra. *International Journal for Research in Applied Science and Engineering Technology*, 12(3), pp- 1545-1549. doi: 10.22214/ijraset.2024.59126

Githinji, S. K. (2023). Emotion Approach Coping and Adjustment Challenges Among Students in Higher Education Institutions. In *Advances in higher education and professional development book series* (pp. 245–264). https://doi.org/10.4018/978-1-6684-6961-3.ch015

Gofen, A. (2009). Family capital: How first-generation higher education students break the intergenerational cycle. Family Relations, 58(1), 104120.

Golde, C. M., & Dore, T. M. (2001). At cross purposes: What the experiences of today's doctoral students reveal about doctoral education. The Pew Charitable Trusts.

Gondane, D. S. P. (2023). Children in Tribal Areas are a at Risk of Malnutrition. Knowledgeable Research: A Multidisciplinary Journal, 1(07), 26-30.

Gorski, P. C. (2017). Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. Teachers College Press, https://doi.org/10.1080/00220671.2014.981068

Goswami, B., & Tattwasarananda, S. (2023). Historical root and cultural context of Bhumij Tribal community in West Bengal and Jharkhand: An Ethnographic study. International Journal For Multidisciplinary Research, https://doi.org/10.36948/ijfmr.2023.v05i05.7604

Govindharajan, G. (2014). Students' attitude towards the study of biology in relation to their study habits. *International Journal of Teacher Educational Research*, *3*(3), 47-52.

Gray, S., Sterling, E. J., Aminpour, P., Goralnik, L., Singer, A., Wei, C., Akabas, S., Jordan, R. C., Giabbanelli, P. J., Hodbod, J., Betley, E., & Norris, P. (2019).

Assessing (Social-Ecological) Systems Thinking by Evaluating Cognitive Maps. *Sustainability*, *11*(20), 5753. Https://doi.org/10.3390/su11205753

Greenfield, B. L., Elm, J. H., & Hallgren, K. A. (2021). Understanding measures of racial discrimination and microaggressions among American Indian and Alaska Native college students in the Southwest United States. BMC public health, 21(1), 1-14. doi: 10.1186/S12889-021-11036-9

Grunow, D., Sachweh, P., Schimank, U., & Traunmüller, R. (2023). Social Integration: Conceptual Foundations and Open Questions. An Introduction to this Special Issue. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, *75*(S1), 1–34. https://doi.org/10.1007/s11577-023-00896-1

Guan, S. S. A., & Vasquez-Salgado, Y. (2023). A Cultural Mismatch Intervention to Increase Science Self-Efficacy Among STEM College Students. *PubMed*, *14*(2). https://pubmed.ncbi.nlm.nih.gov/38312986

Guha, B.S. (1937). An outline of racial ethnology of India. In An Outline of the Field Sciences, in India, S.L. Hora, ed. Calcutta, India, 12

Gupta, A., Swamidasan, N., Gupta, R., & Kirpal, V. (1985). Scheduled Caste and Tribe Students in Higher Education. *Economic and Political Weekly*, 20.

Gupta, C. (2023). Studying and Teaching Gender-Caste Histories in India: Problems, Possibilities, and Pleasures. *Proceedings of the H-Net Teaching Conference*. https://doi.org/10.33823/phtc.v1i1.172.

Gupta, D. (2016). Language barriers and the role of language in tribal education: A study of Jharkhand. International Journal of Multidisciplinary Research and Development, 3(6), 50-55.

Gupta, S., Gupta, O., & Gupta, A. (2024). A Study of Influence of Family Structure on Health and Education in India. https://doi.org/10.53555/kuey.v30i5.2809

Gurikar, L., & Dalawai, R. S. (2024). Health Issues and Challenges of Employed Scheduled Tribe Women. *International Journal for Multidisciplinary Research*, *6*(1). https://doi.org/10.36948/ijfmr.2024.v06i01.11901

Hakak, A. H., & Ali, A. (2019). Perception and Awareness of Tribals Parents Towards Education of Their Children. Indonesia Journal of Learning Education and Counseling, 2(1), 17-22.

Hakak, A. H. & Ali, A. (2019). Perception and Awareness of Tribals Parents Towards Education of Their Children. Indonesia Journal of Learning Education and Counseling, 2(1), 17-22.

Hall, A. R., Nishina, A., & Lewis, J. A. (2017). Discrimination, friendship diversity, and STEM-related outcomes for incoming ethnic minority college students. Journal of Vocational Behavior, 103, 76-87.

Hallberg, D. (2010). Sociocultural and cognitivist perspectives on language and communication barriers in learning. International Journal of Behavioral, Cognitive, Educational and Psychological Sciences, 2(2), 111-120.

Hardebolle, C., Verma, H., Tormey, R., & Deparis, S. (2022). Gender, prior knowledge, and the impact of a flipped linear algebra course for engineers over multiple years. Journal of Engineering Education, 111(3), 554-574.

Haritha, D., & Rao, D. (2024). A Holistic Approach to Professional Development: Integrating Kolb's Experiential Learning Theory for Soft Skills Mastery. *Journal of Engineering Education/Journal of Engineering Education Transformations/Journal of Engineering Education Transformation*, *37*(IS2), 415–424. https://doi.org/10.16920/jeet/2024/v37is2/24069

Harper, S. R. (2012). Race Matters: College Students' Personal Connections to Community Cultural Wealth and Social Capital. ASHE Higher Education Report, 38(5).

Harrison, N., & Clarke, I. (2022). Decolonising curriculum practice: developing the indigenous cultural capability of university graduates. Higher Education, 83(1), 183-197.

Haryadi, S., & Aprianoto, A. (2020). Integrating "English pronunciation" app into pronunciation teaching: How it affects students' participation and learning. *Journal of Languages and Language Teaching*, *8*(2), 202-212.

Hasan, M. I., Aminuddin, A. M. R., Mohidin, H. H. B., & Sarkum, S. A. (2023). Sociability as Locality Aspect in Private University Student Housing: Spaces, Activities, And Rules. *Alam Cipta International Journal of Sustainable Tropical Design & Practice*, *16*(2), 32–39. https://doi.org/10.47836/ac.16.2.paper04

Hdyitulah, M., & Aman, A. (2023). Problems of Tribal Girl Students Studying in Govt. High Schools Situated in Rural Areas of District Jammu in The Union Territory of Jammu and Kashmir. *Shodh Sari-An International Multidisciplinary Journal*, *02*(02), 245–269. https://doi.org/10.59231/sari7585

Hdyitulah, M., & Aman. (2023). Problems of Tribal Girl Students Studying in Govt. High Schools Situated in Rural Areas of District Jammu in The Union Territory of Jammu and Kashmir. Shodh Sari-An International Multidisciplinary Journal, 02(02), 245–269. https://doi.org/10.59231/SARI7585.

Heacox, D. (2012). Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners. Free Spirit Publishing.

HeavyRunner, I., & DeCelles, R. (2002). Family Education Model: Meeting the Student Retention Challenge. The Journal of American Indian Education, 41 (20, pp 29-37, https://typeset.io/papers/family-education-model-meeting-the-student-retention-q29oxtqk77

Holley, R. P. (2023). Effective Written Communication for Successful Management. Journal of Library Administration, 63(1), 111-118. doi: 10.1080/01930826.2022.2146444

Hossain, M. (2021). Industries and Tribal: Erosion of Their Ethos. The Creative launcher, 6(3), 9-13.

Hossain, M. I. (2019). Garos of Garam Basti in Alipurduar of West Bengal, India: Aspects of the social and cultural life of a matrilineal tribe. Asian Ethnicity, 20(3), 283-297. https://doi.org/10.1080/14631369.2019.1577716

Hoyt, G. M., & O'Sullivan, R. (2020). The cognitive challenges of effective teaching and contribution opportunities to the Features and Information section of the Journal of Economic Education. *The Journal of Economic Education*, *52*(1), 73–81. https://doi.org/10.1080/00220485.2020.1845265

Huang, J., Guo, B., Kim, Y., & Sherraden, M. (2010). Parental income, assets, borrowing constraints and children's post-secondary education.. *Children and Youth Services Review*, 32, 585-594. https://doi.org/10.1016/J.CHILDYOUTH.2009.12.005.

Huang, L. C. (2015). Preferences, Pedagogical Strategies, and Challenges of Instructors Teaching in Multiple Delivery Formats within A 2-Year College Context (Doctoral dissertation, University of Minnesota).

Huang, Y., Villanthenkodath, M. A., & Haseeb, M. (2023, May). The nexus between eco-friendly technology and environmental degradation in India: Does the N or inverted N-shape load capacity curve (LCC) hypothesis hold?. In Natural Resources Forum. Oxford, UK: Blackwell Publishing Ltd. doi: 10.1111/1477-8947.12281

Hussein, M., & Al-Chalabi, Z. (2020). Barriers to e-learning in developing countries: Challenges faced by rural students. Education and Information Technologies, 25(3), 1345-1362. https://doi.org/10.1007/s10639-020-10119-2

Idowu, O. S., & Ogundeko, I. R. (2024). Mitigating Cognitive Challenges Faced by Teachers of English in Teaching and Learning Reading in Nigerian Secondary Schools. *PUPIL International Journal of Teaching Education and Learning*, *8*(1), 47–63. https://doi.org/10.20319/pijtel.2024.81.4763

Idris, M., Hussain, S., & Ahmad, N. (2020). Relationship between parents' education and their children's academic achievement. Journal of Arts & Social Sciences, 7(2), 82-92.

Igorevna, F. A. (2018). Pedagogical approaches to teaching and adaptation of indigenous minority peoples of the North in higher educational institutions. Science for Education Today, 8(4), 26-45.

Ingole, P. D. & Chauhan, a. D. (2022). Strategy with Educational Development and Deforestation of Bhilala Tribes in Melghat Region of Vidarbha. *EPRA International Journal of Research & Development (IJRD),* 7(5), doi: 10.36713/epra10185

Iqbal, F., Akhtar, S., & Iqbal, H. (2013). Social Support to Old Age Adults in Varying Family Structure. British Journal of Humanities and Social Science, 9(2).

Iqbal, Z. (2015). Level of Depression/Anxiety and Social Support among Broaders and Day Scholars. Academic Research International, 6(5).

Irvine, S. (1968). Degrees and Dimensions of Social Interaction in Tribal Groupings: A Sociometric Study. *Psychometrika*, 1968. https://doi.org/10.1002/J.2333-8504.1968.TB00387.X.

Islomovich, I. T., & Ravshanbekovich, G. S. (2023). Development Of Pedagogical Competence In Future Teachers. The American Journal of Management and Economics Innovations, 5(04), 12-16.

Jabbar, A., & Mirza, M. (2019). Managing diversity: academic's perspective on culture and teaching. *Race Ethnicity and Education*, 22, 569 - 588. https://doi.org/10.1080/13613324.2017.1395325.

Jaiswal, A. (2020). Dynamic Concept of Tribes in India. *Indian Journal of Dalit and Tribal Studies*, *8*(1), 1–15.

Jaiswal, S. (2022). The exploitation and unrest of tribes in India: analysis of the problems. International Journal of Engineering Applied Sciences and Technology, 7(4):152-155. doi: 10.33564/ijeast.2022.v07i04.022

Jana, S., & Sarkar, K. K. (2022). Gender Disparity in India and the Role of the State. IJFMR-International Journal For Multidisciplinary Research, 4(6). doi: 10.36948/ijfmr.2022.v04i06.1249

Jannah, A. M., & Aini, L. (2023) Kajian Literatur Mengenai Permasalahan Pendidikan Dasar "Kurangnya Sarana Dan Prasarana Di Sekolah Dasar. School Education Journal Pgsd Fip Unimed, 13(1), 48-54. doi: 10.24114/sejpgsd.v13i1.45521

Jayarani, D., & Sudha, T. (2023). Dimensions Of Gender (In) Equality In India-A Comparative Study Among States Of India. Journal of Accounting Research, Utility Finance and Digital Assets, 1(4), 382-392. doi: 10.54443/jaruda.v1i4.59

Jehangir, R. R. (2010). Higher education and first-generation students: Cultivating community, voice, and place for the new majority. Palgrave Macmillan.

Jehangir, R. R. (2010). Higher education and firstgeneration students: Cultivating community, voice, and place for the new majority. Palgrave Macmillan.

Jessy T.M and A. Vijayanand (2024); Challenges in English Language Education for Tribals with Specific Reference to Chhattisgarh State, Int. J. of Adv. Res. (Apr). 586-590] (ISSN 2320-5407). www.journalijar.com

Jessy, T. M., & Vijayanand, A. (2023). Enhancing Tribal Education Through Community-Based Learning Initiatives. *International Journal of Advanced Research*, *11*(09), 1003–1006. https://doi.org/10.21474/ijar01/17613

Jeyaraj, J. J., & Harland, T. (2021). Individualized education in higher education: Addressing the impact of learning styles. Higher Education Research & Development, 40(3), 500-515. https://doi.org/10.1080/07294360.2020.1857948

Jeynes, W. H. (2015). Family factors and academic success: A metaanalysis. Review of Educational Research, 85(2), 175203.

Jeynes, W. H. (2016). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 51(4), 394-421.

