STUDY OF GOVERNANCE STRUCTURES, LEADERSHIP, AND FUNCTIONING OF EKLAVYA MODEL RESIDENTIAL SCHOOLS IN WEST BENGAL

DISSERTATION

SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF PHILOSOPHY (M.PHIL)
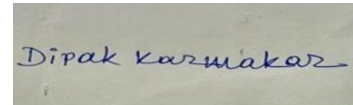
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MAY, 2021

Dedicated to all the learners of Eklavya Model Residential Schools
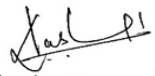
DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled '**Study of Governance Structures, leadership, and Functioning of Eklavya Model Residential Schools in West Bengal**' has been completed under the guidance of **Dr. Kashyapi Awasthi**. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship, or Fellowship to this or any other University.

Dipak Karmakar

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled '**Study of Governance Structures, Leadership, and Functioning of Eklavya Model Residential Schools in West Bengal**' is the work undertaken by **Mr. Dipak Karmakar** under my supervision and guidance as part of his M.Phil. degree in this Institute. To best of my knowledge, this is the original work conducted by him, and the dissertation may be sent for evaluation.

Dr. Kashyapi Awasthi

ACKNOWLEDGEMENT

ABSTRACT

Eklavya Model Residential Schools (EMRS) are a scheme for the establishment of schools in tribal pockets across the country to provide quality education for Scheduled Tribes (STs) on the lines of Jawahar Navodaya Vidyalaya (JNVs). Being a scheme of the Government of India (GoI), the structure, and function across the country for all the EMRSs are the same. However, state-wise implementation of the scheme and the functioning of these EMRSs differ. The present study focused on the existing governance structure at different levels for the effective functioning of EMRSs across the state of West Bengal. It also intends to explore the impact of governance structures and leadership in EMRS to support the provision of equitable quality educational opportunities to the tribal children covered under the scheme.

A descriptive research design was employed for the present study. Semi-structured interview and school information schedule was used as the key tools for the data collection. The study revealed that EMRSs across the state of West Bengal faces different challenges to fulfil their established criteria. The major challenges for the effective functioning of EMRSs are the lack of regular recruitment of teaching and non-teaching staffs due to the absence of a uniform recruitment policy. As a result, EMRSs are mostly managed by contractual staffs that are not fulfilling their quality education goals.

The study also validates that the governance structures for managing and equipping EMRSs across the state remain isolated from the state's School Education Department. Therefore, the management of EMRSs failed to practice decentralized governance from state-level to school-level. Thus in a nutshell the leadership across the Eklavya Model Residential Schools remains more limited to the classroom teaching-learning only rather to follow different pathways for the overall development of tribal learners as per their diversified learning needs.

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ABBREVIATIONS

ADM	Additional District Magistrate
B.A.	Bachelor of Arts
BCW	Backward Class Welfare
B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
BDO	Block Development Officer
DIET	District Institute of Education and Training
DLC	District Level Committee
DM	District Magistrate
DWO	District Welfare Officer
EMRS	Eklavya Model Residential School
GOI	Government of India
HQ	Head Quarter
JNV	Jawahar Navodaya Vidyalaya
M.A.	Master of Arts
M.Sc.	Master of Science
MTA	Ministry of Tribal Affairs
NEST	National Education Society for Tribal Students
PBAKOSP	Paschim Banga Adivasi Kalyan O Siksha Parshad
PGT	Post Graduate Teacher
PO	Project Officer
PTR	Pupil-Teacher Ratio
PVTG	Particularly Vulnerable Tribal Groups
RTE	Right to Education
SCERT	State Council of Educational Research and Training
SDO	Sub Divisional Officer
SED	School Education Department
SMC	School Management Committee
STs	Scheduled Tribes
TDD	Tribal Development Department
TLM	Teaching Learning Material

CHAPTER ONE

INTRODUCTION

Education helps individuals develop skills to sustain a meaningful life, and thus it is essential for those who are still lagging in our society. Our responsibility is to secure an inclusive and quality education for everyone to take part in our education system and achieve success in education. Education can influence and empower those living in an underprivileged, marginalized condition from mainstream society (Dreze & Sen, 2003). Quality education can be a tool to provide proper knowledge, skills, techniques, and information for the broader development of an individual being, the family, and society (Wamboye et al., 2015).

