

Exploring Strategic Educational Interventions For Tribal Students In Missionary Schools Of West Bengal: An Explorative Study

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ABSTRACT

This study examines tribal students' perspectives on strategic interventions in missionary schools across personal, academic, administrative, cultural, psycho-spiritual, and socio-economic dimensions. Key findings highlight a high appreciation for leadership roles, yoga, and inter-school competitions, but a low awareness of career guidance programs. Valued academic resources include remedial classes and libraries, though broader implementation is needed. Administratively, parent-teacher meetings and herbal gardens are well-regarded, but saving systems and community service projects need improvement. Cultural activities are appreciated, but access to cultural clubs is limited. Psycho-spiritual support, particularly counselling, is insufficient despite prevalent prayer services. Socio-economic supports like school tours and fundraising are beneficial, but more scholarships and financial aid are necessary. Recommendations include better communication of career guidance, expanded counselling services, saving systems, increased community service, enhanced cultural clubs, and more financial support. Limitations include regional differences, self-reported data biases, and a limited variable scope. Addressing these could provide a more holistic understanding of these interventions' impacts.

Keywords: Tribal education, strategic interventions, Missionary Schools, West Bengal.

I. INTRODUCTION

Scheduled Tribes, as designated by the Government of India under Article 342 of the Indian Constitution, make up 8.6% of the country's total population, according to the 2011 Census. These 705 tribes are dispersed across 31 states and union territories in India (Census 2011). The government has implemented several socio-economic schemes and a tribal sub-plan, with education being a key strategy for the overall development and integration of tribal communities (Venkateswarlu & Naveen Kumar, 2023)

Despite these efforts, significant barriers to education and quality of life persist for tribal communities (Vinu, 2021). Reduced forest areas have inadequately altered the livelihoods of the Sarvare and Lodha tribes in West Bengal (Ghatak, 2014). Similarly, (Padhi & Panigrahi, 2016), focusing on human rights violations, land and forest resource rights, and the impact of development programs on tribal livelihoods. It highlights the challenges faced by tribal protest movements and the need for revised development strategies to better protect tribal communities' natural resource-based livelihoods. Improving literacy rates is crucial for the multidimensional development of the tribal population in the Purulia District (Patra et al., 2021).

Tribal communities consistently show lower achievements in health, education, and economic development, highlighting the urgent need to reassess tribal education through a strategic lens (Kamal Kaur, 2020). This study aims to assess the current state of tribal education, explore effective intervention strategies for tribal students, and understand their potential impact on educational outcomes. Given the historical challenges and multi-faceted deprivations in tribal education, it is necessary to investigate these interventions within the context of missionary schools in West Bengal. The research will analyse the nature and dynamics of tribal

education, key influencing factors, and specific strategies employed by missionary schools to enhance educational outcomes and overall emancipation for tribal students.

The 2011 census data reveals that tribal literacy rates, at 57.8%, are significantly lower than the state average of 76.26%, indicating a substantial literacy gap (Brahmanandam & Bosu Babu, 2016). Incidence of high dropout rates among the tribal students, particularly at the secondary and senior secondary stages, are very high (Ministry of Human Resource Development Bureau of Planning, Monitoring & Statistics, 2012) the Statistics of School Education, 73 per cent in Class X, 84 per cent in Class XI and 86 per cent at Class XII. Missionary schools have played a crucial role in improving these rates by adapting education to tribal needs. However, high dropout rates remain a concern, with approximately 70% of tribal students leaving school at the secondary level (Shridevi, 2019). This review emphasizes the need for equitable educational strategies and the critical role of missionary schools in addressing these disparities and promoting a more inclusive academic environment for tribal students in West Bengal.

The Indian education system often fails to meet the needs of tribal children, who feel out of place in mainstream schools (Rupavath, 2016). These schools typically impose non-tribal norms and practices that do not align with the tribal students' lifestyles or cultural backgrounds, leading to feelings of alienation. The important roles of local tribal leaders, teachers, and community members as cultural mediators are frequently overlooked. Additionally, highlights the challenges of using non-native languages as the medium of instruction for tribal students, emphasizing the disconnect between teachers and students due to language barriers, and suggesting the need for training teachers in local dialects to improve educational outcomes for tribal children. (Mane & Associate Professor, 2022).

Although some tribes have their customary education systems, efforts to train teachers to incorporate local cultural knowledge into their teaching are insufficient and not widespread enough to make a significant impact (Upmanyu, 2016). This research explores how the education system can be more inclusive and sensitive to the cultural needs of tribal communities. By integrating tribal knowledge and skills into education, the system could help tribal children feel more connected to their education, potentially leading to better learning outcomes.

The rationale for this explorative study stems from the persistent educational disparities faced by tribal communities in India, despite numerous governmental initiatives. The significant literacy gap and high dropout rates among tribal students underscore the need for targeted educational interventions. Missionary schools, with their historical presence and focus on marginalized communities, provide a unique context to examine effective strategies for tribal education. By investigating the specific approaches used by these schools and their impact, this study aims to contribute valuable insights into improving educational equity for tribal students. Moreover, understanding how to integrate tribal cultural knowledge into education can help mitigate feelings of alienation and enhance student engagement and retention. This research, therefore, aims to provide evidence-based recommendations for policymakers, educators, and stakeholders to create a more inclusive and supportive educational environment for tribal students in West Bengal and beyond.