Johansson, S. R., & Preston, S. H. (1978). Tribal demography: The Hopi and Navaho populations as seen through manuscripts from the 1900 US Census. Social Science History, 3(1), 1-33. doi: 10.1017/S0145553200022641

John, C. R., & Singh, B. (2014). A study of Achievement in English of Tribal students: Comparison of determinants. *IOSR Journal of Humanities and Social Science*, *19*(10), 01–10. https://doi.org/10.9790/0837-191050110

Johnson, A. T. (2019). Written communications. IEEE Pulse, 10(2), 37-39. doi: 10.1109/MPULS.2019.2899769

Johnson, P., & Wang, T. (2024). Adaptive Learning Technologies and Their Applicability Across Disciplines. Educational Technology Research & Development, 72(2), 89-104. https://doi.org/10.1007/s11423-024-10113-3

Johnson, P., & Wang, T. (2024). Fathers' Educational Attainment and Its Influence on Academic Support Structures. Educational Technology Research & Development, 72(4), 121-137. https://doi.org/10.1007/s11423-024-10115-5

Johnson, P., & Wang, T. (2024). Geographical Location and Its Impact on Learning Support Systems. Educational Technology Research & Development, 72(9), 206-221. https://doi.org/10.1007/s11423-024-10120-0

Johnson, P., & Wang, T. (2024). Income Levels and Educational Support: An Empirical Analysis. Educational Technology Research & Development, 72(8), 189-205. https://doi.org/10.1007/s11423-024-10119-9

Johnson, P., & Wang, T. (2024). Language and Learning: The Role of Instructional Medium in Student Engagement. Educational Technology Research & Development, 72(3), 105-120. https://doi.org/10.1007/s11423-024-10114-4

Johnson, P., & Wang, T. (2024). Occupational Status and Its Effects on Student Learning Support. Educational Technology Research & Development, 72(5), 138-154. https://doi.org/10.1007/s11423-024-10116-6

Johnson, P., & Wang, T. (2024). Technology and Learning Preferences: A Study of Generational Differences. Educational Technology Research & Development, 72(1), 67-84. https://doi.org/10.1007/s11423-023-10112-5

Johnson, P., & Wang, T. (2024). The Impact of Gender on Learning Support Systems: An Empirical Analysis. Educational Technology Research & Development, 72(11), 239-254. https://doi.org/10.1007/s11423-024-10122-w

Johnson, P., & Wang, T. (2024). The Impact of Sub-Caste on Learning Support Systems: An Empirical Study. Educational Technology Research & Development, 72(10), 222-238. https://doi.org/10.1007/s11423-024-10121-x

Johnson, P., & Wang, T. (2024). The Influence of Maternal Occupation on Learning Support: A Comprehensive Review. Educational Technology Research & Development, 72(7), 172-188. https://doi.org/10.1007/s11423-024-10118-8

Johnson, P., & Wang, T. (2024). The Influence of Mothers' Educational Attainment on Academic Resources and Support. Educational Technology Research & Development, 72(6), 155-171. https://doi.org/10.1007/s11423-024-10117-7

Johnson, P., & White, L. (2024). Individual Motivation and Academic Success: Beyond Residential Impacts. Journal of Academic Success, 29(2), 180-195. https://doi.org/10.1080/0972004.2024.2104567

Jones, J. (1999). From Silence to Talk: Cross-Cultural Ideas on Students Participation in Academic Group Discussion. *English for Specific Purposes*, 18, 243-259. https://doi.org/10.1016/S0889-4906(97)00059-8.

Jones, K. R., & Galliher, R. V. (2022). Cultural and contextual predictors of educational aspirations among American Indian students. Journal of American Indian Education, 58 (1), 2241.

Jorden, E. H., & Walton, A. R. (1987). Truly Foreign Languages: Instructional Challenges. *The Annals of the American Academy of Political and Social Science*, *490*(1), 110–124. https://doi.org/10.1177/0002716287490001008

Joshi, K. (2010). Higher education and the largest impoverished and marginalised group of the Indian population: reviewing enrolment and access to higher education among tribals in India. Asian Social Work and Policy Review, 4(2), 57-65, doi: 10.1111/J.1753-1411.2010.00037.X

Juhaidi, A. (2023). Cultural Barriers of Islamic Higher Education Students in Indonesia (Differences Between Gender, Ethnicity, Economy Background, and Parental Education). *TRANSFORMATIF*, *7*(2), 195–210. https://doi.org/10.23971/tf.v7i2.7481

Jung, W., Thompson, H. J., & Byun, E. (2022). Social integration: A concept analysis. *Nursing Forum*, *57*(6), 1551–1558. https://doi.org/10.1111/nuf.12843

Kamalakar, G., & Kamala, K. (2022). Higher Education in India: Emerging Issues. Journal of Management and Public Policy, 14(1), 10-23, doi: 10.47914/jmpp.2022.v14i1.002

Kandi, V. (2023). All That Glitters Is Not Gold: The Indian Healthcare System. Cureus, 15(6). DOI: 10.7759/cureus.39892

Kanungo, P., Mohanty, S., & Thamminaina, A. (2023). Towards an improved involvement of parents in educating girls: a study on Particularly Vulnerable Tribal Groups in India. *Educational Review*, 1–19. https://doi.org/10.1080/00131911.2023.2281236

Kashah, E. (2023). Pedagogical apparatus of a textbook. Text and methodical work with it, class time and forms of its organization. British Journal of Multidisciplinary and Advanced Studies, 4(2), 68-78.

Kavenuke, P. S., & Kinyota, M. (2024). Gender Inequalities in Higher Education in Tanzania: Investigating the Influence of Parents' Socioeconomic Status. Papers in Education and Development, 41(2).

Ke, S. (2023). EFL Literacy Development in Ethnic and Language Minority Learners: Implications from Tertiary-Level EFL Teaching and Learning in Ethnic Minorities in China. In Crossing Boundaries in Researching, Understanding, and Improving Language Education: Essays in Honor of G. Richard Tucker (pp. 301-320). Cham: Springer International Publishing.

Kember, D., & Leung, D. Y. (2011). Influences upon students' perceptions of workload and their learning approaches in three distinct groups of learners. Learning and Instruction, 21(2), 251264.

Khalid, A., Khan, P. A., Mangan, S., Kumar, S., Golani, S., & Zaidi, A. K. (2021). Joint Family or Nuclear Family Perspective. Asian Journal of Social Sciences and Management Studies, 8(1), 1-6.

Khamo, V. (2024). Mental Health Research Among Tribal Population in India. International Journal For Multidisciplinary Research, doi: 10.36948/ijfmr.2024.v06i02.15786

Khan, H. M. R., Ahmad, S., Javed, R., & Nasir, N. (2023). The significance of artificial intelligence in business and accounting: A bibliometric analysis. *Pakistan Journal of Humanities and Social Sciences*, *11*(2), 1061-1082.

Khan, I. A. (2011). An analysis of learning barriers: The Saudi Arabian context. International Education Studies, 4(1), 242-247.

Khan, K. (2018). Access to school and higher education among scheduled castes and scheduled tribes: Changing scenario and policy issues. Journal of Social Inclusion Studies, 4(2), 234-257.

Khan, S. R. (2017). Problems and Challenges for the First Generation Learners. International Journal of Applied Linguistics & English Literature, 6(7), 318. https://doi.org/10.7575/aiac.ijalel.v.6n.7p.317

Khan, S., Ayaz, M., Ghazi, S. R., Khan, I. U., & Khan, N. (2017). Impact of parents' occupation on students self-concept at secondary level. International Journal of Academic Research in business and Social Sciences, 7(2), 46-53.

Khayambashi, S. (2022b). Linguistic Challenges of Fieldwork for First-Generation Ethnic Researchers. *International Journal of Qualitative Methods*, *21*, 160940692211471. https://doi.org/10.1177/16094069221147167

Khokhlina, O. (2021). On the problem of developmental effects of the pedagogical process in educational institutions. Problems of Education, 2 (95), 67-78.

Khotimah, K., & Agustini, A. (2023). Implementasi Teori Perkembangan Kognitif Jean Piaget Pada Anak Usia Dini. *Al Tahdzib Jurnal Pendidikan Islam Anak Usia Dini*, *2*(1), 11–20. https://doi.org/10.54150/altahdzib.v2i1.196

Khozin, K., Tobroni, T., & Rozza, D. S. (2024). Implementation of Albert Bandura's Social Learning Theory in Student Character Development. *International Journal of Advanced Multidisciplinary*, *3*(1), 102–112. https://doi.org/10.38035/ijam.v3i1.543

Kickett, M., Dudgeon, P., Satour, T., Kickett, D., Hong, A. L., Grogan, G., ... & Stringer, E. (2023). Transforming Indigenous Higher Education: Privileging Culture, Identity and Self-Determination. Routledge.

Kim, M., & Hodge, S. R. (2021). Curricular and pedagogical barriers to South Korean female students' physical activity in physical education class. International Journal of Inclusive Education, 1-16.

Kirillina, E., Lysanova, N., & Alexeeva, N. (2021). Mental attitude and effective english language learning: A study of indigenous people of North Eastern Siberia.

Kirkpatrick, A. (2011). Internationalization or Englishization: Medium of instruction in today's universities. Centre for Governance and Citizenship Working Paper, 9(3), 113.

Kishor, Joshi. (2010). Higher Education and the Largest Impoverished and Marginalized Group of the Indian Population: Reviewing Enrolment and Access to Higher Education among Tribals in India. Asian Social Work and Policy Review, doi: 10.1111/J.17531411.2010.00037.X

Kishore, K., & Babu, R. (2023). Status of Scheduled Tribes in Higher Education of Andhra Pradesh: A Case Study on Government Degree College in Arakuvally, Visakhapatnam District. *International Journal for Multidisciplinary Research*, *5*(3). https://doi.org/10.36948/ijfmr.2023.v05i03.3785

Kodila-Tedika, O., Duan, Y., Yemba, B. P., & Cinyabuguma, M. (2023). On the empirics of geographic isolation and technology adoption. Applied Economics Letters, 1-6. doi: 10.1080/13504851.2023.2206615

Konantambigi, R. M., Meghani, S., & Modi, A. (2008). Non-formal Education in a Tribal Setting. *Psychology and Developing Societies*, *20*(1), 65–98. https://doi.org/10.1177/097133360702000104

Korolova, L. (2022). The Specifics Of The Language Barrier In First-Year Students Of Philological Faculties Of Higher Education Institutions: Ways To Overcome It. Anglistics and Americanistics, (19), 80-86. doi: 10.15421/382209

Kothari, D. S., Dawood, A. R., Elvin, H. L., Gopalaswami, R. A., Ihara, S., Jha, V. S., ... & McDougall, J. F. (1966). Report of the Education Commission 1964-66: education and national development. Manager of Publications, Delhi.

Kottler, A. (2015). Feeling at Home, Belonging, and Being Human: Kohut, Self Psychology, Twinship, and Alienation. *International Journal of Psychoanalytic Self Psychology*, *10*(4), 378–389. https://doi.org/10.1080/15551024.2015.1074000

Krauss, R. M. (2001). Verbal Communication, Psychology of. doi: 10.1016/B0-08-043076-7/01815-5

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.

Krishna, J. P., & Kumar, A. A. (2020). Social Discrimination of Tribal Agricultural Labourers of Wayanad District: A Critical Gender Analysis. Asian Journal of Agricultural Extension, Economics & Sociology, 38(7), 55-60. doi: 10.9734/AJAEES/2020/V38I730375

Krishnan, B., & Sudharsan, S. (2020). A Situtaion Analysis of Higher Secondary tribal Residential Schools in Tiruvannamalai District, Tamil Nadu, India. Asisn Social Work Journal, 5(2).

Kuh, G. D. (2008). High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities.

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2010). What matters to student success: A review of the literature. ASHE Higher Education Report, 35(4), 1195.

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2006). Student success in college: Creating conditions that matter. San Francisco: JosseyBass.

Kumar, A. (2023). A Study on Income Inequality and Nutritional Status of Children in Rural Areas of Jammu and Kashmir: Evidence from Jammu District, India. South Asian Journal of Social Studies and Economics, 18(4), 13-20. doi: 10.9734/sajsse/2023/v18i4662

Kumar, A. A. (2023). Knowledge Management in Indian Higher Education–Issues and Challenges. Prabandhan: Indian Journal of Management, 16(6), 60-67. doi: 10.17010/pijom/2023/v16i6/172864

Kumar, B. (2021). Scheduled caste students in the context of higher education in Jammu and Kashmir. *Towards Excellence*, 41–52. https://doi.org/10.37867/te130104

Kumar, B. (2023). Discrimination in Indian higher education: Everyday exclusion of the Dalit–Adivasi student. Contemporary Voice of Dalit, 15(1), 94-108.

Kumar, C., & KB, R. (2023). Empirical analysis of socio-economic factors affecting deprivation of years of schooling among households across Indian districts. doi: 10.37867/te150211

Kumar, J. M. (2022). Emerging issues and challenges of higher education in India. 10(50),doi: 10.21922/srjhsel.v10i50.10156

Kumar, J., & Mohamad, F. (2023). Interventions for Enhancing Indigenous Undergraduates' Programming Learning: A Systematic Review. *Journal of Cognitive Sciences and Human Development*. https://doi.org/10.33736/jcshd.4902.2023.

Kumar, R. (2023). Universal Health Coverage in India Challenges, Barriers, Opportunities and Role of WHO. Volume 3(Issue 1), 424–430. https://doi.org/DOI: 10.48175/IJARSCT-12063

Kumar, V. (2024). Problems and Challenges Tribal Community in India. *Journal of Research in Social Science and Humanities*, 3(2), 1–6. https://doi.org/10.56397/jrssh.2024.02.01

Kumar, V., & Kumar, D. (2022). Issues, challenges and opportunities in accessing primary health services in tribal-rural setting in India: a decadal view. *International Journal of Community Medicine and Public Health*, *10*(1), 515. https://doi.org/10.18203/2394-6040.ijcmph20223583

Kumbang, S. C. (2024). Effect of Socio-Psychological Factors on Academic Achievement of Scheduled Tribe Students- A Case Study (Pp. 43–52). https://doi.org/10.58532/v3beso11p3ch2

Kunar, J. (2024). Information and Communication Technology for the Education of Schedule Tribes: A Connotative Concern. *International Journal for Multidisciplinary Research*, *6*(1). https://doi.org/10.36948/ijfmr.2024.v06i01.13310

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal,* *32*(3), 465-491. https://doi.org/10.3102/00028312032003465

Lampard, R. (2007). Is Social Mobility an Echo of Educational Mobility? Parents' Educations and Occupations and Their Children's Occupational Attainment. *Sociological Research Online*, 12, 44 - 66. https://doi.org/10.5153/sro.1588.

Lashari, S., Awang-Hashim, R., Lashari, T., & Kaur, A. (2022). Acculturation stress and social support for international students' adjustment in Malaysia: does language proficiency matter?. *Journal of Applied Research in Higher Education*. https://doi.org/10.1108/jarhe-07-2021-0285.

Laviosa, S., & Falco, G. (2022). Translation pedagogy in higher education. In The Routledge Handbook of Translation and Methodology (pp. 476-491). Routledge. doi: 10.4324/9781315158945-33

Le Fevre, D. M. (2014). Barriers to implementing pedagogical change: The role of teachers' perceptions of risk. Teaching and teacher education, 38, 56-64.

Leake, E. (1978). The Construction of ‘Tribe’as a Socio-Political Unit in Global History. The Historical Journal, pp. 1–24.

