

**THE ROLE OF FAMILY DYNAMICS IN SHAPING EDUCATIONAL
OUTCOMES: THE CASE STUDY OF TRIBAL CHILDREN IN
DAKSHIN DINAJPUR, WEST BENGAL**

SYNOPSIS

Submitted by

Indrojit Saha

Registration No.: A00ED0200922

**THESIS SUBMITTED AS A PARTIAL FULFILMENT FOR THE AWARD OF THE
DEGREE OF DOCTOR OF PHILOSOPHY IN ARTS**

DEPARTMENT OF EDUCATION

JADAVPUR UNIVERSITY

KOLKATA

2025

Table of Contents

Chapter I: Introduction.....	1
1.1. Background	1
1.2. Problem Statement	1
1.3. Aims and Objectives	2
1.4. Research Questions	2
1.5. Hypotheses	3
1.6. Delimitation of the Study	4
Chapter II: Literature review	5
2.1. Education of tribes in India	5
2.2. Involvement of Parents in the education of children.....	5
2.3. Tribal parenting skills defining the family dynamics.....	5
2.4. Influence of Culture in Educational Opportunities	5
2.5. Research Gaps	6
Chapter III: Methods and Procedure.....	7
3.1. Methods deployed	7
3.2. Research design.....	7
3.3. Data collection tools and techniques	8
3.4. Sampling methods	8
3.5. Ethical consideration	8
Chapter IV: Data Analysis and Interpretation	9
4.1. Analysis of Data Collected and its Interpretation	9
4.2. Findings of the Study	9
Chapter V: Discussion and Conclusion	12
5.1. Discussion and Conclusion	12
5.2. Educational Implications of the Study	12
5.3. Suggestions for Further Research	13
References.....	15

Chapter I: Introduction

1.1. Background

Education is ideally being considered as one of the leading human virtues, which is an inborn right that human beings carry within themselves. This is one of the primary agents of transformation threads the development, mainly playing the diligent role of progress that an individual might be having, and it ideally guides an individual to having varied dynamism which a man form about himself (Garai 2022). Education is such a thing which can be glorifying one human being and acts as the principal tool for showing human growth, essential for transforming unlettered children and helping adults develop maturity ahead. It is education that plays a vital role which allows in eradicating poverty and helps make them more productive, qualifying them for a better life ahead. The tribal education is one of the significant spreads that tribal people need to be undertaking to make such progress. However, the family dynamic could be more socially developed (Suresh 2013). The scheduled tribes have been social, economically and educational disadvantages for the family dynamics, which have not been investigated with a lot of academic baggage, which shapes the educational outcomes in a much backward manner ahead. Similarly, this educational outcome is also being controlled by the head of the family whose willingness to education aspects would play a vital role among the tribal communities in letting them acquire good education aspects ahead. Therefore, this research shall be analyzing such family dynamics among the education outcomes of the tribal community within Dakshin Dinajpur, West Bengal.

1.2. Problem Statement

The research shall be analyzing the main issues of the family dynamics related to the education programs. The problem is about the backwardness of the tribal people who are also being deprived of an excellent educational program older by a higher range of poverty, making education a secondary thing in their family dynamics (Suresh 2013). The marginalized area also contributes to this factor which is leading to a severe amount of multifaceted varieties that are really hindering the educational attainments of the tribal people (Datta & Mete 2022). Besides, the cultural and geographical factors also contribute to the growing problems that makes such educational insight to be undertaken very much hard for the tribal people, followed by the different tribal traditions too.

1.3.Aims and Objectives

The aim of the study is to effectively analyze the family dynamics that play a huge role in the overall educational outcomes of the tribal people within the Dakshin Dinajpur district of West Bengal. By analyzing various socioeconomic, cultural, and systemic factors, this research seeks to identify key challenges and opportunities for improving tribal education.