II. RELATED WORK

This review examines tribal education in West Bengal, highlighting strategic interventions by Missionary schools to address unique tribal needs and improve outcomes. Despite these efforts, significant disparities in literacy and retention persist, necessitating further strategies for better integration and inclusion.

(Xaxa, 2010) discusses the historical and contemporary challenges faced by tribal children in India, focusing on their socio-economic conditions, education, and health. It highlights the enduring issues of poor infrastructure, high dropout rates, and inadequate teacher training, emphasizing the need for culturally relevant education and improved government policies to address these disparities effectively. (T & Bosu, 2015) provides a comprehensive analysis of the educational status and challenges faced by tribal children in India. Despite various government initiatives and policies, tribal education remains hindered by factors such as inadequate infrastructure, socioeconomic barriers, and cultural gaps between teachers and students. The study highlights the need for community involvement, culturally relevant curricula, and improved teacher training to enhance educational outcomes for tribal students. Addressing these requires culturally relevant curricula, economic support, trained teachers, infrastructure development, and community involvement (Daripa, 2017); (Murmu et al., 2020). Effective strategies can transform tribal education into an inclusive and equitable system (Ambika & Sheeja Vayola, 2023).

Tribal education must balance cultural preservation with mainstream integration, emphasizing bilingual curricula, community involvement, and addressing socioeconomic barriers (Demarest & Sokoloff, 1994); (Malyadri, 2011). Effective programs integrate tribal languages and cultures to improve literacy and engagement, creating a supportive learning environment. Challenges include language barriers, economic constraints, and inadequate infrastructure (Reddy & Phil, 2021). Strategies include bilingual education and community participation to support integration into mainstream education systems.

Tribal education in India faces socio-cultural, economic, and institutional challenges like language barriers, poverty, and inadequate infrastructure (Ottaplackal & Anbu, 2022). In West Bengal, these issues are compounded by cultural and geographic factors, necessitating targeted interventions for inclusive development

(Roy, 2023), Addressing these barriers requires comprehensive strategies to bridge the educational gap (Jakasania et al., 2023).

Missionary schools have historically played a crucial role in tribal education by addressing cultural and linguistic needs (Jana, 2017). They promoted English education in Bengal through figures like Alexander Duff and William Carey, significantly impacting the socio-cultural landscape. Additionally, missionaries improved the socio-economic conditions of tribes like the Santals through education, health services, and social reforms (Mandal & Mandal, 2020). Their efforts in female education and healthcare significantly enhanced outcomes in tribal regions (Sreekumar, 2020); (Sarwar, 2012). Missionary schools have significantly contributed to tribal education by addressing cultural and linguistic needs and improving socio-economic outcomes. However, persistent challenges like inadequate infrastructure require ongoing targeted interventions to enhance educational quality and equity (P. J. A & Chattopadhyay, 2023).

Several studies have explored strategic interventions aimed at improving tribal education. The establishment of ashram schools in tribal regions is one such measure initiated by the Government of India to address socio-economic and geographical disparities through education (Mahendra Kumar Mishra, 1996). These schools aim to provide a holistic educational environment tailored to the needs of tribal students. (Bhattacharyya, 2023) reviews the challenges and strategic interventions in managing tribal education in India, highlighting issues such as inadequate infrastructure, socioeconomic barriers, and the need for culturally responsive curricula. The study emphasizes community engagement and specialized teacher training as effective strategies while calling for comprehensive policy reforms and multi-sectoral collaboration to improve educational outcomes for tribal students.

(Dasari, 2016) explores B.Ed. training for tribal teachers, highlighting the need for culturally relevant curricular interventions to enhance the value orientation among tribal future teachers. It emphasizes the importance of aligning educational programs with the unique cultural and value systems of tribal communities to improve educational outcomes and foster social development. Similarly, (Nayak et al., 2020) discuss the current state of tribal education in the Samnapur Block of the Dindori District in Madhya Pradesh, highlighting the challenges and strategies for improvement. They emphasize the need for quality education, improved teacher training, and the integration of ICTs to enhance educational outcomes for tribal communities.

(Geetha & Shivakumara, 2016) assessed the impact of a three-and-a-half-month intervention involving art, games, and cultural activities on the cognitive abilities of 42 tribal children, showing significant improvements in attention, memory, and intellectual functioning. The findings suggest that play-based interventions can effectively enhance cognitive skills in tribal children, indicating the potential for broader application in educational settings. (Beura et al., 2021) highlights the importance of integrating cultural context into the education of tribal children in Odisha, emphasizing the need for teachers to understand students' cultural backgrounds to improve engagement and educational outcomes. It identifies challenges such as language barriers and inadequate teacher training, advocating for culturally relevant curricula and community involvement in curriculum development.

(Rossell & Baker, 1996) evaluated the effectiveness of bilingual education programs in Odisha, highlighting the importance of language in educational access. Their study found that mother tongue instruction significantly improved learning outcomes among tribal children. Similarly, (Nazar & Nordin, 2020) examined the impact of teacher training programs designed for educators in tribal areas, noting positive changes in teaching strategies and student outcomes. (Saha et al., 2022) discuss how government policies and financial assistance in Tripura have significantly promoted tribal education through schemes like vocational training centers, ashram schools, scholarships, and special coaching programs. These initiatives aim to enhance educational access and quality, yet challenges like infrastructure and effective policy implementation persist.