Scheduled Tribes (STs), popularly known as '*Adivasis*,' are marginalized social groups, officially recognized as the most educationally backward community compared to others. As most of the tribal communities live in remote, inaccessible localities; thus it is very challenging to ensure an equitable quality education for these communities.

Children belonging to different tribal communities need special attention for their overall development through equitable quality education, as their social and cultural reality is very different from others. Despite several efforts made by the government, teachers, leaders, administrators, and other organizations, they face substantial inequalities in getting educational opportunities. Thus, there exists a gap in providing learning opportunities for marginalized or deprived children, like children from different tribal communities.

In the context of inclusive education, equity ensures that every student can access required educational resources and academic rigorousness during the entire span of their formal education, irrespective of their diverse background. A sustainable education environment that primarily focuses on equity is an absolute necessity for the students to develop the knowledge and skills they need to engross and become efficient members of society. Specifically, those schools dedicated to the education of tribals need more support on the ground of human resources, expenditures, infrastructures, other relevant resources from the governments or managing bodies to improving school readiness and creating fair, equitable support to meet every need of tribal students. It is urgent to identify barriers to running school activities keeping pace with the students' learning needs to fill in their resource gaps.

Realizing the importance of quality education, as it is associated with quality of life, the Government of India (GOI) introduced the Eklavya Model School (EMRS) scheme for residential schooling facilities dedicated to Scheduled Tribes (STs) students following the Jawahar Navodaya Vidyalaya (JNV) model pattern. The main focus of the EMRS scheme is on providing quality education to Scheduled Tribes (STs) at upper primary to higher secondary level for those who belong to underprivileged areas. The aim of the EMRS scheme is not only to empower tribal students to take advantages of reservation in higher and specialized courses or secure a good job in public and private sectors but also for the empowerment of each tribal student as a change agent from school, family, village, and society (EMRS Guidelines, 2010)

However, the significant problems for the education of tribes are high dropout rates, low levels of learning achievements, lower participation of girls among tribes, inability to adjust to the school system. Other problems related to tribal students and EMRS are- resource management, inadequate funding, and insufficient teachers to attract the needs of the local tribal community.

1.1 The Statement of the Problem

The tribal population in the state of West Bengal is 52,96,963 as per Census 2011. It is about 5.8 percent of the state's total population and 5.08 percent of the total tribal population of India. The high tribal concentrated districts under this state are- Paschim Medinipur, Jalpaiguri, Purulia, Bankura, Dakshin Dinajpur, Paschim Barddhaman, Birbhum, Darjeeling, Alipurduar. The tribal population in West Bengal has registered a 20.20 percent (2001-2011) decadal growth rate. There are a total number of 40 notified STs in the state, as per the 2011 Census data. Compared to the 59 percent literacy rate of tribal people in India, the literacy rate of tribal people in West Bengal is 57.90 percent.

Table 1.1: West Bengal's Population and Proportion of Ten Major Scheduled Tribes

Sl. No.	Scheduled Tribe's Name	Total Population	Proportion to the total ST population	Literacy Rate
1	All Scheduled Tribes	4406794	100%	43.4
2	Santal	2280540	51.8	42.2
3	Oraon	617138	14.0	43.4
4	Munda	341542	7.8	41.0
5	Bhumij	336436	7.6	45.6

6	Kora	142789	3.2	43.4
7	Lodha	84966	1.9	34.8
8	Mahali	76102	1.7	41.1
9	Bhutia	60091	1.4	72.6
10	Bedia	55979	1.3	48.4
11	Savar	43599	1.0	26.3

Source: Office of the Registrar General, India.

The major tribal groups across West Bengal are Santal, Oroan, Munda, Bhumij, Kora, Mahali, Bhutia, Bedia, Savar, Totos, Lodha, and Birhor. Among these tribal groups, Particularly Vulnerable Tribal Groups (PVTG) have been notified only three, such as Totos, Lodha, and Birhor.