The objectives of the study are as follows:

1. To explore the role of gender dynamics within families and their influence on educational opportunities for tribal children in Dakshin Dinajpur.
2. To assess the impact of government policies and programs on improving educational access and quality for tribal communities in Dakshin Dinajpur.
3. To evaluate the role of community involvement and support networks in enhancing educational outcomes for tribal children.
4. To investigate the psychological and emotional factors affecting tribal children's educational motivation and performance.
5. To explore the impact of language and cultural barriers on the educational achievements of tribal children.
6. To evaluate the role of parental education and literacy levels in shaping children's educational outcomes within tribal families.
7. To explore the influence of economic diversification and employment opportunities on educational aspirations among tribal families.
8. To analyze the role of health and nutrition in influencing educational outcomes for tribal children.
9. To explore the impact of parental migration and employment mobility on children's educational continuity and stability.
10. To explore the impact of social stigma and discrimination on tribal children's educational experiences and outcomes.

1.4.Research Questions

The research questions are:

1. How family dynamics is shaping the tribal economic education aspects among children in Dakshin Dinajpur, West Bengal?

2. What is the impact of socioeconomic status on the educational aspects of tribal people in Dakshin Dinajpur, West Bengal?
3. Why is it necessary for families to play a diligent role for tribal children in their educational development?
4. What are key barriers of tribal children's education in Dakshin Dinajpur, West Bengal?
5. How do cultural identity and traditional practices influence educational participation and aspirations among tribal children in Dakshin Dinajpur, West Bengal?
6. What role do parental education and literacy levels play in shaping educational outcomes among tribal families in Dakshin Dinajpur, West Bengal?

1.5.Hypotheses

The hypothesis are:

1. Family Dynamics and Educational Outcomes

- **Hypothesis 1.1:** Strong family dynamics positively influence the educational outcomes of tribal children in Dakshin Dinajpur, West Bengal.
- **Hypothesis 1.2:** Families with higher levels of parental education are more likely to prioritize and support the educational pursuits of their children.

2. Socioeconomic Status and Education

- **Hypothesis 2.1:** Higher socioeconomic status is associated with improved educational access and outcomes for tribal children in Dakshin Dinajpur, West Bengal.
- **Hypothesis 2.2:** Socioeconomic constraints limit educational opportunities by affecting access to quality educational resources and facilities.

3. Cultural and Geographic Influences

- **Hypothesis 3.1:** Cultural practices and traditions significantly influence family attitudes toward education in tribal communities.
- **Hypothesis 3.2:** Geographic isolation and lack of infrastructure are major barriers to educational access for tribal children in Dakshin Dinajpur.

4. Barriers to Educational Opportunities

- **Hypothesis 4.1:** Family dynamics such as lack of parental involvement and support are key barriers to educational success among tribal children.
- **Hypothesis 4.2:** External barriers such as discrimination and inadequate educational policies disproportionately affect the educational opportunities for tribal children.

5. Cultural Identity and Traditional Practice

- **Hypothesis 5.1:** Cultural identity and traditional practices positively influence the educational aspirations of tribal children by reinforcing values that prioritize learning and knowledge acquisition.
- **Hypothesis 5.2:** Traditional practices that emphasize subsistence activities and manual labour negatively impact the educational participation of tribal children by prioritizing work over formal education.

6. Parental Education and Literacy Levels

- **Hypothesis 6.1:** Higher levels of parental education and literacy are positively correlated with improved educational outcomes for tribal children in Dakshin Dinajpur.
- **Hypothesis 6.2:** Parental literacy levels significantly influence the educational achievement of tribal children, with increased parental literacy leading to higher student performance and greater school retention rates.

1.6. Delimitation of the Study

The study is highly important and significant, which offers a more fabulous look into the growing concerns for the tribal dynamics, which causes greater emphasis on the overall educational aspects within them largely (Dutta & Bisai 2020). Similarly, it will be including about analyzing the role played by the tribal parents in the education of the children, particularly to the parenting skills which they should offer to children for making them avail such educational benefits ahead (Chowdhury *et al.* 2022). The study will be helpful to overcome such resistance in family dynamics and help in availing better education programs for their further growth ahead. The study will not be including any people outside the tribal community children.