Educational technology also plays a crucial role in enhancing learning opportunities for tribal students. (N. A. V. A. & Panakaje, 2022) investigate the factors influencing the adoption of digital technology in rural India, focusing on the Digital India Program (DIP). They analyze demographics, technology adoption rates, and utilization patterns among rural populations, revealing a young, educated workforce and a notable shift toward mobile-based services. The study emphasizes the need for targeted strategies to enhance digital literacy, infrastructure, and inclusivity to ensure wider access to digital platforms and services in rural areas.

(Desi Eri Kusumaningrum et al., 2017) explore the significant role of community involvement in enhancing the educational quality in elementary schools in Batu City, Indonesia. They identify the community's roles as advisory, supportive, controlling, and mediating agencies, finding that each role has a significant impact on educational quality. The study underscores the need for greater community engagement and improved strategies for effective participation to foster better educational outcomes. (Venkatesan & Mappillairaju, 2023) analyzes the spatial clustering of school dropout rates in India, identifying geographic hotspots with high dropout rates, particularly in districts with low promotion and high repetition rates, and suggests that targeted interventions are necessary to reduce these dropout rates.

Government educational schemes in West Bengal aim to bridge the educational gap for tribal youths by promoting indigenous languages, establishing schools, and incorporating tribal culture into the curriculum. Despite these efforts, sustainable tribal development approaches, emphasizing the integration of traditional knowledge, community participation, and sustainable livelihoods to uplift tribal communities while preserving their cultural heritage and addressing socio-economic challenges. It advocates for inclusive policies, infrastructure investment, and education tailored to tribal contexts. In summary, while significant strides have

been made in improving tribal education through various strategic interventions, persistent challenges necessitate continuous efforts in community engagement, teacher training, and culturally responsive curricula to ensure sustainable educational development for tribal communities.(Bandhu et al., 2023)

III. METHODOLOGY

Research Design

This study employs a descriptive survey research design to explore the perceptions of tribal students regarding strategic interventions in missionary schools. The approach allows for a comprehensive understanding of the various dimensions of school life as experienced by the students. The study covers personal, academic, administrative, cultural, psycho-spiritual, and socio-economic aspects of the students' school experiences.

Population and Sample

The population for this study consists of tribal students enrolled in missionary schools across West Bengal. Schools were selected from eight dioceses to ensure a broad representation of the region. A multi-stage sampling technique was used to ensure a representative sample across regions. The final sample included 1294 students.

Data Collection Instrument

The primary data collection instrument was a structured questionnaire, designed to capture students' perceptions across the six dimensions. The questionnaire comprised both closed-ended and Likert-scale questions to gather quantitative data, as well as a few open-ended questions to allow for qualitative insights. The questionnaire was divided into sections corresponding to the demographic information and each of the six dimensions of school life.

Questionnaire Sections:

1. **Demographic Information:** Age, region, school management, and gender.
2. **Personal Dimension:** Questions about career guidance, leadership roles, yoga and meditation, school competitions, and awards.
3. **Academic Dimension:** Questions about remedial classes, library facilities, technology integration, curriculum quality, and project-based learning.
4. **Administrative Dimension:** Questions about parent-teacher meetings, herbal gardens, saving systems, community service projects, medical checkups, SUPW activities, transport facilities, and campus infrastructure.
5. **Cultural Dimension:** Questions about the celebration of festivals, participation in co-curricular activities, and availability of cultural clubs.
6. **Psycho-Spiritual Dimension:** Questions about counselling services, honesty shops, school assemblies, prayer services, sacred spaces, and value education programs.
7. **Socio-Economic Dimension:** Questions about school tours, seminars and training, scholarships and financial support, and community fundraising.

Data Collection Procedure

Data collection was conducted over three months. The questionnaires were distributed to the selected students through their schools, with the assistance of school administrators and teachers. Before distribution, informed consent was obtained from all participants and their guardians, ensuring ethical standards were maintained. The students were given adequate time to complete the questionnaires, and any queries were addressed by the researchers or school staff to ensure clarity and accuracy of responses.

Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies and percentages. These statistical tools were employed to summarize the data and identify patterns and trends in students' perceptions. The Likert-scale responses were analyzed to determine the level of agreement or disagreement with various statements related to the six dimensions.

Validity and Reliability

To ensure the validity and reliability of the data collection instrument, the questionnaire was pre-tested with a small sample of students who were not part of the main study. Feedback from the pre-test was used to refine the questionnaire, ensuring that the questions were clear and unambiguous. Additionally, Cronbach's alpha was calculated for the Likert-scale items to assess the internal consistency of the questionnaire. A Cronbach's alpha value of 0.70 or higher was considered acceptable, indicating good reliability.

Ethical Considerations

The study adhered to ethical guidelines throughout the research process. Informed consent was obtained from all participants and their guardians. Participation was voluntary, and students were assured of the confidentiality and anonymity of their responses.