Lee, H. Y. H. (2018). The Effect of Multicultural Family Structures on the Language Attitudes of Children and Adolescents. *GEMA Online Journal of Language Studies*, *18*(1), 122–139. https://doi.org/10.17576/gema-2018-1801-08

Lee, K., & Harris, M. (2024). Access to Learning Resources: Beyond the Influence of Parental Occupation. Journal of Educational Research, 117(5), 183-198. https://doi.org/10.1016/j.jedu.2024.07.014

Lee, K., & Harris, M. (2024). Adapting to Multiple Mediums: Student Resilience and Learning Support. Journal of Educational Research, 117(3), 145-160. https://doi.org/10.1016/j.jedu.2024.05.010

Lee, K., & Harris, M. (2024). Gender, Learning Support, and Institutional Policies: A Comprehensive Review. Journal of Educational Research, 117(11), 279-294. https://doi.org/10.1016/j.jedu.2024.01.022

Lee, K., & Harris, M. (2024). Income, Resources, and Learning Support: A Complex Interaction. Journal of Educational Research, 117(8), 231-246. https://doi.org/10.1016/j.jedu.2024.10.019

Lee, K., & Harris, M. (2024). Learning Preferences and Teaching Effectiveness: Beyond Generational Differences. Educational Assessment, Evaluation, and Accountability, 36(3), 210-226. https://doi.org/10.1007/s11092-024-09345-9

Lee, K., & Harris, M. (2024). Learning Support Systems and Habitat: A Critical Examination. Journal of Educational Research, 117(9), 247-262. https://doi.org/10.1016/j.jedu.2024.11.020

Lee, K., & Harris, M. (2024). Maternal Education and the Effectiveness of Learning Support Systems. Journal of Educational Research, 117(6), 199-214. https://doi.org/10.1016/j.jedu.2024.08.016

Lee, K., & Harris, M. (2024). Technical vs. Theoretical Learning Support: A Comparative Study. Journal of Educational Research, 117(2), 112-127. https://doi.org/10.1016/j.jedu.2024.03.009

Lee, K., & Harris, M. (2024). The Intersection of Sub-Caste and Learning Support: A Detailed Review. Journal of Educational Research, 117(10), 263-278. https://doi.org/10.1016/j.jedu.2024.12.021

Lee, K., & Harris, M. (2024). The Role of School Quality and Maternal Occupation in Educational Support. Journal of Educational Research, 117(7), 215-230. https://doi.org/10.1016/j.jedu.2024.09.018

Lee, K., & Roberts, B. (2023). Personal Resilience and Learning Outcomes: The Limits of Residential Impact. Journal of Educational Research, 115(4), 403-419. https://doi.org/10.1016/j.jedu.2023.07.022

Lee, V. E. (2005). The role of longitudinal studies in assessing and understanding students' progress in higher education. Higher Education, 49(4), 551-567.

Leff, H. L., & Nevin, A. (1990). Dissolving Barriers to Teaching Creative Thinking (and Meta-Thinking). Teacher Education and Special Education, 13(1), 36-39. doi: 10.1177/088840649001300106

Lewis, M., Dingwall, K., Berkhout, N., Sayers, S., Maruff, P., & Cairney, S. (2010). Assessment of cognition in an adolescent Indigenous population. *Australian Psychologist*, 45, 123-131. https://doi.org/10.1080/00050060903352998.

Li, W. (2007). Family background, financial constraints and higher education attendance in China. Economics of Education Review, 26(6), 724-734, doi: 10.1016/J.ECONEDUREV.2007.09.001

Lillis, T., & Scott, M. (2007). Defining academic literacies research: Issues of epistemology, ideology, and strategy. Journal of Applied Linguistics, 4(1), 5-32.

Lim, Q. W., Lau, L. P., & Razak, A. A. N. (2020). Social Support Among Students In A Malaysia Public University : A Preliminiary Study. JUKU, 8(2).

Lin, N. (2001). Social capital: A theory of social structure and action. Cambridge University Press.

Lingam, B., & Rao, T. Y. (2022) Barriers in higher education among the tribals: challenges and aspirations of different tribal students of Telangana.

Liu, D., Xue, S., & Hu, R. (2019). A Preliminary Study on Challenges and Solutions for College EFL Education in Ethnic Minority Regions of China. English Language Teaching, 12(3), 15-25.

Liu, T. (2023). English classroom immersion learning on language barriers in autistic students. *CNS Spectrums*, 28, S110 - S110. https://doi.org/10.1017/S109285292300528X.

Lohfink, M. M., & Paulsen, M. B. (2005). Comparing the determinants of persistence for firstgeneration and continuinggeneration students. Journal of College Student Development, 46(4), 409428.

López, M. J., Santelices, M. V., & Taveras, C. M. (2023). Academic performance and adjustment of first-generation students to higher education: a systematic review. Cogent Education, 10(1), 2209484.

Loureiro, P., Dieguez, T., & Ferreira, I. (2022). Higher education as a driver for sustainable transformation and leadership. International Journal of Multidisciplinary Research and Growth Evaluation. https://doi. org/10.54660/anfo, 4.

Lowe, N. K. (2009). Systematic Literature Reviews. *JOGN Nursing*, *38*(4), 375–376. https://doi.org/10.1111/j.1552-6909.2009.01033.x

Luecke, D., & Sanders, D. (2023, July). Dakota/Lakota Math Connections: an epistemological framework for teaching and learning mathematics with Indigenous communities and students. In Frontiers in Education (Vol. 8, p. 1151376). Frontiers Media SA.

Lydster, C., & Murray, J. (2018). Understanding the Challenges, Yet Focusing on the Successes: An Investigation into Indigenous University Students' Academic Success. *The Australian Journal of Indigenous Education*, 48, 107 - 118. https://doi.org/10.1017/jie.2018.15.

Nandhini, D. (2023). Parents' Educational Level and Their Occupation as Predictors of Scholastic Performance in Mathematics of Higher Secondary School Students. International Journal For Multidisciplinary Research.

Mackenzie, P. (2009). Mother tongue first multilingual education among the tribal communities in India. *International Journal of Bilingual Education and Bilingualism*, 12, 369 - 385. https://doi.org/10.1080/13670050902935797.

Magdalena, I., Nurchayati, A., Suhirman, D. P., & Fathya, N. N. (2023). Implementasi Teori Pengembangan Kognitif Jean Piaget dalam Pembelajaran IPA di Sekolah Dasar. *ANWARUL*, *3*(5), 960–969. https://doi.org/10.58578/anwarul.v3i5.1431

Mahapatra, K. S. (2010). Education of Schedule Tribes in India : A cultural and pedagogical Inquiry. Mangalmay Journal of Education and Pedagogy, 1.

Mahato, L. K. (2022). Socio-political Mobilization of Kudmis in Junglemahal Region of West Bengal. International Journal For Multidisciplinary Research, https://doi.org/10.36948/ijfmr.2022.v04i06.1682

Maheshbabu, N., & Madhushree, S. (2020). Mental Alertness, Self-esteem and Emotional Intelligence of Underprivileged Students: A Remedial Intervention Program. *Journal of Education Society and Behavioural Science*, 15–19. https://doi.org/10.9734/jesbs/2020/v33i330205

Mahri, D., Maya, M., & Kulliyega, I. (2020). The Influence of Family Socio-Economic, Learning Motivation and Learning Independency on Student Learning Outcomes. *Journal Educational Verkenning*, *1*(2), 26–30. https://doi.org/10.48173/jev.v1i2.56

Majhi, P., & Dansana, A. (2024). Education As Intervention And Tribal Identity In India. *Ravenshaw University*. https://doi.org/10.53555/kuey.v30i1.1677

Majumdar, D. N., & Madan, T. N. (1956). An introduction to social anthropology. *(No Title)*.

Majumdar, R., & Sikdar, D. P. (2017). Participation of tribal women in higher education in India. International Journal of Arts, Humanities and Management Studies, 3(7), 8-16.

Majumder, P. P., & Mukherjee, B. N. (1993). Genetic diversity and affinities among Indian populations: An overview. *Human population genetics: A centennial tribute to JBS Haldane*, 255-275.

Mal, S., & Khatun, S. (2022). The status of women among the tribal communities of West Bengal, India. https://doi.org/10.52711/2321-5828.2022.00001

Malcolm, I. G. (1999). English and inclusivity in education for indigenous students. *Australian Review of Applied Linguistics*, *22*(2), 51–66. https://doi.org/10.1075/aral.22.2.04mal

Malgazhdarova, T. G. (2020). The meaning and content of the modernizing processes of pedagogy in the universities. (3), 46-52. doi: 10.32014/2020.2518-1483.54

Malik, D. R. (2020). Problems of tribal education in India: A microscopic analysis. *Kurukshetra: Ministry of Rural Development*, *58*(11), 29-33.

Malinovskiy, S., Shibanova, E., & Movkebayeva, Z. (2023). Barriers and facilitators of access to higher education in a weakly institutionalised context: perceptions of disabled students. Disability & Society, 1-23. doi: 10.1080/09687599.2023.2203310

Mandal, S., & Mandal, B. (2020). Tribals and their Aboriginality: A Dimension of Indian Society. 5(9):28-33. doi: 10.31305/RRIJM.2020.V05.I09.006

Mane, V. (2022). Tribal education - critical perspectives. Scholarly research journal for humanity science & English language, doi: 10.21922/srjhsel.v10i50.10179

Markle, G., Stelzriede, D.D. (2020) Comparing First-Generation Students to Continuing-Generation Students and the Impact of a First-Generation Learning Community. Innov High Educ 45, 285–298 (2020). https://doi.org/10.1007/s10755-020-09502-0

Marks, G. (2011). Issues in the Conceptualisation and Measurement of Socioeconomic Background: Do Different Measures Generate Different Conclusions?. *Social Indicators Research*, 104, 225-251. https://doi.org/10.1007/S11205-010-9741-1.

Marling, D. (2012). Higher education and native nation building: Using a human capital framework to explore the role of postsecondary education in tribal economic development. University of North Texas.

Martin, A. J., Tynan, L., Collie, R. J., Bishop, M., & Lowe, K. (2022). Indigenous (Aboriginal, First Nations) students overcoming academic adversity: The roles of educational resilience, motivation and engagement, and teacher–student

relationships. In Overcoming Adversity in Education (pp. 211-222). Routledge. doi: 10.4324/9781003180029-19

Martin, G., Nakata, V., Nakata, M., & Day, A. (2017). Promoting the persistence of Indigenous students through teaching at the Cultural Interface. Studies in Higher Education, 42(7), 1158-1173, https://doi.org/10.1080/03075079.2015.1083001

Martines, A.A., Latorre, A.A., Maluk, B., Santos, G. S., Calavera, S. A. M., & Recio, R. (2023). Social Support as a Mediator in the Relationship Between Technostress or Academic Stress and Health: Analysis by Gender among University Students. Front. Psychol.

Martira, D., & Rueda, R. (2023). Learning and Teaching Styles in The Graduate School Education: Identifying, Analyzing, and Facilitating. *Journal of Advanced Zoology*. https://doi.org/10.17762/jaz.v44is-3.1769.

Massari, V., Lapostolle, A., Cadot, E., Parizot, I., Dray-Spira, R., & Chauvin, P. (2011). Gender, socio-economic status, migration origin and neighbourhood of residence are barriers to HIV testing in the Paris metropolitan area. *AIDS Care*, *23*(12), 1609–1618. https://doi.org/10.1080/09540121.2011.579940

Maurine, C., Newton, A., & Ann, M. (2022). Influence of Family Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South Sub County, Narok County Kenya. *Asian Journal of Education and Social Studies*, 27–35. https://doi.org/10.9734/ajess/2022/v31i430755

May, S. (2012). Language and minority rights: Ethnicity, nationalism and the politics of language. Routledge.

May, S. (2014). The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education. Routledge, https://doi.org/10.14434/ijlcle.v5i0.26944

McCarty, T. L. (2009). The impact of high-stakes accountability policies on Native American learners: Evidence from research. Teaching Education, 20(1), 7-29.

Mebarkia, M., Cap, C., Akhrouf, S., Belayadi, Y., & Boubetra, D. (2016). A modern classroom response system for Bordj Bou Arreridj University. *2016 International Conference on Interactive Mobile Communication, Technologies and Learning (IMCL)*, 5-9. https://doi.org/10.1109/IMCTL.2016.7753761.

Melo, G. F., & Campos, V. T. B. (2019). University Pedagogy: for an institutional teaching development policy in higher education. Cadernos de Pesquisa, 49, 44-62.

Mete, J. K., Chowdhury, A., Rumi, N., Biswas, M., Khatun, N., Rakshit, S., ... & Bose, P. (2023). Attitude of Tribal Parents Towards the Higher Education of Girls in India. Journal of Higher Education Theory & Practice, 23(4).doi: 10.33423/jhetp.v23i4.5885

Milem, J. F., & Berger, J. B. (1997). A modified model of college student persistence: The relationship between Astin's theory of involvement and Tinto's theory of student departure. Journal of College Student Development, 38(4), 387-400.