Chapter II: Literature review

2.1. Education of tribes in India

Education is the key to the socioeconomic development of the tribal people. With controlled efforts from the government, the ideal setup for education is laid down by the government. According to Cooper *et al.* (2021) educational backwardness among tribal people is very much complex. This is because of the lower level of achievements compared to the on-tribal people, which has massively made the family dynamics keep away from educational improvement programs among the trivial people. Similarly, Patra *et al.* (2021) stated that lack of attention to education and lower income level have made the family dynamics not well-established followed by the lack of school programs, which made it difficult for such educational development, leading to massive amounts of policy gaps being found.

2.2. Involvement of Parents in the education of children

The involvement of the parents within the educational setting creates immense opportunity and importance upfront. According to Cooper & Stewart (2021) the role of family income level making the trivial people tends to be shaping the societal aspects irrespective of the family dynamics that they are facing. Similarly, Chakraborty (2019) projected that due to staying away from the social life and in most of the time, the educational program is far out of the theme where the family dynamics ideally relied on other things for survival factors. Thus, educational backwardness is highly relevant in their livelihood problem related to the economic, marginalized, deprived community they have faced, and this backwardness has typically shaped the educational patterns and the family dynamics ahead (Roy 2023).

2.3. Tribal parenting skills defining the family dynamics

Parenting skill is one of the most complex things and might be having specific behavior, which is very complicated to be showcased. According to Gupta (2020) projects that educational programs fail to naturally high the need for specified disadvantages and parenting skills also suffers from such things. This makes the educational programs to be highly suffering and offers little insights about the same. Similarly, Chowdhury *et al.* (2022) projected those tribal women are much more deprived of the education aspects where the parenting does not reflect much of the importance give to worm empowerment. This makes educational settings to be lowered among such tribal women's remarkably (Barman & Chowdhury 2023).

2.4. Influence of Culture in Educational Opportunities

Cultural influences also intersect with educational opportunities. Joshi and Verma (2022) emphasize the importance of integrating indigenous knowledge into formal education to make learning culturally relevant, while Kumar (2021) critiques the cultural disconnect between mainstream curricula and tribal traditions. Such disconnections can lead to disengagement and low motivation among tribal learners, as highlighted by Freire's (1970) critical pedagogy framework.

2.5. Research Gaps

A clear research gap exists in longitudinal and region-specific studies that explore how family dynamics shape educational outcomes over time. Much of the existing work focuses broadly on socio-economic constraints, leaving the nuanced role of family relationships underexplored. Addressing this gap, the present study aims to offer localized insights into Dakshin Dinajpur's tribal communities, with the objective of informing targeted policies and interventions. In nutshell, the literature establishes that family dynamics that is encompassing parental literacy, cultural practices, and socio-economic conditions which are essential to understanding and improving tribal children's educational outcomes. This study builds upon these findings by examining the intricate family-level factors influencing education, thereby contributing to more culturally sensitive and effective educational strategies.

Chapter III: Methods and Procedure

This is one of the significant chapters for this research, which shall be used elegantly to describe the overall methods used for analyzing the topic.

3.1.Methods deployed

The research will be using the likes of the qualitative and quantitative aspects for gathering and analyzing the data. The survey and interview will be used as means of data collection for quantitative and qualitative aspects. This will help in conducting a primary based research study ahead. Moreover, the case study analysis will help in conducting a secondary based research study ahead.

For quantitative purposes, the survey among the tribal family will be done, which shall include around 100 families each from 3 different blocks such as Balurghat, Tapan and Kumargaunj being surveyed. This survey will be helpful to know about the education aspects within these tribal children particularly about the role played by the family ahead. Similarly, for qualitative purposes, the interview educational teachers who work in public and private schools in Dakshin Dinajpur will be interviewed. The Sample of the interview will be 5 teachers each from 3 different blocks namely Tapan, Balurghat and Kumargaunj. This interview will be helpful as the in-depth knowledge about the lack of tribal education problems could be analyzed elegantly.