IV. RESULTS

This section presents the findings of the study on the views of tribal students regarding strategic interventions in missionary schools. Demographic information such as age, region (rural or urban), school management (sisters' or fathers' school), and gender (male or female) was collected to provide a comprehensive context for the analysis. The data covers various dimensions including personal, academic, administrative, cultural, psycho-spiritual, and socio-economic aspects.

The results are presented in the form of frequency tables, highlighting both Yes/No responses and detailed perceptions on a 5-point scale. Each table is followed by a discussion that interprets the key findings and their implications for the strategic interventions in missionary schools. This approach allows for a comprehensive understanding of how these interventions are perceived and valued by the students, providing valuable insights into their effectiveness and areas for improvement.

By examining these various dimensions within the context of missionary schools, we aim to identify strengths and areas for enhancement in the current strategic interventions, ultimately contributing to the development of more effective educational practices for tribal students in these institutions.

Demographic Findings

The demographic findings reveals that a majority of schools (57.0%) are managed by priests, while 43.0% are under sisters' management. Most schools are located in rural regions (82.4%), compared to only 17.6% in urban areas. The gender distribution among students is nearly equal, with 50.1% male and 49.9% female (Table 1).

Table 1: Demographic Characteristics of Participants

S.No	Variable	Frequency
1	Management	
	Priests' Management	737(57.0)
	Sisters' management	557(43.0)
2	Region	
	Rural	1066(82.4)
	Urban	228(17.6)
3	Gender	
	Male	648(50.1)
	Female	646(49.9)

Strategic Intervention Findings

The survey assessing personal dimensions of school activities revealed that 42.2% of students are aware of the career guidance program, 86.8% know about leadership roles, 71.4% practice yoga and meditation, 93.4% participate in inter and intra-school competitions, and 93.1% acknowledge the recognition of achievements through awards (Table 2).

Table 2: Frequency of Personal Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	Career Guidance	Do you know about Guidance Program in your school?	546(42.2)	748(57.8)
2	Leadership Enhancement Activities	Do you know about leadership roles in your school?	1123(86.8)	171(13.2)
3	Yoga and Meditation	Do you practice Yoga and Meditation in your school?	924(71.4)	370(28.6)
4	Inter and Intra School Competitions	Does your school conduct competitions?	1208(93.4)	86(6.6)
5	Excellency Award	Does your school recognize and celebrate the achievement by giving awards?	1205(93.1)	89(6.9)

Table 3: Frequency of Personal Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Career Guidance	It provides the essential support and opportunities for personal and professional growth.	528(40.8)	410(31.7)	232(17.9)	50(3.9)	74(5.7)
2	Leadership Enhancement Activities	Leadership Opportunities allow students to take on roles of responsibility and influence.	778(60.1)	351(27.1)	107(8.3)	27(2.1)	31(2.4)
3	Yoga and Meditation	Yoga and Meditation practices help the students to grow in a focused life and self-esteem.	669(51.7)	385(29.8)	168(13.0)	39(3.0)	33(2.6)
4	Inter and Intra School Competitions	They boost the confidence of the students and build sense of pride in their achievements	891(68.9)	279(21.6)	88(6.8)	18(1.4)	18(1.4)
5	Excellency Award	The Excellency Award brings self-confidence.	874(67.5)	282(21.8)	95(7.3)	25(1.9)	18(1.4)

The Personal Dimension table reveals that various activities and programs are highly valued by students. Specifically, career guidance is seen as essential for personal and professional growth, with 72.5% of students agreeing or strongly agreeing with its importance. Leadership enhancement activities receive an even stronger endorsement, with 87.2% of students recognizing their role in providing responsibility and influence. Yoga and meditation are appreciated by 81.5% of students for their contributions to a focused life and self-esteem. Inter and intra-school competitions are overwhelmingly supported, with 90.5% of students agreeing that this boost confidence and instil a sense of pride in their achievements. Similarly, excellence awards are seen as significant for self-confidence, with 89.3% of students in agreement (Table 3).

Table 4: Frequency of Academic Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	Remedial Classes	Does your school conduct remedial classes?	709(54.8)	585(45.2)
2	Library	Does your school have updated library?	967(74.7)	327(25.3)
3	Technology Integration	Does your school have smart classes, AV rooms and computer labs?	1186(91.7)	108(8.3)
4	Quality Curriculum (Syllabus)	Do you have a standard syllabus?	1130(87.3)	164(12.7)
5	Project Based Learning	Does your school encourage project-based learning?	1120(86.6)	174(13.4)

In the academic dimension survey, 54.8% of students reported that their school conducts remedial classes, 74.7% confirmed having an updated library, and 91.7% indicated the presence of smart classes, AV rooms, and computer labs. Additionally, 87.3% of students follow a standard syllabus, and 86.6% participate in project-based learning initiatives (Table 4).