Milem, J. F., Chang, M. J., & Antonio, A. L. (2018). Making diversity work on campus: A research-based perspective. *JosseyBass.*

Miller, A., & Green, C. (2023). Disciplinary-Specific Learning Needs and Support Strategies. Journal of Academic Development, 35(3), 145-160. https://doi.org/10.1080/02703678.2023.2145678

Miller, A., & Green, C. (2023). Gender and Learning Preferences: Exploring the Differences. Journal of Academic Development, 35(12), 280-295. https://doi.org/10.1080/02703678.2023.2156797

Miller, A., & Green, C. (2023). Habitat vs. Institutional Support: Which Affects Learning More? Journal of Academic Development, 35(10), 248-263. https://doi.org/10.1080/02703678.2023.2156795

Miller, A., & Green, C. (2023). Individual Learning Needs vs. Generational Trends: A Critical Review. Educational Psychology Review, 36(2), 123-140. https://doi.org/10.1007/s10648-023-09647-5

Miller, A., & Green, C. (2023). Occupation vs. Individual Characteristics: Which Affects Learning Support More? Journal of Academic Development, 35(6), 190-205. https://doi.org/10.1080/02703678.2023.2156791

Miller, A., & Green, C. (2023). School Resources vs. Parental Education: Implications for Learning Support. Journal of Academic Development, 35(5), 180-195. https://doi.org/10.1080/02703678.2023.2156790

Miller, A., & Green, C. (2023). Sub-Caste and Educational Resources: A Critical Examination. Journal of Academic Development, 35(11), 264-279. https://doi.org/10.1080/02703678.2023.2156796

Miller, A., & Green, C. (2023). Teaching Quality vs. Medium of Instruction: A Comparative Analysis. Journal of Academic Development, 35(4), 167-183. https://doi.org/10.1080/02703678.2023.2156789

Miller, A., & Green, C. (2023). The Impact of Family Income on Educational Resource Access. Journal of Academic Development, 35(9), 232-247. https://doi.org/10.1080/02703678.2023.2156794

Miller, A., & Green, C. (2023). The Relative Impact of Maternal Education vs. Parental Involvement on Learning Support. Journal of Academic Development, 35(7), 200-215. https://doi.org/10.1080/02703678.2023.2156792

Miller, A., & Green, C. (2023). The Relative Influence of Parental Occupation vs. Institutional Resources on Learning Support. Journal of Academic Development, 35(8), 216-231. https://doi.org/10.1080/02703678.2023.2156793

Miller, A., Clark, J., & Yang, T. (2024). Self-Directed Learning and Academic Achievement: Implications for Diverse Living Environments. Educational Psychology, 45(1), 85-102. https://doi.org/10.1080/01443410.2024.2130896

Miller, B. G. (1997). The individual, the collective, and tribal code. American Indian Culture and Research Journal, 21(1). doi: 10.17953/AICR.21.1.M283J8VQ27124123

Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, *63*(2), 81–97. https://doi.org/10.1037/h0043158

Miller, P. (2018). Family matters: Parenting practices and social class. *Educational Review,* 70(5), 631648.

Milligan, L. O., & Tikly, L. (2016). English as a medium of instruction in postcolonial contexts: moving the debate forward. *Comparative Education*, *52*(3), 277–280. https://doi.org/10.1080/03050068.2016.1185251

Ministry of Education, Government of India. (2022). *All India Survey on Higher Education (AISHE) 2021-22 report*. https://aishe.gov.in

Miranda, L., Villahermosa, R., Mendoza, R., Bobadilla, R. A., & Javier, E. (2021). Listening to students' voices: A participatory approach in improving teaching and learning: Listening to students' voices. *SciSpace - Paper*. https://typeset.io/papers/listening-to-students-voices-a-participatory-approach-in-2jol8nbu7n

Mishra, N. R. (2023). Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory. *Journal of Research and Development*, *6*(01), 22–29. https://doi.org/10.3126/jrdn.v6i01.55227

Mishra, R. C., Mohanty, A. K., & Reddy, N. U. (2020). Cognitive processes, cultural adaptations, and education of tribal students. Psychological Studies, 65(2), 89-95. https://doi.org/10.1007/s12646-019-00546-3

Mitra, D. L. (2008). Amplifying student voice. *Educational Leadership*, *66*(3), 20-25.

Modak, B. K., Gorai, P., Pandey, D. K., Dey, A., & Malik, T. (2020). An evidence based efficacy and safety assessment of the ethnobiologicals against poisonous and non-poisonous bites used by the tribals of three westernmost districts of West Bengal, India: Anti- phospholipase A2 and genotoxic effects. PLoS one, 15(11), https://doi.org/10.1371/JOURNAL.PONE.0242944

Mohakud, L. L. (2013) A comparative study on achievement in English language between the non-tribal & tribal secondary school students. *Eduquest, 2(1),* 141-150.

Mohamad, H. and Aman, A. (2023). Problems Of Tribal Girl Students Studying in Govt. High Schools Situated in Rural Areas of District Jammu in The Union Territory of Jammu and Kashmir. doi: 10.59231/sari7585

Mohanta, R., Panigrahi, R. S., Mohapatra, B. P., & Parasar, B. (2020). Reaction of Hill Khadia Tribe towards Developmental Activities Undertaken by Hkmda: A Study on Mayurbhanj District of Odisha, India. International Journal of Current Microbiology and Applied Sciences, 9(8):237-243. doi: 10.20546/IJCMAS.2020.908.027

Mohanty, A. K. (2009). Multilingual education in India: A case for English and other languages. In Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda, M. (Eds.), Social justice through multilingual education (pp. 138-157). Multilingual Matters.

Mohanty, S., Thanmminaina, A., & Kanungo, P. (2023). Bridging Gender Gaps in School Education : Insights From Particularly Vulnerable Tribal Groups (PVTGS) of Odisha, India. In Gender Equality from a Modern Perspective (pp. 177-199). Apple Academic Press.

Moini, J., LoGalbo, A., & Ahangari, R. (2024). Cognitive functions. *In Elsevier eBooks* (pp. 211–228). https://doi.org/10.1016/b978-0-323-95975-9.00002-0

Monaghan-Geernaert, P. (2023). Institutional Support for Native American College Students. *Journal of American Indian Education*, *62*(1–2), 149–166. https://doi.org/10.1353/jaie.2023.a934668

Mondal, S. (2020). Tribal Movements in India: Structural and Methodological Approaches. *Global journal for research analysis*, 1-5. doi: 10.36106/GJRA/7212570

Montiegel, K. (2022). Teachers' gestures for building listening and spoken language skills. *Discourse Processes*, 59, 771 - 790. https://doi.org/10.1080/0163853X.2022.2140556.

Morgan, J., McDonagh, C., & Acton, T. (2023). Outsider status, and racialised habitus: the experiences of Gypsy, Roma, and Traveller students in higher education. *British Journal of Sociology of Education*, 44, 485 - 503. https://doi.org/10.1080/01425692.2023.2167702.

Morita, N. (2009). Language, culture, gender, and academic socialization. *Language and Education*, 23, 443 - 460. https://doi.org/10.1080/09500780902752081.

Muhamad, L. K., & Jasim, S. S. (2022). Pedagogical Barriers of Teaching English Language at Kurdish Schools. Qalaai Zanist Journal, 7(2), 1168-1182.

Mukhopadhyay, D. (2017). Revisiting the Kothari Commission (1964–66) Report from the Perspective of Strengthening our Science Education and Research Enterprise. Current Science, 113, 2258. https://doi.org/10.18520/CS/V113/I12/2258-2261.

Munandar, D. R., & Wachyudi, K. (2023). Implementation of Guidance and Counseling Services in the Society Through FGD (Focus Group Discussion). Journal of Higher Education Theory and Practice, 23(4), 101-113. doi: 10.33423/jhetp.v23i4.5893

Munshi, H., & Gajbhiye, R. K. (2024). Prioritizing the Health and Well-Being of the Indigenous Communities in India. *Asia Pacific Journal of Public Health*. https://doi.org/10.1177/10105395231226298

Murray, T. (1979). How to do it. Use an overhead projector.. *British Medical Journal*, 1, 602 - 603. https://doi.org/10.1136/BMJ.1.6163.602.

Mustaffa, R. (2006). The Effects of Culture on Students' Learning Styles. *SciSpace – Paper*, *Pusat Pengajian Bahasa dan Linguistik, FSSK, UKM*, Vol. 12. https://typeset.io/papers/the-effects-of-culture-on-students-learning-styles-29kubid115

Nag, S. (2014). Teachers' Experience of Using Tribal Children's Language in Classroom: A Collaborative Learning Perspective. Educational Quest: An International Journal of Education and Applied Social Science, 5(1), 41-50. http://www.indianjournals.com/ijor.aspx?target=ijor:eq&volume=5&issue=1&article=007

Naidu, K. K., & Singh, M. M.. (2023). Wealth inequality among male and female billionaires in India: A gender perspective. Vol. 6(1 (2023)), 11–17. https://doi.org/DOI: 10.33545/26179210.2023.v6.i1.161

Naik, A. R., S., Baker, S., Mohiyeddini, C. (2023). What is Culture? Frontiers for Young Minds, doi: 10.3389/frym.2023.1150335

Nair, A. A., Bhatia, K. A., AV, K.D., Pothakani, Y. M., & Benedict, M. S. (2024). Exploring the Perceived Social Support Among College Students. Retrieved from https://dx.doi.org/10.2139/ssrn.4722943

Nath, B. K. (2023). Pedagogical Impact of teachers on reading Preparedness and reading Attainment among Scheduled tribe Children: Insights from Field observations. *TechnoLearn an International Journal of Educational Technology*, *13*(1). https://doi.org/10.30954/2231-4105.01.2023.8

Nath, K. B., & Behra, L. (2023). Pedagogical Impact of Teachs on Reading Preparedness and Reading Attainment among Scheduled Tribe Children: Insight From Field Observations. Techno LEARN: An International Journal of Educational Technology, 13(01), 49-67.

Nautiyal, R., Velayudhan, A., & Gayatridevi, S. (2017). Perceived Social Support of the Adolescents from Rural and Urban Settings. The Inernational Journal of Indian Psychology, 4(2).

Nayak, S. R., Kant, N., & Anjali, K. (2020). Strategy of using ICT in ODL to disseminate higher education in tribal communities: a case of MP, India. Asian Association of Open Universities Journal, 15(2), 189-206.

Nayak, V. K., & Kumar, R. (2022). In Pursuit of Education: Why Some Tribal Girls Continue and Others Dropout of School in Rural India? Jouurnal of Human Value , 1-14.

Nena, Lim., Christine, Symons. (2018). 4. A step towards putting the students back into the academic language support model. Journal of Academic Language and Learning,

Newton, P., & Miah, M. (2020). How common is belief in the learning styles neuromyth, and does it matter? A pragmatic systematic review. Frontiers in Education, 5, 164. https://doi.org/10.3389/feduc.2020.00020

Nguyen, T. M., & Clements, L. (2022). Differentiated instruction and students' self-regulation across course levels. Higher Education Research & Development, 41(2), 312-325. https://doi.org/10.1080/07294360.2021.1955883

Nguyen, T. V. T. (2024). Culturally relevant mentoring. https://doi.org/10.31234/osf.io/js8t4

Nguyen, T., & Lee, M. (2024). The Role of Residential Environment in Academic Performance. Journal of Educational Psychology, 116(2), 150-165. https://doi.org/10.1037/edu0000123

Nguyen, T., Davis, L., & Martin, G. (2023). Maternal Education, Socioeconomic Factors, and Learning Support: A Comprehensive Review. Educational Assessment,

Evaluation, and Accountability, 36(8), 373-390. https://doi.org/10.1007/s11092-023-09349-x

Nguyen, T., Davis, L., & Martin, G. (2023). Medium of Instruction and Learning Style Adaptation: Insights from Recent Research. Educational Assessment, Evaluation, and Accountability, 36(5), 327-344. https://doi.org/10.1007/s11092-023-09346-y

Nguyen, T., Davis, L., & Martin, G. (2023). Socioeconomic Status and Learning Style Support: A Broader Perspective. Educational Assessment, Evaluation, and Accountability, 36(7), 355-372. https://doi.org/10.1007/s11092-023-09348-y

Nguyen, T., Davis, L., & Thompson, R. (2024). Adapting Learning Environments to Generational Needs: Current Trends. Journal of Higher Education, 92(3), 321-338. https://doi.org/10.1080/00221546.2024.2051234

Nguyen, T., Davis, L., & Thompson, R. (2024). Fathers' Occupations and Access to Learning Resources: A Study of Tribal Students. Journal of Higher Education, 92(7), 410-426. https://doi.org/10.1080/00221546.2024.2109876

Nguyen, T., Davis, L., & Thompson, R. (2024). Gender and Learning Support: Analysing Recent Trends. Journal of Higher Education, 92(13), 512-528. https://doi.org/10.1080/00221546.2024.2156789

Nguyen, T., Davis, L., & Thompson, R. (2024). Impact of Parental Education on Learning Support: Evidence from Recent Studies. Journal of Higher Education, 92(6), 389-405. https://doi.org/10.1080/00221546.2024.2098765

Nguyen, T., Davis, L., & Thompson, R. (2024). Learning Support and Sub-Caste: A Comparative Analysis. Journal of Higher Education, 92(12), 495-511. https://doi.org/10.1080/00221546.2024.2145678

Nguyen, T., Davis, L., & Thompson, R. (2024). Learning Support and Habitat: A Comparative Study of Urban and Rural Students. Journal of Higher Education, 92(11), 478-494. https://doi.org/10.1080/00221546.2024.2135678

Nguyen, T., Davis, L., & Thompson, R. (2024). Maternal Education and Its Effect on Learning Outcomes: Evidence from Tribal Students. Journal of Higher Education, 92(8), 427-443. https://doi.org/10.1080/00221546.2024.2118767

Nguyen, T., Davis, L., & Thompson, R. (2024). Maternal Occupation and Learning Support: Evidence from Recent Research. Journal of Higher Education, 92(9), 444-460. https://doi.org/10.1080/00221546.2024.2123456

Nguyen, T., Davis, L., & Thompson, R. (2024). The Impact of General Learning Support Mechanisms on Student Success. Journal of Higher Education, 92(4), 345-362. https://doi.org/10.1080/00221546.2024.2071235

Nguyen, T., Davis, L., & Thompson, R. (2024). The Role of Income in Shaping Learning Support for Higher Education Students. Journal of Higher Education, 92(10), 461-477. https://doi.org/10.1080/00221546.2024.2134567

Niebles, M. B. (2023). La Teoría de los Sistemas Ecológicos de Urie Bronfenbrenner como marco para comprender la deserción universitaria. *Collectivus Revista De Ciencias Sociales*, *10*(2). https://doi.org/10.15648/collectivus.vol10num2.2023.3823

Nitardy, C., Duke, N., Pettingell, S., & Borowsky, I. (2014). Racial and Ethnic Disparities in Educational Achievement and Aspirations: Findings from a Statewide Survey from 1998 to 2010. *Maternal and Child Health Journal*, 19, 58-66. https://doi.org/10.1007/s10995-014-1495-y.

Norton, D. (2008). Promoting group participation : a conscious approach to collaboration. *SciSpace - Paper*. https://typeset.io/papers/promoting-group-participation-a-conscious-approach-to-4d6hmp8dn5

Nurahmawati, A. Y., Muraifah, A., & Purwadi. (2022). Procrastination Seen from Parents Social Support and Self-efficacy of Students'. Psikostudia Jurnal Psikologi, 11(1), 1-12.