Besides, the research would include the use of case study analysis on the choose topic to support secondary based research. Case study analysis will be instrumental in this thesis by providing an in-depth examination of specific tribal families in Dakshin Dinajpur. It allows for a detailed exploration of how family dynamics, parental education, and literacy levels influence educational outcomes. By focusing on individual cases, the analysis can reveal refined insights into the contextual factors affecting education, such as cultural practices and socioeconomic conditions. This method also facilitates a thorough understanding of the complex interplay between different variables, enabling the identification of patterns and barriers unique to the tribal communities, thereby informing targeted interventions and policy recommendations.

3.2.Research design

Research design is the overall strategy being carried out for the research. For this study, the mixed research design will be used intricately. The study will have Quantitative Primary Data (Survey Questionnaire), Qualitative Primary Data (Interview) and Qualitative Secondary

Data (Case Study Analysis) as well. This will be helpful for the researcher for ensuring that the research is accurate, reliable and legitimate.

3.3.Data collection tools and techniques

The collected data shall be analyzed using the primary and secondary analysis backed by the statistical analysis of the quantitative data. Charts will also be generated to represent the quantitative data from survey questionnaire which will be collected through 20 close ended questions The interview will be held on 10 open-ended questions. This will help in getting in depth analysis supported by statistical analysis for the same as well.

Quantitative data was analyzed using descriptive statistics to summarize the characteristics of the sample and multiple regression analysis to determine the influence of family-level variables, such as parental literacy, household income, and family support, on school attendance, retention, and academic performance. Qualitative data was subjected to thematic and content analysis to identify recurring patterns, barriers, and opportunities that shaped children's educational experiences.

3.4.Sampling methods

Random sampling techniques shall be used to gather the required population (Ramlo 2022). This will be helpful to randomly pick anyone from the tribal people and teachers and avoid any biases upfront.

3.5.Ethical consideration

Ethical considerations were maintained at all stages, with informed consent obtained from all participants, cultural sensitivity respected during interactions, and anonymity ensured in reporting findings. The multi-layered methodology provided a comprehensive understanding of the interplay between family dynamics and educational outcomes, ensuring that both structural patterns and individual realities were addressed.

Chapter IV: Data Analysis and Interpretation

4.1. Analysis of Data Collected and its Interpretation

The analysis of collected data revealed a complex interplay between family dynamics, socioeconomic conditions, and cultural traditions in determining educational outcomes for tribal children. Regression analysis from survey responses indicated that parental literacy emerged as a strong predictor of children's academic success. Literate parents were more likely to provide homework support, maintain regular school attendance, and prioritize education, resulting in lower dropout rates. Economic barriers, however, significantly influenced educational continuity. Many families, constrained by poverty, required children to contribute to household income through agricultural labor or informal work, causing irregular attendance or premature withdrawal from school. Additional expenses such as school uniforms, books, and transportation further discouraged sustained enrollment. Cultural practices, including seasonal migration and early marriage, also impacted school attendance, particularly among girls. Geographic isolation compounded these challenges, with some villages lacking nearby schools or accessible transportation.

Qualitative interviews with teachers highlighted institutional constraints, including inadequate infrastructure, high student-teacher ratios, and limited cultural inclusivity in curricula. Teachers observed that learning outcomes were affected by the disconnect between the language of instruction and students' mother tongues, leading to reduced engagement.

Case studies of specific families illustrated how strong parental commitment, even under financial hardship, led to improved academic outcomes. In certain cases, support from NGOs and community-based programs enabled children to remain in school despite economic pressures. Conversely, families with low parental engagement and persistent socio-economic difficulties saw higher dropout rates.

4.2. Findings of the Study

- Parental literacy strongly correlates with children's school attendance and academic performance across all three blocks.
- Higher socioeconomic status leads to better educational outcomes, including lower dropout rates.
- Children from illiterate households face lower school engagement and higher absenteeism.