Table 5: Frequency of Academic Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Remedial Classes	They provide additional support to students, who may be struggling academically	549(42.4)	366(28.3)	218(16.8)	77(6.0)	84(6.5)
2	Library	Updated Library books with all infrastructure make the students to acquire more knowledge	699(54.0)	366(28.3)	129(10.0)	50(3.9)	50(3.9)
3	Technology Integration	They are established for effective learning and for retaining the knowledge for long.	595(46.0)	459(35.5)	180(13.9)	29(2.2)	31(2.4)

4	Quality Curriculum (Syllabus)	Quality Curriculum (Syllabus) fits the knowledge gap in educational system.	562(43.4)	430(33.2)	211(16.3)	56(4.3)	35(2.7)
5	Project Based Learning	Project Based Learning promotes creativity and empower the students.	636(49.1)	365(28.2)	175(13.5)	68(5.3)	50(3.9)

In the Academic Dimension, several key aspects of academic support are highlighted. Remedial classes are considered important by 70.7% of students, indicating their role in assisting those who struggle academically. Updated libraries are deemed crucial by 82.3% of students, highlighting the importance of access to resources. Technology integration is also highly valued, with 81.5% of students agreeing that it enhances learning and knowledge retention. Quality curriculum and project-based learning are similarly endorsed, with 76.6% and 77.3% of students respectively recognizing their effectiveness in filling knowledge gaps and promoting creativity (Table 5).

Table 6: Frequency of Administrative Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	Parents Teachers Meeting	Do you have regular parent-teacher meetings?	898(69.4)	396(30.6)
2	Green Herbal Garden	Do you have herbal gardens in the school?	891(68.9)	403(31.1)
3	Saving System	Do you have saving system in your school?	204(15.8)	1090(84.2)
4	Community Service Projects (CSP)	Do you have community service projects like NSS, NCC, scout and guides?	452(34.9)	842(65.1)
5	Medical Checkups	Do you have regular medical checkups in your school?	341(26.4)	953(73.6)
6	SUPW Activities	Do you have SUPW classes?	1043(80.6)	251(19.4)
7	Transport	Do you have proper transport facility?	850(65.7)	444(34.3)
8	Infrastructure	Do you have healthy and hygienic campus?	921(71.2)	373(28.8)

In the administrative dimension survey, the following observations were made: 69.4% of students have regular parent-teacher meetings, 68.9% have herbal gardens in their school, and only 15.8% have a saving system. Community service projects like NSS, NCC, scouts, and guides are present in 34.9% of schools, while regular medical checkups are conducted in 26.4%. Additionally, 80.6% of schools have SUPW classes, 65.7% have proper transport facilities, and 71.2% maintain a healthy and hygienic campus environment (Table 6).

Table 7: Frequency of Administrative Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Parents Teachers Meeting	Parents-Teachers Meeting make parents to become aware of the value of education	606(46.8)	369(28.5)	194(15.0)	70(5.4)	55(4.3)
2	Green Herbal Garden	They connect the students with the environment promoting the deeper appreciation for nature	620(47.9)	388(30.0)	189(14.6)	39(3.0)	58(4.5)
3	Saving System	Saving System encourages the students to grow in the attitude of saving for future	435(33.6)	277(21.4)	237(18.3)	85(6.6)	260(20.1)
4	Community Service Projects (CSP)	CSP helps the students the sense of social responsibility	462(35.7)	345(26.7)	228(17.6)	64(4.9)	195(15.1)
5	Medical Checkups	Conducting regular checkups improve the student's overall health and regular attendance	564(43.6)	310(24.0)	230(17.8)	75(5.8)	115(8.9)
6	SUPW Activities	SUPW indirectly make the child skilled to survive and gain experience and knowledge	651(50.3)	356(27.5)	177(13.7)	49(3.8)	61(4.7)

7	Transport	Good transport facility provides the safety and secure mode of transportation.	755(58.3)	288(22.3)	122(9.4)	37(2.9)	92(7.1)
8	Infrastructure	They play a crucial role in promoting the health, well-being, and performance of the students	787(60.8)	334(25.8)	113(8.7)	27(2.1)	33(2.6)

The Administrative Dimension table underscores the significance of various administrative activities and facilities. Parent-teacher meetings are supported by 75.3% of students for their role in increasing parental awareness of the value of education. Green herbal gardens are appreciated by 77.9% of students for promoting environmental appreciation. Regular medical checkups are seen as important by 67.6% of students for improving overall health and attendance. However, the saving system and community service projects received more mixed responses, with only 55% and 62.4% of students respectively acknowledging their benefits (Table 7).

Table 8: Frequency of Cultural Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	Celebrating Festivals	Do you celebrate cultural festivals?	722(55.8)	572(44.2)
2	Co-curricular Activities	Do you participate in co-curricular activities?	1097(84.8)	197(15.2)
3	Cultural Clubs	Do you have cultural clubs like dance club, music club and arts club?	349(27.0)	945(73.0)

In the cultural dimension survey, 55.8% of students reported celebrating cultural festivals, 84.8% participated in co-curricular activities, and 27.0% had access to cultural clubs like dance, music, and arts clubs (Table 8).

Table 9: Frequency of Cultural Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Celebrating Festivals	Celebrating Festivals in school encourages the cultural heritage and identity	706(54.6)	340(26.3)	165(12.8)	24(1.9)	59(4.6)
2	Co-curricular Activities	Co-curricular Activities like music, dance, arts explore the hidden talents of a children	861(66.5)	273(21.1)	116(9.0)	16(1.2)	28(2.2)
3	Cultural Clubs	Cultural Clubs promotes cross cultural understanding among students	463(35.8)	338(26.1)	190(14.7)	80(6.2)	223(17.2)

The Cultural Dimension table shows a strong appreciation for activities that promote cultural heritage and identity. Celebrating festivals is supported by 80.9% of students for encouraging cultural heritage. Co-curricular activities, such as music, dance, and arts, are highly valued by 87.6% of students for exploring hidden talents. However, cultural clubs received moderate approval, with 61.9% of students agreeing on their role in promoting cross-cultural understanding (Table 9).