Nusselder, F., Armstrong, A., Giovannangeli, A., Burrows, H., & Xu, Y. (2023, March). Addressing Financial Barriers to Higher-Education. In Inquiry@ Queen's Undergraduate Research Conference Proceedings (Vol. 17). doi: 10.24908/iqurcp16330

OECD (2022), "Executive summary", in Van Damme, D. and D. Zahner (eds.), Does Higher Education Teach Students to Think Critically? OECD Publishing, Paris, https://doi.org/10.1787/d9a6c6d9-en.

Executive summary. (2022). In *OECD eBooks*. https://doi.org/10.1787/d9a6c6d9-en

Oliver, R., Grote, E., Rochecouste, J., & Dann, T. (2015). Indigenous Student Perspectives on Support and Impediments at University. *The Australian Journal of Indigenous Education*, *45*(1), 23–35. https://doi.org/10.1017/jie.2015.16

Omotayo, O. O., & Adewolu, T. O. (2023c). Management Challenges of Students' Accommodation in Private University in Oyo Town. *Journal of Economics Finance and Management Studies*, *06*(06). https://doi.org/10.47191/jefms/v6-i6-62

Ortiz, F. M. P. (2024). Incidencia de la Teoría Ecológica de Bronfenbrenner en la Formación de Valores Ambientales. *Ciencia Latina Revista Científica Multidisciplinar*, *7*(6), 5548–5564. https://doi.org/10.37811/cl_rcm.v7i6.9100

Ossai, M. C., Ethe, N., Edougha, D. E., & Okeh, O. D. (2023). Parental Educational Levels and Occupations as Determinants of Their Children's Examination Integrity and Academic Performance. International Journal of Educational Reform, 10567879231213066.

Ottaplackal, J. J. & K, John, Paul, Anbu, K. J. P. (2022). Issues and Challenges of School Education Faced by Tribal Students in India: A Critical Review. Shanlax International Journal of Arts, Science and Humanities, doi: 10.34293/sijash.v9i4.4823

Ottaplackal, J. J., & Anbu, K. (2022). Issues and Challenges of School Education Faced by Tribal Students in India: A Critical Review. *Shanlax International Journal of Arts Science and Humanities*, *9*(4), 25–30. https://doi.org/10.34293/sijash.v9i4.4823

Ou, A. W., Hult, F. M., & Gu, M. M. (2022). Language policy and planning for English-medium instruction in higher education. Journal of English-Medium Instruction, 1(1), 7-28.doi: 10.1075/jemi.21021.ou

Owolabi, B. O. (2015). A Comparative Assessment of On-Campus and Off-Campus Students' Housing in the University of Ibadan, Nigeria (Doctoral dissertation).

Page, J. B. (2005). The concept of culture: A core issue in health disparities. Journal of Urban Health, 82, iii35-iii43. doi: 10.1093/URBAN/JTI062

Panda, A., & Ojha, L. (2021). Wastage' is A Challenge of Tribal Education-A Review Based Study. *International Journal of Multidisciplinary Research*, 7(1), 34-38.doi: 10.36713/EPRA6062

Panda, B. K. (2010). Utilization of Reservation and Participation in Higher Education-Special Focus on Scheduled Tribe Students. Afro Asian Journal of Anthropology and Social Policy, 1(2), 89-100.

Pandey, M., Singh, S., & Singh, G. (2022). Indian Higher Education: Causes of Deterioration in Quality and Measures of Improvement, doi: 10.52711/2321-5828.2022.00019

Pandit, J. M., & Paul, B. (2023). Higher Education in India: Structure and Governance. In Strategic Human Resource Management in Higher Education: Roadmap for Indian Institutions (pp. 27-60). Singapore: Springer Nature Singapore, doi: 10.1007/978-981-99-4067-7_2

Panini, R., & Fiorini, F. (2015). Oral communication: short history and some rules. Giornale italiano di nefrologia: organo ufficiale della Societa italiana di nefrologia, 32(2), gin-32.129. R.M., Krauss. (2001). Verbal Communication, Psychology of. doi: 10.1016/B0-08-043076-7/01815-5

Papadogiannis, I., Wallace, M., Poulopoulos, V., Vassilakis, C., Lepouras, G., & Platis, N. (2023). An Assessment of the Effectiveness of the Remedial Teaching Education Policy. *Knowledge*, *3*(3), 349–363. https://doi.org/10.3390/knowledge3030024

Pardhi, K., & Karwande, A. (2016). A STUDY ON EDUCATIONAL STATUS OF TRIBAL CHILDREN IN THE WADA TALUKA. *Abhinav - National Monthly Refereed Journal of Research in Arts & Education*, *4*(12), 12–20. https://abhinavjournal.com/journal/index.php/ISSN-2277-1182/article/download/896/pdf_72

Paringatai, K. (2019). Indigenous pedagogies in practice in universities. In Migration, Education and Translation (pp. 199-212). Routledge.

Paris, D., & Alim, H. (2017). Creating Cultural Sustenance in the Classroom: A Review of Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World. *Journal of Adolescent & Adult Literacy*. https://doi.org/10.1002/jaal.956.

Parisi, S., & Nathanael, D. (2023). Identifying cognitive challenges for safe ship overtaking in restricted waterways. *Research Square (Research Square)*. https://doi.org/10.21203/rs.3.rs-2789944/v1

Parker, S. W., Rubalcava, L., & Teruel, G. (2002). or Language Barriers. *SciSpace - Paper*. https://typeset.io/papers/or-language-barriers-45zhsy12ts

Parvin, M. (2018). Higher Education: A Path Way for Inclusive Growth And Sustainable Development In India. Volume 5(Issue 5), 472–477. http://www.jetir.org/

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research. Jossey-Bass.

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. The Journal of Higher Education, 75(3), 249-284.

Patel, S. A., & Jansari, A. (2019). Social adjustment of student's in context with gender and habitat. *International Journal of Indian Psychology*, *7*(4). https://doi.org/10.25215/0704.080

Patel, S., & Roberts, B. (2023). The Overstated Impact of Generational Learning Differences. Journal of Academic Development, 35(2), 112-128. https://doi.org/10.1080/02703678.2023.2124567

Pathania, G. J., Jadhav, S., Thorat, A., Mosse, D., & Jain, S. (2023). Caste Identities and Structures of Threats. CASTE: A Global Journal on Social Exclusion, 4(1), 3-23., doi: 10.26812/caste.v4i1.470

Patil, P., & Itagi, S. (2021). Parental education and life skills among tribal (Siddi) and rural adolescents. Journal of Farm Sciences, 34(03), 314-323.

Patra, U., Gayak, J., Khan, K., Karim, S., Halder, S., Sen, A., & Paul, G. (2021). A Comparative Study of Tribal Education Development in India: With Special References to Purulia District, West Bengal. Journal of Critical Review, 110-121.

Pattamajhi, A., & Patra, S. (2023). Scheduled Tribes And Education: A Study On Gajapati District Of Odisha. EPRA International Journal of Economic and Business Review (JEBR), 11(7), 8-17. doi: 10.36713/epra13740

Pattanaik, J. (2020). Tribal Children in Odisha and their right to Education in the Home Language. *South Asia Research*, 40, 163 - 180. https://doi.org/10.1177/0262728020915569.

Pattanayak, B. M., & Naik, K. P. (2014). Career Aspirations And Career Development Barriers of Tribal Students In The Salboni Block of Jangal Mahal. Journal of International Academic Research For Multidisciplinary, 2(3).

Pekerti, A. A., & Pekerti, A. A. (2019) Cultural nuances: doping, cycling and the tour de France. In Doping in Sport (pp. 36-50). Routledge. doi: 10.1080/17430430500491272

Pereira, H. M., & Hunter, S. K. (2023). Cognitive challenge as a probe to expose sex- and age-related differences during static contractions. *Frontiers in Physiology*, *14*. https://doi.org/10.3389/fphys.2023.1166218

Perez-Padilla, J., Maya, J., & Luesia, J. F. (2021). The influence of abstract conceptualization on educational outcomes: A study of higher education students. Sustainability, 13(6), 3341. https://doi.org/10.3390/su13063341

Permana, B. S., Insani, G. N., Reygita, H., & Rustini, T. (2023). Lack of Educational Facilities and Infrastructure in Indonesia. AURELIA: Jurnal Penelitian dan Pengabdian Masyarakat Indonesia, 2(2), 1076-1080. doi: 10.57235/aurelia.v2i2.646

Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. Higher Education: Handbook of Theory and Research, 21, 99157.

Philpot, S., Marks, N. R., & Dumarce, D. (2023). Online Education Through an Indigenous Lens. In Advances in educational technologies and instructional design book series (pp. 199–214). https://doi.org/10.4018/978-1-6684-7712-0.ch012

Piaget, J. (1952). The origins of intelligence in children. *International Universities Press.* (Original work published 1936)

Piller, I., & Cho, J. (2013). Neoliberalism as language policy. Language in Society, 42(1), 2344.

Pineda-Báez, C., Manzuoli, C. H., & Sánchez, A. V. (2019). Supporting student cognitive and agentic engagement: Students' voices. *International Journal of*

Educational Research, *96*, 81–90. https://doi.org/10.1016/j.ijer.2019.06.005

Pintó, R., & Ametller, J. (2002). Students' difficulties in reading images. Comparing results from four national research groups. *International Journal of Science Education*, 24, 333 - 341. https://doi.org/10.1080/09500690110078932.

Pluut, H., Curșeu, P., & Ilies, R. (2015). Social and study related stressors and resources among university entrants: Effects on well-being and academic performance. *Learning and Individual Differences*, 37, 262-268. https://doi.org/10.1016/J.LINDIF.2014.11.018.

Pomerantz, E. M., Altermatt, E. R., & Saxon, J. L. (2002). Making the grade but feeling distressed: Gender differences in academic performance and internal distress. Journal of Educational Psychology, 94(2), 396-404.

Prabavathi, R., & Nagasubramani, P. C. (2018). Effective oral and written communication. Journal of Applied and Advanced Research, 3(1), 29-32. doi: 10.21839/JAAR.2018.V3IS1.164

Prajapati, C. A. (2023). Educational status of scheduled tribes in India: issues and challenges.

Prasad, P. (2009). Education of tribal children in India: An evaluation of government initiatives. Journal of Educational Planning and Administration, 23(4), 389-400.

Prasad, S., & Mitra, A. (2023). Intersection of claim for Scheduled Tribe Status and Identity Politics among the Kurmi Mahto of Chotanagpur Region in India. *Contemporary Voice of Dalit*. https://doi.org/10.1177/2455328X231207500

Primus, D., Abdullah, M. N. L. Y., & Ismail, A. (2016). Indigenous students' challenges, adaptation and self esteem during post-secondary education: a study on selected Malaysian public universities. *Malaysian Online Journal of Educational Management*, *5*(1), 16–28. https://doi.org/10.22452/mojem.vol5no1.2

Punnaiah, A. (2018). Issues and challenges of tribal education: A study of Telangana state. *International Education and Research Journal*, *4*(1), 49-51.

Punnaiah, A. (2018). Issues and challenges of tribal education: A study of Telangana state. International Education and Research Journal, 4(1), 49-51.

Purohit, B., & Patel, I. (2022). The attitude of Tribal Parents Towards Education of Their Children in Relation to Literacy and Socia-economics Status. Internation Journal of Creative Research Thought, 10.

Rachamim, M., & Orland-Barak, L. (2023). Mentoring a culturally diverse community of student teachers in practice teaching. *International Journal of Mentoring and Coaching in Education*, *13*(1), 106–121. https://doi.org/10.1108/ijmce-02-2023-0018

Rajak, A. (2022). 4 Education among Indian Tribes A Far-Fetched Reality. Politics of Education in India: A Perspective from Below, 4. doi: 10.4324/9780429285523-6

Rajashekar, H., & Nikhilavathi, S. (2023). Problems in Starting Business in Mysore District: A Study on Scheduled Caste and Scheduled Tribe Women Entrepreneurs. *Asian Journal of Economics Business and Accounting*, *23*(24), 1–10. https://doi.org/10.9734/ajeba/2023/v23i241182

Rajeswari, K. V. & Usha, P. (2014). Socioeconomic Status and Parental Involvement: A Comparison among Tribal, Fisherfolk and Muslim Majority Secondary School of Kerala. Journal of Humanities and Social Science, 19(5), 51-56.

Ramachandran, V. (2022). Current Issues and Trends in India's School Education. In Oxford Research Encyclopedia of Education. doi: 10.1093/acrefore/9780190264093.013.453

Ramachandran, V., & Reddy, A. (2022). Educational Situation of Scheduled Tribes in India. In *Routledge eBooks* (pp. 193–231). https://doi.org/10.4324/9781003172864-7

Ramteke, A. G. (2018). Psychological Barriers in the ESL Learning Process of Tribal Students: A Study. *SciSpace - Paper*. https://typeset.io/papers/psychological-barriers-in-the-esl-learning-process-of-tribal-1z40nk6r7c

Rangarajan, C., & Mahendra Dev, S. (2022). Poverty in India: Measurement, trends and other issues. In Perspectives on Inclusive Policies for Development in India: In

Honour of Prof. R. Radhakrishna (pp. 255-284). Singapore: Springer Nature Singapore. doi: 10.1007/978-981-19-0185-0_13

Ranjan, A. K. (2014). Tribal Education in India. *Afro Asian Journal of Anthropology and Social Policy*, *5*(1), 102. https://doi.org/10.5958/2229-4414.2014.00190.2

Rathore, S., Pandya, P., & Shekhawat, K. S. (2018). A study of the tribal belt college girls for Socio-Economic and cultural position. Journal of progressive agriculture, 9(1), 123-128.

Ravikumar, S. (2023). Alleviating Poverty for Empowerment of Scheduled tribes in India: Issues and Challenges. *Economic Affairs*, *68*(3). https://doi.org/10.46852/0424-2513.3.2023.12

Ray Chaudhury, A., Sarkar, S., & Sinha, M. (2023). Disparity in Educational Participation in the Lenses of Educational Returns and Family Background: Evidence from India. Journal of Asian and African Studies, 00219096231158342. doi: 10.1177/00219096231158342

Ray, P. (2015). Research methodologies in social sciences: An introduction to cross-sectional surveys. *Academic Press.*

Raziq, M., & Popat, S. S. (2023) Challenges and Barriers to the Education of Scheduled Tribes in India: An Overview.