- Economic hardship remains a major cause of early dropout, particularly where children contribute to family income.
- Households with more than one earning member show better school retention rates for children.
- Families with supportive home environments (time for homework, encouragement) have children with higher grades.
- Seasonal migration disrupts school attendance, especially in agricultural households.
- Geographic isolation significantly reduces school attendance due to poor transportation and long distances to schools.
- Girls face more discontinuity in education due to early marriage, domestic chores, and cultural expectations.
- Cultural traditions both support and hinder education—respect for knowledge motivates some, but labor-oriented customs reduce attendance.
- Discrimination in schools (both direct and indirect) negatively impacts the self-esteem and motivation of tribal children.
- Medium of instruction mismatch (mother tongue vs. school language) causes comprehension difficulties and affects learning outcomes.
- Teacher absenteeism and shortage are common issues in tribal schools, lowering instructional quality.
- School infrastructure is inadequate shortage of classrooms, lack of libraries, and absence of basic facilities.
- Parental awareness of government schemes is low, limiting the utilization of scholarships and subsidies.
- Scholarship and financial aid have a positive effect on school continuation where accessed.
- Community participation in school activities is weak due to lack of awareness and confidence.
- Students with access to NGOs or local educational initiatives show higher retention and better performance.
- Peer support systems (group learning, mentoring) improve confidence and participation.
- Extracurricular and culturally relevant activities enhance student engagement and reduce dropout rates.

- Cases of success are linked to strong family commitment despite poverty, showing the role of motivation and resilience.
- Dropout rates are higher in households with irregular income sources (e.g., daily wage labor).
- Children from smaller households (fewer siblings) have better school performance due to more focused parental support.
- Health and nutrition deficiencies contribute to absenteeism and lower academic performance.
- Lack of role models in higher education within tribal communities reduces aspiration levels among children.
- Institutional support systems (transportation, hostels, remedial classes) are insufficient to address geographic and cultural barriers.
- Overall, family dynamics, economic stability, and cultural sensitivity emerge as interconnected determinants of educational success.

The overall interpretation emphasized that while structural challenges persist, targeted interventions at the family level, such as enhancing parental awareness, providing financial assistance, and integrating culturally relevant content, that could substantially improve educational access and performance for tribal children in the district.

Chapter V: Discussion and Conclusion

5.1. Discussion and Conclusion

The findings of this study confirm that family dynamics are a decisive factor in determining the educational outcomes of tribal children in Dakshin Dinajpur. The role of parental literacy emerged as a consistent and powerful influence; children from literate households demonstrated better school attendance, academic performance, and lower dropout rates. Economic hardship remained one of the most significant obstacles, as poverty limited the ability of families to provide necessary educational resources and often compelled children to participate in income-generating activities. Cultural practices had a dual impact: while traditional values that respected knowledge could support educational aspirations, customs such as early marriage and seasonal migration often interrupted schooling. Institutional shortcomings, including inadequate infrastructure, teacher shortages, and a lack of culturally inclusive curricula, compounded these family-level challenges. However, the study also revealed pathways to positive change. Community-based initiatives, adult literacy programs, and financial aid schemes demonstrated the potential to mitigate these barriers.

The discussion highlights the alignment of these findings with existing literature that links socioeconomic status, cultural identity, and family engagement to educational outcomes. Importantly, this research contributes by demonstrating that interventions must be holistic, targeting not only school infrastructure and policies but also family and community environments. Programs that enhance parental awareness, provide economic support, and integrate mother-tongue instruction can bridge the gap between policy objectives and the realities of tribal education. The study underscores the need for collaborative approaches involving government agencies, NGOs, schools, and tribal communities to ensure that education is both accessible and culturally relevant. In doing so, it reaffirms that strengthening family dynamics is not merely an adjunct to improving education but a central strategy for achieving sustainable educational equity for tribal children in Dakshin Dinajpur.

5.2. Educational Implications of the Study

The study underscores the pivotal role of family dynamics in shaping educational outcomes for tribal children in Dakshin Dinajpur, highlighting several implications for educational policy and practice. Firstly, parental literacy emerged as a strong determinant of children's academic success, suggesting the need for community-based adult literacy programs alongside formal schooling. Integrating mother-tongue instruction into early grades could

bridge linguistic barriers and improve engagement, aligning with recommendations for culturally responsive curricula. School infrastructure must also be strengthened in remote tribal areas to ensure accessibility and retention. Teacher training programs should emphasize cultural sensitivity, enabling educators to address the unique challenges faced by tribal learners and to integrate indigenous knowledge systems into classroom practices. Economic barriers remain a significant obstacle, reinforcing the importance of scholarships, mid-day meal schemes, and transportation facilities to ease the financial burden on families. Furthermore, schools should develop collaborative programs that actively involve parents, fostering a sense of partnership in their children's education. By implementing these measures, educational initiatives can move beyond mere enrollment to ensuring meaningful learning experiences, thereby bridging the gap between policy intent and ground realities in tribal education.