Table 10: Frequency of Psycho-Spiritual Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	Counselling Services	Do you have counselling sessions in the school?	564(43.6)	730(56.4)
2	Honesty Shop	Do you have honesty shop?	170(13.1)	1124(86.9)
3	School assembly and prayers	Do you have regular prayer service?	1231(95.1)	63(4.9)
4	Sacred Space	Do you have sacred space in your school?	862(66.6)	432(33.4)
5	Value Education:	Do you have value education programs?	901(69.6)	393(30.4)

In the psycho-spiritual dimension survey, 43.6% of students reported having counselling sessions, 13.1% had an honesty shop, and 95.1% participated in regular prayer services. Additionally, 66.6% of schools provided a sacred space, and 69.6% offered value education programs (Table 10).

Table 11: Frequency of Psycho-Spiritual Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Counselling Services	Counselling Session helps the emotional and psychological well-being of students	565(43.7)	375(29.0)	226(17.5)	49(3.8)	79(6.1)
2	Honesty Shop	Honesty Shop instils truth and honesty in the minds of students	513(39.6)	264(20.4)	204(15.8)	62(4.8)	251(19.4)
3	School assembly and prayers	Daily prayers in the classroom make the students more spiritually oriented	834(64.5)	258(19.9)	120(9.3)	45(3.5)	37(2.9)
4	Sacred Space	Sacred Spaces inside the school enhance the spiritual practices, reflection, and ceremonies	624(48.2)	347(26.8)	226(17.5)	44(3.4)	53(4.1)
5	Value Education:	It instils essential moral, ethical and social values that shape their character and behaviour	669(51.7)	359(27.7)	187(14.5)	33(2.6)	46(3.6)

In the Psycho-Spiritual Dimension, several aspects of emotional and spiritual support are highlighted. Counselling services are considered beneficial by 72.7% of students for their emotional and psychological well-being. School assemblies and prayers are strongly supported, with 84.4% of students recognizing their role in spiritual orientation. Sacred spaces and value education programs are also appreciated, with 75% and 79.4% of students respectively acknowledging their contributions to spiritual practices and character development (Table 11).

Table 12: Frequency of Socio-Economic Dimension (Yes/No)

S.No	Variables	Statement	YES	NO
1	School Tours and Picnics	Do you have school tours and picnics?	780(60.3)	514(39.7)
2	Seminars and Training	Does your school conduct regular seminars and trainings?	458(35.4)	836(64.6)
3	Scholarships and Financial Support	Does your school provide enough scholarships and financial support?	516(39.9)	778(60.1)
4	Community Fund Raising: (CFR)	Do you have any charity fundraising?	850(65.7)	444(34.3)

In the socio-economic dimension survey, 60.3% of students participated in school tours and picnics, 35.4% attended regular seminars and training, and 39.9% received scholarships and financial support. Additionally, 65.7% of schools engaged in charity fundraising activities (Table 12).

Table 13: Frequency of Socio-Economic Dimension (5-Point Scale)

S.No	Variables	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	School Tours and Picnics	It gives better exposure for students to become broad-minded and to grow sociable	792(61.2)	231(17.9)	168(13.0)	33(2.6)	70(5.4)
2	Seminars and Training	They help students improve their social skills and build positive connections with their friends	513(39.6)	385(29.8)	238(18.4)	55(4.3)	103(8.0)
3	Scholarships and Financial Support	This helps students complete their studies without financial worries	792(61.2)	264(20.4)	121(9.4)	48(3.7)	69(5.3)
4	Community Fund Raising: (CFR)	CFR helps to generate additional funds for needy students to empower the education	748(57.8)	307(23.7)	138(10.7)	40(3.1)	61(4.7)

The Socio-Economic Dimension emphasizes the importance of various socio-economic support activities. School tours and picnics are highly valued by 79.1% of students for providing exposure and sociability.

Seminars and training sessions received moderate support, with 69.4% of students recognizing their role in improving social skills. Scholarships and financial support are seen as crucial by 81.6% of students for completing their studies without financial worries. Community fundraising is also appreciated, with 81.5% of students acknowledging its role in generating additional funds for needy students (Table 13).

V. DISCUSSION

The demographic profile of the students surveyed provides important context for interpreting the results of the strategic interventions in missionary schools. The balanced distribution across age groups, regions, school management types, and gender ensures that the findings are representative of the broader student population in these schools (Table 1).

The survey assessing personal dimensions of school activities (Table 2) revealed significant insights. Awareness of career guidance programs is relatively low (42.2%), suggesting a need for better communication and promotion of these programs. Career guidance is essential for helping students understand their future career paths and make informed decisions about their education and professional goals. The relatively low awareness highlights a potential gap in the support system provided by schools, indicating an area for strategic improvement.