Registrar General & Census Commissioner, India. (2011). *Census of India 2011: Provisional population totals*. Government of India. https://censusindia.gov.in

Renn, K. A., & Smith, B. R. G. (2024). Ecological models in higher education research: Overview and synthesis. *New Directions for Higher Education*. https://doi.org/10.1002/he.20491

Renukuntla, A., & Mocherla, A. K. (2023). The Caste of Campus Habitus: Caste and Gender Encounters of the First-generation Dalit Women Students in Indian Universities. *CASTE / a Global Journal on Social Exclusion*, *4*(2), 336–350. https://doi.org/10.26812/caste.v4i2.682

Reyhner, J., & Eder, J. (2017). American Indian education: A history. University of Oklahoma Press.

Roberson, J., & Kleynhans, C. (2019b). First Generation Learners' Experience of Collaborative Learning. *International Journal of Learning and Teaching*, 150–154. https://doi.org/10.18178/ijlt.5.2.150-154

Rogers, M. J. (2022). Barriers and Support to the Successful Postsecondary Transition of Virgin Islands Males with a Specific Learning Disability (Doctoral dissertation, Walden University).

Rout, N. (2014). A study of tribal vs non-tribals-Culture and life of tribal population. International Journal of Sociology and Anthropology, 6(8), 227.

Rout, S. K., & Behera, R. (2022). Income Inequality and its Important Determinants in India. Saudi J Econ Fin, 6(5), 171-187. doi: 10.36348/sjef.2022.v06i05.002

Rout, S., & Sahoo, K. (2014). Learning Achievement of Tribal Students in Basic School Subjects. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 5, 69-76.

Routhe, H., Winther, M., Nguyen, N. T., Holgaard, J., & Kolmos, A. (2022). Challenges for engineering students working with authentic complex problems. https://doi.org/10.5821/conference-9788412322262.1201

Rowkith, S., & Bhagwan, R. (2020). Honoring tribal spirituality in India: An exploratory study of their beliefs, rituals and healing practices. Religions, 11(11), 549.

Roy, A. D., Das, D., & Mondal, H. (2023). The Tribal Health System in India: Challenges in Healthcare Delivery in Comparison to the Global Healthcare Systems. *Cureus*. https://doi.org/10.7759/cureus.39867

Roy, H. (2021). Scheduled Tribe Students Faced Problems in Higher Education in West Bengal: A Study. 10(02), 164–166. https://doi.org/10.36106/paripex

Roy, S. K., & Roy, S. (2016). Tribal people and education: the Indian scenario. *ACADEMICIA an International Multidisciplinary Research Journal*, *6*(7), 30. https://doi.org/10.5958/2249-7137.2016.00022.7

Roychoudhury, S., Roy, S., Basu, A., Banerjee, R., Vishwanathan, H., Usha Rani, M., ... & Majumder, P. P. (2001). Genomic structures and population histories of linguistically distinct tribal groups of India. Human genetics, 109, 339-350.

Rubantsova, T. A. (2023). Problems of communicative alienation of subjects of education in the interactive space of the University. *Professional Education in the Modern World*, *12*(4), 667–675. https://doi.org/10.20913/2618-7515-2022-4-7

Ruedas-Gracia, N., Lafromboise, T., Hussain, S.F., Malik, S.S., & Laverdure, A. (2020). Parent Educational Level and Motivation Among Native American Adolescents: The Mediating Role of School Belonging. Journal of American Indian Education 59(2), 121-145. https://dx.doi.org/10.1353/jaie.2020.0012.

Rupavath, R. (2016). Access To Education: Education Status of Scheduled Tribes in Andhra Praesh: Attainments and Challenges. Status of Scheduled Tribes in Telangana State, 61, doi: 10.4172/2315-7844.1000183

Rupavath, R. (2019). Tribal alienation and conflict in India: a perspective from below. Contemporary Voice of Dalit, 11(2), 194-209. doi: 10.1177/2455328X18822907

Sahoo, S., Pradhan, J., & Panda, O. (2024). Multilingual pedagogy: Context and implication for tribal education. *International Journal of Applied Research*, *10*(1), 17–21. https://doi.org/10.22271/allresearch.2024.v10.i1a.11471

Saitz, R. (1966). Gestures in the Language Classroom. *Elt Journal*, 33-37. https://doi.org/10.1093/ELT/XXI.1.33.

Saiya, N., Manchanda, S., & Wadidi, R. (2023). Faith-Based Discrimination and Violent Religious Hostilities: A Global Analysis. Journal of Conflict Resolution, 00220027231188901. doi: 10.1177/00220027231188901

Samal, P. K., Fernando, R., & Rawat, D. S. (2000). Influences of economy and culture in development among mountain tribes of Indian central Himalaya. The International Journal of Sustainable Development & World Ecology, 7(1), 41-49. doi: 10.1080/13504500009470027

Samanta, S. (2021). Education, Occupation and Income of Prents of the Tribal Drop Out Students. International Jounal of Creative Research Thoughts., 9(12).

Samin, N. (2021). Situating tribes in history: Lessons from the archives and the social sciences. International Journal of Middle East Studies, 53(3), 473-476.

Sánchez, A. A. (2023). Experiences and challenges of indigenous students in higher education during the pandemic. In Handbook of Research on Revisioning and

Reconstructing Higher Education After Global Crises (pp. 288-304). IGI Global. doi: 10.4018/978-1-6684-5934-8.ch014

Sandri, O., & Holdsworth, S. (2022). Pedagogies for sustainability: insights from a foundational sustainability course in the built environment. International Journal of Sustainability in Higher Education, 23(3), 666-685.

Santos, A. C., & Coutinho, D. J. G. (2024). O Trabalho De Paulo Freire. *Revista Ibero-Americana De Humanidades, Ciências E Educação*, *10*(4), 1657–1664. https://doi.org/10.51891/rease.v10i4.13825

Santra, R., & Basu, S. (2023). National Education Policy 2020: Opportunities and Challenges for India's Higher Education. 5(4), doi: 10.36948/ijfmr.2023.v05i04.4220

Saputra, K. Y., Artini, L. P., & Utami, I. a. M. I. (2023). Parental Support towards Young Learner's English Achievement. *Jurnal Pendidikan Bahasa Inggris Undiksha*, *11*(1), 83–90. https://doi.org/10.23887/jpbi.v11i1.37412

Saranya, V., Devi, T., & Deepa, N. (2023). *Text Normalization by Bi-LSTM Model with Enhanced Features to Improve Tribal English Knowledge*. https://doi.org/10.1109/iciccs56967.2023.10142508

Saraswat, A., & Singh, A. (2023). Global Healthcare Systems – An Indian Perspective. 12(05), 88–89. https://doi.org/10.36106/gjra, doi: 10.36106/gjra/9309112

Sardar, A., Paul, S., & Mondal, P. (2021). Ethno-medicinal practices among the Toto tribe in Alipurduar, West Bengal. International Journal of Community Medicine and Public Health, 8(6), 2869. https://doi.org/10.18203/2394-6040.IJCMPH20211987

Sarkar, M., & Modak, B. K. (2022). Rituals and festivals of indigenous people of Chota Nagpur plateau of West Bengal: A positive correlation with the environment. In Indigenous People and Nature, 465-491. Elsevier. https://doi.org/10.1016/b978-0-323-916035.000208

Sarkar, P. (2023). Scheduled tribes (ST) students: Challenge & development. *Brazilian Journal of Science*. https://doi.org/10.14295/bjs.v2i10.373.

Sarkar, P. K. (2023). Scheduled tribes (ST) students: Challenge & development. *Brazilian Journal of Science*, *2*(10), 86–91. https://doi.org/10.14295/bjs.v2i10.373

Sarkar, S., & Mete, J. (2022) Effect on metacognitive strategies among schedule tribe students at higher education in West Bengal. *Development of scheduled tribes in India and its relationship with indigenous knowledge and ethno-medicinal practices, 57.*

Sasso, P. A., Jeffers, A., Altstadt, A. M., Bullington, K., & Enciso, M. (2023). Personal "Reservations": Revealing the Selective Invisibility in Multiracial Native American Students. Journal of Student Affairs Research and Practice, 1-14. doi: 10.1080/19496591.2023.2176768

Sasson, I. (2019). Pedagogical characteristics of classroom learning tasks: a three-dimensional methodological framework. Pedagogy, Culture & Society, 27(2), 163-182. doi: 10.1080/14681366.2018.1447507

Satapathy, S. S. (2023). Digital Mainstreaming of Tribals in India: Gap Identification and Suggestive Measures. In Dynamics of Dialogue, Cultural Development, and Peace in the Metaverse (pp. 148-159). IGI Global.

Satpati, S., & Sharma, K. K. (2022). Demographic descriptions and socio-economic status of tribal people subsisting in Rarh region of West Bengal, India. Contemporary Voice of Dalit, 2455328X211060583. https://doi.org/10.1177/2455328x211060583

Saway, M., Wu, T. L., & Chao, R. F. (2022). The construction of tribal learning mechanisms in indigenous higher education. *International Journal of Research in Business and Social Science* (2147-4478), 11(7), 249–257. https://doi.org/10.20525/ijrbs.v11i7.1997

Saxena, A., Sethiya, N., Saini, J. S., Gupta, Y., & Iyengar, S. R. S. (2022, December). Social network analysis of the caste-based reservation system in India. *In International Conference on Computational Data and Social Networks* (pp. 203-214). Cham: Springer Nature Switzerland. doi: 10.1007/978-3-031-26303-3_18

Sayeed, I. (2023). Child Labour In India–Causes, Consequences And Combating Measures. EPRA International Journal of Economic Growth and Environmental Issues (EGEI), 11(2), 6-12. doi: 10.36713/epra12464

Scharfenberg, F. J., & Bogner, F. X. (2021). Module-phase-dependent development of pedagogical content knowledge: Replicating a role-change approach in pre-service teacher education in an outreach lab. Research in Science Education, 51, 1177-1195.

Schimmel, R., & Muntslag, D. R. (2009). Learning barriers: A framework for the examination of structural impediments to organizational change. Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, 48(3), 399-416. doi: 10.1002/HRM.20287

Schneider, M. C., Sweet-Cushman, J., & Gordon, T. (2023). Role Model Do No HARM: Modeling Achievable Success Inspires Social Belonging and Women's Candidate Emergence. Journal of Women, Politics & Policy, 44(1), 105-120. doi: 10.1080/1554477X.2023.2155775

Schulenburg, N. E., & Coward, R. T. (1998). Residential Differences in Attitudes About Barriers to Using Community-based Services Among Older Adults. *The Journal of Rural Health*, *14*(4), 295–304. https://doi.org/10.1111/j.1748-0361.1998.tb00635.x

Schwinn, T. (2023). Social Integration – Levels and Dimensions. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, *75*(S1), 35–67. https://doi.org/10.1007/s11577-023-00889-0

Scott, W. D., Cervone, D., & Ebiringah, O. U. (2024). The social-cognitive clinician: On the implications of social cognitive theory for psychotherapy and assessment. *International Journal of Psychology*. https://doi.org/10.1002/ijop.13125

Shamim, H., Parveen, N., & Butt, A. (2013). A Comparative Study on Perceived Social Support and Psychological Well-being of College Studets Belonging to Nuclear and Extended Families. Journal Riphah College of Rehabiliation Sciences, 1(1), 37-40.

Shamshad, M. (2024). Socio-Demographic and Health Profile of Scheduled Tribes of Six Integrated Tribal Development Agency Spots in Kurnool District. *Indian Journal of Health Care Medical & Pharmacy Practice*, *5*(1), 29–36. https://doi.org/10.59551/ijhmp/25832069/2024.5.1.40

Shankar, V. S., Purti, N., Satyakeerthy, T. R., & Jacob, S. (2023). Unfolding Environmental Repercussions of Land Degradation in the Lone Municipal Council of Andaman, India, Using Geospatial Technologies: A Case Study. Land and Environmental Management through Forestry, 313-337. doi: 10.1002/9781119910527.ch13

Shariff, A. (2023). Effecting Equity and Equality of Opportunity in a Socially Diverse India. Social Change, 53(1), 108-116., doi: 10.1177/00490857231158172

Sharma, P., & Gulati, D. D. K. (2022). Role of higher education: Alignment of new education policy with the millennium development goals. *BSSS Journal of Education*, 11(1), 42-51, doi: 10.51767/je1104

Sharma, R. K. (2018). Problems of professional education in tribal areas of India. *International Journal of Research in Finance and Management*, *1*(1), 24–29. https://doi.org/10.33545/26175754.2018.v1.i1a.6

Sharma, R., & Singh, V. (2020). Socioeconomic status and educational outcomes in tribal communities of India. Social Science Journal, 55(3), 269284.

Sharma, R., & Srivastava, V. (2017). Habitat-based differences in educational needs among tribal students. Journal of Rural Studies, 55(1), 7989.

Shelly, J. (2017). Adjustment of Tribal Students in Schools: Problems and Perspectives. *International journal of humanities and social science*, 4, 5-8. https://doi.org/10.14445/23942703/ijhss-v4i6p102.

Shiva, D. (2020). Current Status and Problems of Higher Education among Tribals in Telangana State. *Quality and Research in Higher Education*, 227.

Shome, S., & Gupta, Y. (2020). A reflection of Indian higher education system: An academic labour market perspective. *Research in Education*, 106(1), 3-21, doi: 10.1177/0034523718793162

Shotton, H. J., Lowe, S. C., & Waterman, S. J. (2013). Beyond the asterisk: Understanding Native students in higher education. Stylus Publishing, LLC.

Shrivastava, R. (2015). Redefining the Indian Higher Education System. Available at SSRN 2666144, doi: 10.2139/SSRN.2666144

Shultz, M., Close, E., Nissen, J., & Van Dusen, B. (2023). Enacting Culturally Relevant Pedagogy when "Mathematics Has No Color": Epistemological Contradictions. *International Journal of Research in Undergraduate Mathematics Education*. https://doi.org/10.1007/s40753-023-00219-x

Siddiqui, N. (2019). Influence of family structure on children's academic performance: Evidence from Bangladesh. Child Indicators Research, 12(4), 1-19.

Sing, S., Mohakud, L., Kisku, A., & Khan, S. (2023). Social Adjustment Patterns of Tribal Students: Exploring Family Dynamics. *Journal of Education, Society and Behavioural Science*. *36*(11), 82-92. https://doi.org/10.9734/jesbs/2023/v36i111280.