5.3.Suggestions for Further Research

While this study offers important insights into the role of family dynamics in tribal education, several areas permit further investigation. Future research could adopt a longitudinal design to examine how family influences on educational outcomes evolve over time, particularly in the context of changing socio-economic conditions and policy interventions. Comparative studies across different tribal communities or districts could help identify patterns and context-specific differences, offering a broader perspective on effective educational strategies. Further research might also focus on the role of gender within family dynamics, exploring how cultural norms and expectations affect educational opportunities for girls. In addition, in-depth studies on the impact of bilingual and culturally integrated curricula could provide empirical evidence for educational reforms tailored to tribal learners. The integration of digital learning resources in tribal areas presents another promising area of inquiry, particularly in assessing how technology can bridge educational gaps. Finally, collaborative action research involving educators, policymakers, and tribal communities could generate practical, context-sensitive solutions that strengthen the link between home and school. Such research would contribute to more inclusive, sustainable, and effective educational practices for marginalized communities.

- Conduct long-term research to track how family dynamics influence educational outcomes over several years, considering socio-economic changes and evolving policy interventions.
- Compare family dynamics and educational outcomes among different tribal groups or across districts to identify common patterns and unique, context-specific challenges.

- Investigate how gender roles within tribal families affect access to and continuity in education, with a focus on early marriage, domestic responsibilities, and career aspirations of girls.
- Examine the effectiveness of bilingual education and culturally integrated curricula in improving engagement, retention, and performance among tribal students.
- Explore how digital learning platforms, online resources, and ICT interventions can be adapted to tribal contexts to bridge educational gaps.
- Engage in participatory research involving educators, NGOs, and tribal families to develop and test locally relevant educational interventions.
- Assess the impact of existing government schemes such as scholarships, mid-day meals, and transport provisions on actual retention and learning outcomes in tribal areas.

References

- Barman, M., & Chowdhury, I. R. (2023). Determinants of Child Nutritional Status among Scheduled Tribes in West Bengal. <https://www.preprints.org/manuscript/202306.0653>
- Chakrabarty, S. P., Ghosh, J., Bhattacharya, B., & Panda, S. (2019). Unraveling the Socio-Economic Condition of Tribal Peoples in West Bengal. *International Journal of Recent Technology and Engineering*, 8(4), 12317-12326. https://www.researchgate.net/profile/Dr-Jayanta-Ghosh/publication/338644575_Unraveling_the_Socio-economic_Condition_of_Tribal_Peoples_in_West_Bengal/links/5e2fc4914585152d156f5a90/Unraveling-the-Socio-Economic-Condition-of-Tribal-Peoples-in-West-Bengal.pdf
- Chakraborty, P. (2019). Educational Status of the Tribal West Bengal: Special References to the Paschim Medinipur District. *Global Journal of Sociology and Anthropology*, 9(1), 1-14. https://www.researchgate.net/profile/Parikshit-Chakraborty/publication/335422317_Educational_Status_of_the_Tribal_West_Bengal_Special_References_to_the_Paschim_Medinipur_District/links/5d6500c3458515d610269dd7/Educational-Status-of-the-Tribal-West-Bengal-Special-References-to-the-Paschim-Medinipur-District.pdf
- Chowdhury, A., Roul, S. K., & Mete, J. K. (2022) Attitude Of Tribal Parents Towards Their Girls'empowerment: A Study In West Bengal. *Development Of Scheduled Tribes In India And Its Relationship With Indigenous Knowledge And Ethno-Medicinal Practices*, 30-40. <http://doi.org/10.25215/9198798073>
- Chowdhury, D., & Saha, M. (2019). Issues of Mahali tribal education in India: an ethnographic study from a village of Bankura, West Bengal. *Voice of Intellectual Man-An International Journal*, 9(2), 129-150. <https://www.indianjournals.com/ijor.aspx?target=ijor:voim&volume=9&issue=2&article=010>
- Cooper, K., & Stewart, K. (2021). Does household income affect children's outcomes? A systematic review of the evidence. *Child Indicators Research*, 14(3), 981-1005. <https://link.springer.com/article/10.1007/s12187-020-09782-0>