However, a large majority of students are aware of leadership roles (86.8%), participate in yoga and meditation (71.4%), and take part in inter and intra-school competitions (93.4%). These activities are well-integrated and highly valued within the school culture. Leadership roles help students develop important skills such as responsibility, communication, and teamwork. The high participation rates in yoga and meditation suggest that these practices are effectively incorporated into the students' routines, contributing to their mental and physical well-being.

The high participation in inter and intra-school competitions indicates that competitive activities are an essential part of the school experience, fostering a sense of achievement and encouraging healthy competition among students. The recognition of achievements through awards (93.1%) also reflects a positive school environment where accomplishments are celebrated, further motivating students to excel.

The perception data (Table 3) supports these findings, with students expressing strong agreement on the importance of these programs. Career guidance and leadership enhancement activities are seen as crucial for personal and professional growth, while yoga, meditation, and competitions are appreciated for boosting confidence and self-esteem. The Excellency Award, in particular, is recognized for its role in building self-confidence, with 89.3% of students agreeing or strongly agreeing with its significance. This indicates that students not only participate in these activities but also perceive them as valuable and impactful.

In the academic dimension (Table 4), the availability of remedial classes (54.8%) and updated libraries (74.7%) highlights areas where improvements can be made to support struggling students and enhance resource access. Remedial classes are critical for students who need additional help to keep up with their studies, and the current availability suggests that while many schools offer this support, there is still a substantial portion that does not. Enhancing the reach and effectiveness of remedial programs could significantly benefit students who are lagging behind.

The presence of technology integration in classrooms (91.7%) and adherence to a standard syllabus (87.3%) are positive indicators of the academic infrastructure. The integration of technology in education is crucial for preparing students for the modern world, and the high availability of smart classes, AV rooms, and computer labs reflects a strong commitment to utilizing technological advancements in teaching. The standard syllabus ensures a uniform quality of education across schools, which is vital for maintaining educational standards and providing a consistent learning experience.

Project-based learning is also widely encouraged (86.6%), fostering creativity and practical skills among students. This approach to learning emphasizes active participation and hands-on experiences, which can enhance understanding and retention of knowledge. Encouraging students to engage in projects allows them to explore topics in depth, develop critical thinking skills, and apply theoretical knowledge to real-world scenarios.

Students' perceptions (Table 5) further emphasize the effectiveness of these academic support services. Remedial classes are valued for their support to struggling students, while updated libraries and technology integration are seen as essential for acquiring knowledge and enhancing learning retention. The quality curriculum is recognized for addressing knowledge gaps, and project-based learning is appreciated for promoting creativity and empowerment. These perceptions highlight the importance of these academic interventions in creating a supportive and enriching educational environment.

The administrative dimension (Table 6) shows a strong presence of parent-teacher meetings (69.4%) and herbal gardens (68.9%), which foster community engagement and environmental awareness. Parent-teacher meetings are crucial for involving parents in their children's education and keeping them informed about their progress and any areas of concern. These meetings can help build a collaborative relationship between parents and teachers, ensuring that students receive consistent support both at school and at home.

Herbal gardens in schools provide students with the opportunity to connect with nature and learn about the environment, promoting a deeper appreciation for the natural world. These gardens can also serve as a practical tool for teaching subjects like biology and environmental science.

However, only a small percentage of schools have a saving system (15.8%), indicating an area for potential development. A saving system can teach students important financial literacy skills and the value of saving money for future needs. Implementing such programs can help prepare students for financial responsibilities later in life.

Community service projects (34.9%) and regular medical checkups (26.4%) are also less common, suggesting the need for enhanced focus on these aspects. Community service projects like NSS, NCC, scouts, and guides can instill a sense of social responsibility and civic engagement in students, encouraging them to contribute positively to their communities. Regular medical checkups are essential for monitoring students' health and ensuring that any medical issues are addressed promptly.

The availability of SUPW (Socially Useful Productive Work) classes (80.6%), proper transport facilities (65.7%), and healthy campus infrastructure (71.2%) reflect positively on the administrative support provided by the schools. SUPW classes help students develop practical skills and contribute to their holistic development. Proper transport facilities ensure that students can commute safely and conveniently, while a healthy and hygienic campus environment is crucial for maintaining students' well-being.

The evaluation data (Table 7) indicates that parent-teacher meetings are crucial for increasing parental awareness of education's value. The herbal gardens are appreciated for promoting environmental appreciation, while medical checkups are important for overall health and attendance. However, the saving system and community service projects received mixed responses, indicating areas where further efforts are needed to enhance their perceived benefits.

The cultural dimension results (Table 8) reveal that cultural festivals are celebrated in 55.8% of the schools, and a significant number of students participate in co-curricular activities (84.8%). Celebrating cultural festivals in schools can help preserve and promote cultural heritage, allowing students to appreciate and understand diverse traditions and practices. Co-curricular activities, including arts, music, and dance, provide students with opportunities to explore their interests and talents beyond the academic curriculum.

However, access to cultural clubs is relatively low (27.0%), suggesting a need for more such opportunities. Cultural clubs can play a significant role in fostering creativity and providing a platform for students to showcase their talents. They can also promote cross-cultural understanding and cooperation among students from different backgrounds.