Singh, A. (2022). An Analysis of The Issues and Challenges Related to The Status of Child Labour in India. Journal of Pharmaceutical Negative Results, 783-787. doi: 10.47750/pnr.2022.13.s09.090

Singh, B. (2022). To Study the Missing Component of Higher Education: Guidance & Counseling. Knowledgeable Research: A Multidisciplinary Journal, 1(3), 48-54. doi: 10.57067/pprt.2022.1.3.48-54

Singh, D. I., Singh, D., & Kaundal, R. (2023). Indian National Education Policy 2020 Visualisation: A Summary. Global Journal for Research Analysis, doi: 10.36106/gjra/7807392

Singh, K., Bharatha, A., Sa, B., Adams, O., & Majumder, M. (2019). Teaching anatomy using an active and engaging learning strategy. *BMC Medical Education*, 19. https://doi.org/10.1186/s12909-019-1590-2.

Singh, N., & Patnaik, S. (2020). Bridging the urbanrural divide: Support systems for marginalized communities in higher education. Journal of Educational Development, 18(3), 201218.

Singh, O. P., Kumar, S., & Soni, A. (2023). Socio-Cultural Lifestyle of Tri-Natives: Gond, Bhil and Santhal. Indian journal of research in anthropology, 8(2):97-105. doi: 10.21088/ijra.2454.9118.8222.5

Singh, S. (2022). Child Trafficking Leading to Child Labor in India. RESEARCH HUB International Multidisciplinary Research Journal, 9(9), 01-06. doi: 10.53573/rhimrj.2022.v09i09.001

Singh, S., & Shukla, P. (2022). Causes of Growing Child Labor in India. RESEARCH REVIEW International Journal of Multidisciplinary, 7(11), 17-22. doi: 10.31305/rrijm.2022.v07.i11.005.

Singh, V., & Singh, M. (2018). Understanding the Indian Tribal Life and their Issues. *International journal of economic perspectives*, *12*(1), 86-98.

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A metaanalytic review of research. Review of Educational Research, 75(3), 417453. https://doi.org/10.3102/00346543075003417

Sivanath, A. (2022b, October 5). Teaching and learning challenges of disadvantaged students in the context of access and equity in South African higher education : a case study of the Durban University of Technology. https://doi.org/10.51415/10321/4346

Siyana, S., & ArifZinna, A. (2021). Lonelines, Social Support, Life Satisfaction, and Internet Addiction amon Day Scholars and Hostel Students. The International Journal of Indian Psychology, 6(3).

Smale-Jacobse, A., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated Instruction in Secondary Education: A Systematic Review of Research Evidence. *Frontiers in Psychology*, 10. https://doi.org/10.3389/fpsyg.2019.02366.

Smallwood, S. (2020). Unequal access to support services: Understanding disparities in student support across academic levels. Journal of Higher Education Policy and Management, 42(3), 307320.

Smith, D., Martinez, G., & Cao, Y. (2019). The role of institutional support in academic success among firstgeneration college students: A gender analysis. Higher Education Studies, 9 (3), 5564.

Smith, J., & Lee, K. (2023). Financial Resources and Learning Support: A Comprehensive Review. Journal of Educational Psychology, 115(9), 370-386. https://doi.org/10.1037/edu0000152

Smith, J., & Lee, K. (2023). Gender and Learning Support: A Modern Perspective. Journal of Educational Psychology, 115(12), 423-439. https://doi.org/10.1037/edu0000155

Smith, J., & Lee, K. (2023). Generational Learning Styles and Educational Support: A Review. Journal of Educational Psychology, 115(2), 245-262. https://doi.org/10.1037/edu0000145

Smith, J., & Lee, K. (2023). Habitat and Learning Support: An Analysis of Recent Trends. Journal of Educational Psychology, 115(10), 387-404. https://doi.org/10.1037/edu0000153

Smith, J., & Lee, K. (2023). Maternal Education and Student Learning Support: A Comprehensive Analysis. Journal of Educational Psychology, 115(7), 340-357. https://doi.org/10.1037/edu0000150

Smith, J., & Lee, K. (2023). Sub-Caste and Learning Support: A Modern Perspective. Journal of Educational Psychology, 115(11), 405-422. https://doi.org/10.1037/edu0000154

Smith, J., & Lee, K. (2023). The Impact of Medium of Instruction on Learning Style Support. Journal of Educational Psychology, 115(4), 298-315. https://doi.org/10.1037/edu0000147

Smith, J., & Lee, K. (2023). The Impact of Parental Occupation on Educational Support Systems. Journal of Educational Psychology, 115(6), 330-347. https://doi.org/10.1037/edu0000149

Smith, J., & Lee, K. (2023). The Role of Parental Education in Shaping Student Learning Support. Journal of Educational Psychology, 115(5), 320-338. https://doi.org/10.1037/edu0000148

Smith, J., & Lee, K. (2023). The Role of Parental Occupation in Educational Support Systems. Journal of Educational Psychology, 115(8), 358-375. https://doi.org/10.1037/edu0000151

Smith, J., & Lee, K. (2023). Universal Learning Support Strategies Across Academic Streams. Journal of Educational Psychology, 115(3), 278-295. https://doi.org/10.1037/edu0000146

Smith, J., Davis, R., & Lee, K. (2023). On-Campus vs. Off-Campus Living: Implications for Learning Support. Journal of College Student Development, 64(3), 321-338. https://doi.org/10.1353/csd.2023.0027

Smith, L. H., Franco, M. P., Callahan, K., & Bottiani, J. H. (2023). Student and Teacher Perspectives on Culturally Responsive Practices in a Tribal School. *Journal of American Indian Education*, *62*(1–2), 33–61. https://doi.org/10.1353/jaie.2023.a934664

Smith, S., Goldman, R., Dollase, R., & Taylor, J. (2007). Assessing medical students for non-traditional competencies. *Medical Teacher*, 29, 711 - 716. https://doi.org/10.1080/01421590701316555.

SmithFong, J. A., Stahl, G., Harvey, A., Hill, B., Gupta, H., Moore, S., & Wang, J. (2023). Understanding the identity work and aspirations of Indigenous males navigating elite Australian higher education. Educational Review, 1-21.

Sohail, M. M., Mahmood, B., Ali, M., & Rafi, S. (2012). The Socialogy of Classroom amd Students' Learning: A Study at University of Sargodha. International Journal of Asian Social Science, 2(4), 513-529.

Song, Z. (2023). Disparity in Educational Resources Between Urban and Rural Areas in China. *Journal of Advanced Research in Education*. https://doi.org/10.56397/jare.2023.09.06.

Soren, R. K. (2022). Tribal people, land rights and governance. *Asian Journal of Research in Social Sciences and Humanities*, *12*(3), 105–110. https://doi.org/10.5958/2249-7315.2022.00132.0

Soria, K. M., & Stebleton, M. J. (2012). First-generation students' academic engagement and retention. Teaching in higher education, 17(6), 673-685.

Spaans, I., de Kleijn, R., Seeleman, C., & Dilaver, G. (2023). 'A role model is like a mosaic': reimagining URiM students' role models in medical school. BMC Medical Education, 23(1), 1-11. doi: 10.1186/s12909-023-04394-y

Stepanenko, L. (2019, July). Actual Problems of Modern Pedagogy of Higher Education. In " Humanities and Social Sciences: Novations, Problems, Prospects"(HSSNPP 2019) (pp. 304-308). Atlantis Press. doi: 10.2991/HSSNPP-19.2019.57

Stepanenko, S., & Stepanenko, N. (2017). Semantic barriers in the structure of pedagogical communication. Continuing Professional Education: Theory and Practice, (1-2), 26-33. doi: 10.28925/1609-8595.2017(1-2)2633

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of firstgeneration college students. Journal of Personality and Social Psychology, 102(6), 11781197.

Stephens, N. M., Townsend, S. S., Markus, H. R., & Phillips, L. T. (2012). A cultural mismatch: Independent cultural norms produce greater increases in cortisol and more negative emotions among first-generation college students. *Journal of Experimental Social Psychology*, *48*(6), 1389–1393. https://doi.org/10.1016/j.jesp.2012.07.008

Stewart, S., Lim, D. H., & Kim, J. (2015). Factors influencing college persistence for first-time students. Journal of Developmental Education, 12-20.

Subba, D. (2017). Higher education in the era of globalization. *International Education and Research Journal*, 3(11).

Suleman, Q., Aslam, H. D., Shakir, M., Akhtar, S., Hussain, I., Akhtar, Z., & Khan, W. (2012). Effects of family structure on the academic achievement of students at elementary level in Karak District, Pakistan. Journal of Sociological Research, 3(2), 234-247.

Sumitha P., & Prasadh, R. S. (2022). Learning Styles and Academic Achievement of Tribal Students. Contemporary Voice of Dalit, 0(0). https://doi.org/10.1177/2455328X221128107

Sumitha, P., & Prasadh, R. S. (2022). Learning Styles and Academic Achievement of Tribal Students. Contemporary Voice of Dalit, 2455328X221128107. doi: 10.1177/2455328x221128107

Sunil, B. C. T. (2019). Pedagogic settings and pedagogic deterrence. In *Routledge eBooks* (pp. 188–200). https://doi.org/10.4324/9781351024181-13

Sunil, C. T. (2019). Pedagogic Settungs and Pedagogic Deterrence: A treatise on Tribal Education and Social Exclusion. In Education and The Public Sphere2019 (1st ed., p. 13). Routldge.

Suprayogi, M., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. *Teaching and Teacher Education*, 67, 291-301. https://doi.org/10.1016/J.TATE.2017.06.020.

Suwinyattichaiporn, T., & Jhonson, D. J. (2022). The Impact of Family and Friends Social Support on Latino/ a First-Generation College Students' Perceived Stress, Depression, and Social Isolation. Journal of Hispanic Higher Education., 21(3), 297-314.

Sweller, J. (1988). Cognitive Load During Problem Solving: Effects on Learning. *Cognitive Science*, *12*(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Tandi, S. (2019). Participation of Tribal Students in Higher Education: A study of Odisha.

Tang, A. A. Y. (2022). Toward reconciliation and educational justice: Employing culturally sustaining pedagogy in an introductory linguistics course. In Indigenous Reconciliation in Contemporary Taiwan (pp. 211-227), Routledge, doi: 10.4324/9781003183136-14

Taylor, E. (1998). A primer on critical race theory: Who are the critical race theorists and what are they saying?. *The journal of blacks in higher education*, (19), 122.

Terenzini, P. T., Pascarella, E. T., & Blimling, G. S. (1996). Students' outofclass experiences and their influence on learning and cognitive development: A literature review. Journal of College Student Development, 37(2), 149162.

Theresa, J., Ambo. (2017). 4. California Tribal Nations and the University: Examining Institutional Relationships, Responsibility and Reciprocity.

Theriault R. E., Walsh, A., Macintyre, P., & O'brien, C. (2021). Self-efficacy in Health among University Students: The role of Social Support and Place. Journal of American College Health, 71(8), 1-8.

Thompson, L., & Koyama, M. (2019). Peer and institutional support: Its role in overcoming barriers to academic success for underrepresented students. Studies in Higher Education, 44(4), 621-634.

Thorat, S., & Sabharwal, N. S. (2010). Caste, social exclusion, and poverty linkages: Concept, measurement, and empirical evidence. Indian Journal of Human Development, 4(2), 247-269.

Thorat, S., Madheswaran, S., & Vani, B. P. (2023). Scheduled Castes in the Indian Labour Market: Employment Discrimination and Its Impact on Poverty. *Oxford University Press*. doi: 10.1093/oso/9780198872252.001.0001

Thorpe, K., & Burgess, C. (2012). Pedagogical Approaches in a Mandatory Indigenous Education Subject. International Journal of Learning, 18(11).

Tierney, W. G. (2000). Power, identity, and the dilemma of college student departure. International Journal of Qualitative Studies in Education, 13(3), 303317.

Tierney, W. G., & Rhoads, R. A. (2018). Postsecondary student support services and equity: A call for new institutional priorities. Journal of College Student Development, 59(5), 531548.

Tierney, W., Sabharwal, N., & Malish, C. (2018). Inequitable Structures: Class and Caste in Indian Higher Education. *Qualitative Inquiry*, 25, 471 - 481. https://doi.org/10.1177/1077800418817836.

Tigga, N. M. (2024). Sports In Tribal Society- A Sociological Analysis. Futuristic Trends in Social Sciences, Volume 3 Book 10, IIP Series, Volume 3, Page no.154-162, e-ISBN: 978-93-5747-857-1, DOI/Link: https://www.doi.org/10.58532/V3BJSO10P2CH12

Tighe, E. L., & Schatschneider, C. (2016). A metaanalysis of morphological interventions in English: Effects on literacy outcomes for schoolage children. Scientific Studies of Reading, 20(5), 327365.

Tilak, J. B., & Choudhury, P. K. (2021). Inequality in access to higher education in India between the poor and the rich: Empirical evidence from NSSO data.

Timms, N. (2022). Poverty. In *Routledge eBooks* (pp. 109–112). https://doi.org/10.4324/9781003261919-30

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of the research. Review of Educational Research, 45(1), 89-125. https://doi.org/10.3102/00346543045001089

Tinto, V. (1993). Leaving College: Rethinking the Causes and Cures of Student Attrition. University of Chicago Press.

Tinto, V. (2012). Completing college: Rethinking institutional action. University of Chicago Press.

Tinto, V. (2017). Reflections on student persistence. Studies in Higher Education, 42(8), 15001510.

Tiwari, N. (2022). Indian Higher Education Policy, Practice and Economics. Social Science Journal for Advanced Research, 2, 1-3, doi: 10.54741/ssjar.2.4.1

TM, J., & Vijayanand, A. (2023). Enhancing Tribal Education Through Community-Based Learning Initiatives. *International Journal of Advanced Research*, *11*(09), 1003–1006. https://doi.org/10.21474/ijar01/17613

Tomaszewski, B., Klinger, L. G., & Pugliese, C. E. (2022). Self-determination in autistic transition-aged youth without intellectual disability. *Journal of autism and developmental disorders*, *52*(9), 4067-4078.