- Datta, R., & Mete, J. (2022). A Study Focused On Scheduled Tribe Students Facing Challenges In Higher Education In Hooghly District In West Bengal. *Development Of Scheduled Tribes In India And Its Relationship With Indigenous Knowledge And Ethno-Medicinal Practices*, 112-123. <http://doi.org/10.25215/9198798073>
- Dutta, S., & Bisai, S. (2020). Literacy Trends and Differences of Scheduled Tribes in West Bengal: A Community Level Analysis. *Antrocom: Online Journal of Anthropology*, 16(1).
https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&auth_type=crawler&jrnl=19732880&AN=144223495&h=j%2FDnHRc%2Fx%2BLgIXe1TDuCtCSdQDwvfOLV0eFNUeANQRKPJN1Oe4qJaYvnO0ev9pEXj2iqMC4eOmrNvAG4XNn4aQ%3D%3D&crl=c
- Garai, R. (2022). Educational Status And Drop Out Rate Of Scheduled Tribe In West Bengal. *Development Of Scheduled Tribes In India And Its Relationship With Indigenous Knowledge And Ethno-Medicinal Practices*, 300-312. <http://doi.org/10.25215/9198798073>
- Gupta, E. D. S. S. (2020). Tribal Education in Search of Quality. http://repository.tribal.gov.in/bitstream/123456789/74598/1/183_Tribal_Education_In_Search_of_Quality.pdf
- Lal, B. S. (2019). Tribal Development in India: Some Observations. Book: Tribal Development Issues in India Publisher. New Delhi: Serials Publications. https://www.academia.edu/download/60114869/TRIBAL_DEVELOPMENT_IN_INDIA_SOME_OBSERVATIONS20190725-124637-5o9fpb.pdf
- Patra, U. K., Gayak, J. I. B. A. N. B. A. N. D. H. U., Khan, K. R., Karim, S. K., Halder, S. O. U. R. A. V., Sen, A. R. U. P., & Paul, G. O. B. I. N. D. O. (2021). A Comparative Study of Tribal Education Development in India: With Special References to Purulia District, West Bengal. *Journal of Critical Review*, 110-121. <https://www.jcreview.com/admin/Uploads/Files/61bb00e9013849.25086303.pdf>
- Ramlo, S. (2022). Mixed methods research and quantum theory: Q methodology as an exemplar for complementarity. *Journal of Mixed Methods Research*, 16(2), 226-241. <https://journals.sagepub.com/doi/abs/10.1177/15586898211019497>

Roy, K. (2023). BARRIERS OF TRIBAL EDUCATION IN WEST BENGAL: EFFECT OF SOCIO-ECONOMIC STATUS IN WEST BENGAL. https://www.irjmets.com/uploadedfiles/paper/issue_9_september_2023/44869/final/final_irjmets1695927847.pdf

Stern, C., Lizarondo, L., Carrier, J., Godfrey, C., Rieger, K., Salmond, S., ... & Loveday, H. (2021). Methodological guidance for the conduct of mixed methods systematic reviews. *JBI evidence implementation*, 19(2), 120-129. https://journals.lww.com/ijebh/fulltext/2021/06000/methodological_guidance_for_the_conduct_of_mixed.2.aspx

Suresh, V. S. (2013). Role of family in the education of tribal students. <https://shodhganga.inflibnet.ac.in/handle/10603/30539>



Dr. Samir Chattopadhyay
Assistant Professor
Department of Education
Jadavpur University
Kolkata - 700032

Dr. Samir Chattopadhyay

Supervisor

Dated 22.08.2025



Indrojit Saha

Dated

22.08.25