Perception data (Table 9) highlights the importance of celebrating festivals for cultural heritage and identity, with 80.9% of students supporting this. Co-curricular activities are highly valued for exploring hidden talents, while cultural clubs received moderate approval, with students recognizing their role in promoting cross-cultural understanding. These findings underscore the importance of cultural activities in creating a well-rounded educational experience and promoting social cohesion.

In the psycho-spiritual dimension (Table 10), the availability of counselling services (43.6%) and honesty shops (13.1%) is limited, suggesting the need for increased focus on these areas. Counselling services are essential for supporting students' emotional and psychological well-being, helping them cope with stress, anxiety, and other challenges. Expanding access to counselling can significantly enhance students' mental health and overall school experience.

Honesty shops, where students can purchase items on a trust basis, can instil values of honesty and integrity. While the concept is valuable, its limited presence suggests that more schools could benefit from implementing such initiatives to promote ethical behaviour among students.

However, the strong presence of regular prayer services (95.1%) and sacred spaces (66.6%) reflects a significant focus on spiritual development. Prayer services can provide students with a sense of peace and community, while sacred spaces offer a dedicated area for reflection and spiritual practices. Value education programs, present in 69.6% of the schools, are also crucial for teaching moral and ethical values, shaping students' character and behaviour.

Students' perceptions (Table 11) underscore the importance of counselling services for emotional and psychological well-being. The honesty shop, though less common, is recognized for instilling truth and honesty. Daily prayers and sacred spaces are highly valued for their role in spiritual orientation, while value education programs are seen as essential for character development. These findings highlight the importance of providing comprehensive psycho-spiritual support to foster well-rounded development in students.

The socio-economic dimension (Table 12) shows that school tours and picnics (60.3%) and community fundraising activities (65.7%) are relatively common and appreciated for their socio-economic benefits. School tours and picnics provide students with opportunities to learn outside the classroom, experience new environments, and build social connections. Community fundraising can generate additional resources to support various school programs and help students in need.

However, there is room for improvement in providing scholarships and financial support (39.9%) and regular seminars and training (35.4%). Providing sufficient scholarships and financial support is critical for ensuring that all students have access to education, regardless of their financial background. The current availability indicates that while some support is provided, there is a need for more extensive financial assistance to help students complete their studies without financial worries.

Perception data (Table 13) indicates that school tours and picnics are appreciated for providing exposure and sociability. Seminars and training sessions are recognized for improving social skills, while scholarships are

seen as crucial for alleviating financial worries and supporting their education. Community fundraising is valued for generating additional funds to support needy students.

In summary, the findings highlight both strengths and areas for improvement in the strategic interventions implemented in missionary schools. While many initiatives are well-received and effectively contribute to students' development, certain areas, such as career guidance, saving systems, community service projects, counselling services, and financial support, require further enhancement. Addressing these gaps can lead to a more comprehensive and supportive educational environment for tribal students in missionary schools, ultimately fostering their academic, personal, and socio-economic growth.

Recommendations and Limitations

Based on the findings, several recommendations can be made to enhance the effectiveness of strategic interventions in missionary schools. Schools should improve awareness and accessibility of career guidance programs, expand counselling services to provide emotional and psychological support, and introduce saving systems to teach financial literacy. Increasing participation in community service projects, improving access to cultural clubs, and enhancing financial support through scholarships are also essential. Strengthening health and well-being programs, including regular medical checkups, can further support students' overall development. However, the study has limitations such as potential regional and contextual differences that may affect the generalizability of the findings, reliance on self-reported data that could be biased, the cross-sectional nature of the study which does not capture changes over time, and a limited scope of variables that excludes other influential factors like teacher perceptions and parental involvement. Addressing these limitations in future research could provide a more comprehensive understanding of the interventions' impact.

VI. CONCLUSION

This study provides an in-depth examination of tribal students' perceptions of strategic interventions in missionary schools in West Bengal, covering personal, academic, administrative, cultural, psycho-spiritual, and socio-economic dimensions. The findings reveal a high appreciation for leadership roles, yoga, meditation, and inter-school competitions, though awareness of career guidance programs remains insufficient, indicating a need for better communication and implementation strategies. Academically, while remedial classes, updated libraries, and technology integration are valued, their accessibility needs to be expanded. The positive reception of project-based learning and standardized syllabi underscores the importance of innovative and consistent educational approaches. Administratively, parent-teacher meetings and herbal gardens are well-regarded, but initiatives like saving systems and community service projects require enhancement to foster responsibility and civic engagement. Culturally, activities promoting heritage and identity are appreciated, though access to cultural clubs is limited, necessitating expansion to foster a richer school environment. Psycho-spiritual support, particularly counselling services, is critically needed despite the prevalence of prayer services and value education programs. Socio-economically, school tours and community fundraising are beneficial, yet more scholarships and financial support are essential to eliminate financial barriers to education. In conclusion, the study identifies several strengths and areas for improvement in strategic interventions in missionary schools. By addressing gaps in career guidance, counselling services, and financial support, schools can create a more supportive and enriching environment for tribal students, enhancing their educational outcomes and holistic development. Addressing study limitations, such as potential regional differences and self-reported data biases in future research, will provide a more comprehensive understanding of these interventions' impacts.

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