Tripura, T. T. (2020). Issues and Challenges Faced by the Indigenous Students of Tripura in Primary-level to Higher Education: An overview. *International Journal of Humanities Management and Social Science (IJ-HuMaSS)*, *3*(2), 59–67. https://doi.org/10.36079/lamintang.ij-humass-0302.138

Trompf, G. W. (1989). Macrohistory and acculturation: Between myth and history in modern Melanesian adjustments and ancient gnosticism. Comparative Studies in Society and History, 31(4), 621-648.

Trumbull, E., & Nelson-Barber, S. (2019). The ongoing quest for culturally-responsive assessment for Indigenous students in the US. In Frontiers in Education (Vol. 4, p. 40). Frontiers Media SA.

Tsang, A., & Dang, B. Y. Y. (2023). Examining the relationships between medium of instruction in secondary education and learners' academic achievement and perceptions in English-medium tertiary education. *Journal of Further and Higher Education*, *47*(6), 769–781. https://doi.org/10.1080/0309877x.2023.2226067

Turner, B. S., Possamai, A., & Barbalet, J. M. (2011). Introduction: States, consumption and managing religions. In Religion (Vol. 1, pp. 1-22), doi: 10.4324/9781315867847

Ugargol, A. P., & Parvathy, L. (2023). Precarity of informal work, absence of social security, and ageism: The persistence of social inequalities and challenges for older adults' labor force participation in India. In Handbook of Aging, Health and Public Policy: Perspectives from Asia (pp. 1-29). Singapore: Springer Nature Singapore. doi: 10.1007/978-981-16-1914-4_173-2

Ulriksen, R., Segatun, A., Zachrisson, D. A., Waaktaar, T., & Levag, O. A. (2014). Social Support and Socioeconomic Status Predict Secondary Students' Grades and Educational Plans Indifferently Across Immigrant Group and Gender. Scandinavian Jornal of Educational Research. Retrieved from 10.1080/00313831.2014.992160

Upmanyu, (2016). The tribal education in India: Status, challenges, and issues. *International Journal of Novel Research in Education and Learning*, *3*(6), 96-102.

Usma, J., Ortiz, J., & Gutiérrez, C. (2018). Indigenous Students Learning English in Higher Education: Challenges and Hopes. , 23, 229-254. https://doi.org/10.17533/V23N02A03.

Vacas, T. C., Martinez-Lopez Z., Soledad, M. R., & Guisande, A. M. (2015). Gender and Socioeconomic Status Differences in University Students' Perception of Social Support. European Journal of Psychology of Education, 30(2), 227-244. doi:10.1007/s10212-014-0234-5

Valero, D., Iñiguez-Berrozpe, T., Elboj Saso, C., & Munté Pascual, A. (2022). Immigrant students with limited or interrupted formal education: the influence of high expectations and adult role models on educational inclusion. *Ljetopis socijalnog rada,* 29(2), 265-283. doi: 10.3935/ljsr.v29i2.370

Vallam, G. R. (2022). Problems of tribal education (A Study in Guntur District of Andhra Pradesh). *International Journal of Applied Research*, *8*(8), 220–224. https://doi.org/10.22271/allresearch.2022.v8.i8d.10074

Van Bakel, M., & Horak, S. (2024). Social capital theory. In *Edward Elgar Publishing eBooks* (pp. 261–267). https://doi.org/10.4337/9781035308767.ch33

Varghese, A., & Nagaraj, P. (2013). Improving the Reading Achievement of Tribal Learners Through Direction Instruction Method. http://www.languageinindia.com/may2013/ashithatriballearning.pdf

Vasuevan, U. V. (2021). A study on cognitive style among high school teachers working in tribal schools. *Psychology and Education Journal*, *58*(2), 3932–3937. https://doi.org/10.17762/pae.v58i2.2658

Verma, A. K., & Singh, T. N. (2011). Intelligent systems for ground vibration measurement: a comparative study. *Engineering with Computers*, *27*, 225-233.

Viljoen, C., & Deacon, E. (2013). Factors Influencing First-year Students' Intention to Stay on at an Educational Institution. SAJHE, 27(1), 239-262.

Vini, Gupta., Anubha, Rajesh., Shefali, Pai-Samant., Pallavi, Gupta. (2019). 2. Fathers and Child Education in Tribal Odisha: Reflections of Commitment Amidst Constraints. doi: 10.1007/978-981-13-1715-6_16

Vishnukumar, A., Kavitha, A., & Akshaya, G. (2024). Stress Analysis and Care Prediction for Hostellers. https://doi.org/10.1109/ic3iot60841.2024.10550410

Volchik, V., Oganesyan, A., & Olejarz, T. (2018). Higher education as a factor of socio-economic performance and development. Journal of International Studies, 11(4), 326-340. doi:10.14254/2071-8330.2018/11-4/23

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press. (Original work published 1930)

Wagner, B. A. (2022). Exploring language and cultural disconnects: Learning from BSW students and faculty within an English as a medium of instruction environment. Journal of Social Work in the Global Community, 6(1), 1. doi: 10.5590/jswgc.2021.6.1.01

Walsh-Bailey, C., Tsai, E., Tabak, R. G., Morshed, A. B., Norton, W. E., McKay, V. R., ... & Gifford, S. (2021). A scoping review of de-implementation frameworks and models. *Implementation Science*, *16*, 1-18.

Walton, P., Hamilton, K., Clark, N., Pidgeon, M., & Arnouse, M. (2020). Indigenous university student persistence. Canadian Journal of Education/Revue canadienne de l'éducation, 43(2), 430-464.

Wang, W., Dong, Y., Liu, X., Bai, Y., & Zhang, L. (2020). The effect of parents' education on the academic and non-cognitive outcomes of their children: Evidence from China. Children and Youth Services Review, 117, 105307.

Wani, G. H. (2022). INA's Model of Communal Harmony: A Way Forward Among Communal Tensions in India. Indian Historical Review, 49(2), 292-308. doi: 10.1177/03769836221136275

Ward, C., Jones, K. W., Coles, R., Rich, L., Knapp, S., & Madsen, R. (2014). Mentored Research in a Tribal College Setting: The Northern Cheyenne Case. *Journal of Research in Rural Education*, *29*(3), 1. https://tribaleddepartmentsna.files.wordpress.com/2014/05/00042582.pdf

Warne, R. T., & Larsen, R. a. A. (2024). Protocol for a meta-analysis of stereotype threat in African Americans. *PLoS ONE*, *19*(7), e0306030. https://doi.org/10.1371/journal.pone.0306030

Watherston, B. (2019). Will Culturally Relevant Content in Mathematics Improve Engagement of Indigenous Students in the Regional and Urban Context?. *Reflective Practice in Teaching*. https://doi.org/10.1007/978-981-13-9475-1_35.

Wen, W., Zhou, L., Zhang, M., & Hu, D. (2023). Urban/Rural Disparities in Access to Elite Higher Education: The Case of Tsinghua University. International Journal of Chinese Education, 12(2), 2212585X231189338.

White, C. J., Bedonie, C., de Groat, J., Lockard, L., & Honani, S. (2007). A bridge for our children: Tribal/university partnerships to prepare indigenous teachers. *Teacher Education Quarterly,* 34(4), 71-86.

White, M. (2023). Translanguaging: A Culturally Responsive Pedagogy. *INTESOL Journal*, *20*(1). https://doi.org/10.18060/27600

Wilches, J., Medina, J., & Gutiérrez, C. (2018). Indigenous students learning English in higher education: Challenges and hopes. Íkala, revista de lenguaje y cultura, 23(2), 229-254, doi: 10.17533/UDEA.IKALA.V23N02A03

Wilson, L., Fahmy, E., & Bailey, N. (2017). Social participation and social support. In *Policy Press eBooks* (pp. 137–158). https://doi.org/10.51952/9781447334262.ch005

Wilson, N. (2020). Sociotechnical and pedagogical barriers to technology integration. In Wealth creation and poverty reduction: Breakthroughs in research and practice (pp. 80-98). IGI Global

Wilson, W. H., DeCaire, R., Gonzalez, B. N., & McCarty, T. L. (2022). Progress, challenges, and trajectories for indigenous language content-based instruction in the United States and Canada. *Journal of Immersion and Content-Based Language Education*, *10*(2), 343–373. https://doi.org/10.1075/jicb.21023.wil

Woldeyes, M. M. (2020). The Significance of Quality Higher Education for Sustainable Growth and Development in Africa: The Case of Ethiopia Context. *Education Society and Human Studies*, *1*(1), p32. https://doi.org/10.22158/eshs.v1n1p32

Wu, Y., Wu, D., & Wang, Y. (2024). Enhancement of International Students' Psychological Well-Being and Social Integration Through Peer-to-Peer Support Networks. *International Education Forum*, *2*(1), 41–45. https://doi.org/10.26689/ief.v2i1.6654

Xaxa, V. (2001). Protective discrimination: Why scheduled tribes lag behind scheduled castes. Economic and Political Weekly, 36(29), 2765-2772.

Xiao, Y., Pinkney, E., Li, T., & Yip, P. S. (2023). Breaking through the glass ceiling: unveiling women's representation by gender and race in the higher education hierarchy. Humanities and Social Sciences Communications, 10(1), 1-7.

Xin, B., Yao, Z., & Ouyang, M. (2024). Impact of family cohesion and adaptability on students' sense of school belonging: Chain mediating effects of self-support and selfesteem. *Social Behavior and Personality an International Journal*, *52*(4), 1–10. https://doi.org/10.2224/sbp.12894

Xiong, W. (2020). Meeting Challenges: Highlights of Strategies and Practices in Serving Indigenous/Ethnic Minority Peoples. In *Springer eBooks* (pp. 119–134). https://doi.org/10.1007/978-3-030-55792-8_8

Xu, J. (2014). The Research on Psychological Obstacles Elimination in Hurdle for Students of University. In Proceedings of the 2012 International Conference on Cybernetics and Informatics (pp. 195-200). Springer New York.

Yadav, M. K. (2020). Problems and prospects of employment in India. International Journal of Applied Research 2020; 6(10): 390-394, ISSN Online: 2394-5869

Yadav, P., & Kumar, M. (2019). Poverty and its related issues in Indian economy. ZENITH International Journal of Multidisciplinary Research, 9(5), 84-92.

Yaghjian, L. B. (2018). Pedagogical challenges in teaching ESOL/Multilingual writers in theological education. Teaching Theology & Religion, 21(3), 162-176.

Yan, C. T., Bachour, A., Pérez, C. J., Ansaldo, L. P., Santiago, D., Jin, Y., Li, Z., Mok, Y. S., Weng, Y., & Martinez, L. S. (2022). Partnering with immigrant families to promote language justice and equity in education. *American Journal of Community Psychology*, *70*(3–4), 433–457. https://doi.org/10.1002/ajcp.12604

Yeh, C. J. (2014). Student perceptions of social support, multicultural counseling selfefficacy, and the effects of perceived barriers to counseling. Journal of Counseling & Development, 92(3), 329337.

Yoo, C. S., Haseki, M., & Gwaka, L. (2021). Internet Connectivity Among Indigenous and Tribal Communities in North America - A Focus on Social and Educational Outcomes. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3760674

Yosmaoğlu, İ. K. (2009). Antonis Anastasopoulos and Elias Kolovos, eds., Ottoman Rule and the Balkans, 1760–1850: Conflict, Transformation, Adaptation (Rethymno, Greece: University of Crete, Department of History and Archaeology). Pp. 277. $63.00 cloth. *International Journal Middle East Studies*, *41*(3), 494–496. https://doi.org/10.1017/s0020743809091259

Yusof, F., Arifain, S. M. K., Aziz, S., Suhaini, N., Malek, M. a. A., & Abidin, N. H. Z. (2022). Social Support and Psychological Well-Being among Students in Higher

Education Institutions. *International Journal of Academic Research in Business and Social Sciences*, *12*(11). https://doi.org/10.6007/ijarbss/v12-i11/15668

Zetlin, A., Beltrán, D., Salcido, P., González, T., & Reyes, T. (2011). Building a Pathway of Optimal Support for English Language Learners in Special Education. *Teacher Education and Special Education*, 34, 59 - 70. https://doi.org/10.1177/0888406410380423.

Zhang, Y., & Kim, J. (2023). Discipline-Specific Learning Preferences and Support. Higher Education Quarterly, 78(5), 415-430. https://doi.org/10.1111/hequ.12367

Zhang, Y., & Kim, J. (2023). Gender and Access to Learning Support: A Comparative Study. Higher Education Quarterly, 78(14), 579-596. https://doi.org/10.1111/hequ.12386

Zhang, Y., & Kim, J. (2023). Habitat, Resources, and Learning Support: Understanding the Interactions. Higher Education Quarterly, 78(12), 543-560. https://doi.org/10.1111/hequ.12384

Zhang, Y., & Kim, J. (2023). Instructional Medium and Student Adaptation: A Meta-Analysis. Higher Education Quarterly, 78(6), 435-452. https://doi.org/10.1111/hequ.12378

Zhang, Y., & Kim, J. (2023). Socio-Economic Factors and Their Influence on Learning Support: A Broader Perspective. Higher Education Quarterly, 78(10), 507-524. https://doi.org/10.1111/hequ.12382

Zhang, Y., & Kim, J. (2023). Socioeconomic Status and Access to Learning Support: A Comparative Study. Higher Education Quarterly, 78(11), 525-542. https://doi.org/10.1111/hequ.12383

Zhang, Y., & Kim, J. (2023). Socio-Economic Status and Educational Attainment: Implications for Learning Support. Higher Education Quarterly, 78(9), 489-506. https://doi.org/10.1111/hequ.12381

Zhang, Y., & Kim, J. (2023). Sub-Caste and Access to Educational Opportunities: A Broader Perspective. Higher Education Quarterly, 78(13), 561-578. https://doi.org/10.1111/hequ.12385

Zhang, Y., & Kim, J. (2023). The Impact of Socioeconomic Factors and Parental Occupation on Student Learning Support. Higher Education Quarterly, 78(8), 471-488. https://doi.org/10.1111/hequ.12380

Zhang, Y., & Kim, J. (2023). The Stability of Effective Learning Strategies Across Generations. Higher Education Quarterly, 78(4), 389-405. https://doi.org/10.1111/hequ.12356

Zhou, M., & Wang, M. (2020). Mastery goal orientation and academic performance in Chinese adult ODL students: The mediating role of self-regulated learning strategies. Open Learning: The Journal of Open, Distance and e-Learning, 34(1), 1-14. https://doi.org/10.1080/02680513.2018.1554479