Table 1.2: District wise STs Population share and EMRS in West Bengal

Sl. No.	Districts	Total STs population	% share of STs population	No. of EMRS
	West Bengal	5296953	100	7 Functional & 1 Non-Functional
1	Darjeeling	397389	7.50	EMRS (Non-functional)
2	Jalpaiguri	731704	13.81	EMRS Nagrakata
3	Cooch Behar	18125	0.34	
4	Uttar Dinajpur	162816	3.07	
5	Dakshin Dinajpur	275366	5.19	EMRS Kumarsai
6	Malda	313984	5.92	
7	Murshidabad	91035	1.71	
8	Birbhum	242484	4.57	EMRS Kankutia
9	Barddhaman	489447	9.24	EMRS Raghunathpur
10	Nadia	140700	2.65	
11	North 24-Parganas	264597	4.99	
12	Hooghly	229243	4.32	
13	Bankura	368690	6.96	EMRS Mukutmanipur
14	Purulia	540652	10.20	EMRS Shushunia
15	Howrah	15094	0.28	
16	Kolkata	10684	0.20	
17	South 24-Parganas	96976	1.83	
18	Paschim Medinipur	880015	16.61	EMRS Satyabanpalli
19	Purva Medinipur	27952	0.52	

Source: Census 2011.

Ministry of Tribal Affairs, GOI, introduced Eklavya Model Residential School as the novel experiment to provide free residential schooling for needy meritorious tribal children across the country. Out of 285 functional EMRSs across the country, there

are only seven functional EMRSs in West Bengal, and these schools are located mainly on the higher concentration of tribal districts.

In our society, there is an existing sense of inequality in education, and it is undeniable from the perspectives of deprived communities like tribals. Only quality educational support can reduce the gap in the educational status of tribals compare with others. Thus, different policy frameworks and schemes such as Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, Tribal Sub Plan Approach, Ashram School, and Eklavya Model Residential School have emphasized education as one of the key developmental inputs for the development of tribal communities (Mahapatra, 2010). However, there remains a gap in the educational achievement of tribal and non-tribals children in our country. Access to quality school education is still challenging for the underprivileged marginalized children, especially in the remote, inaccessible tribal pockets (NCERT, 2006). The lower outcomes of tribal children in their education are mainly due to societal and locational factors (Rustogi et al., 2012, Sujatha 2011).

Under Article 275 (i) of India's Constitution, GOI provides Grants-in-Aid to the State Plan to develop STs in the Scheduled Areas. These grants are used to decrease the gaps in infrastructural support and facilities for the development of tribal communities. The governance structure for the functioning of EMRS is working collaboratively with a hierarchical approach at the national-level, state-level, district-level, and school level. At the national-level Ministry of Tribal Affairs, GOI is the highest body of governance responsible for the funding of the establishments for recurring & non-recurring costs for the functioning of EMRS and monitoring the implementation of the scheme. At the state level, the Tribal Development Depart (TDD), Govt. of West Bengal, is responsible for the implementation, management, and functioning of the EMRS scheme. At the district level, a governing committee headed by the District Magistrate with School Principal and other members is responsible for all the school level administrative decisions, such as resource management of the school, recruitment of teaching and non-teaching staff, expenditure cost, and admission procedure. The significant problems with the functioning of EMRS are that school leadership has to depend on the decisions of governance bodies at different hierarchies as state-level governing bodies are responsible for the implementation of the EMRS scheme. Specifically, EMRSs are

lack in appointing a good number of regular qualified teaching staff, and the salaries given to the contractual teaching staff are not up to the level of satisfaction (Geddam, 2015). Therefore, job satisfaction and motivation are significant issues among these ad-hoc teachers in EMRS. Lack of regular and standard in-service training of the teachers to build on the same education context for tribal children is another problem (Patra, 2018).

On the other hand, the governance structures have direct control over granting the necessary fund for different expenditures (recurring and non-recurring). It is also seen that underprivileged children from the local tribal community are not getting the opportunity to get admission in EMRS as they are failing to pass the entrance exam. There is a fundamental educational gap between the local tribal communities and schools as their participation in schools is very passive.

In EMRS, students find it challenging to adjust to diverse academic activities because of their underprivileged socio-cultural backgrounds. Here in this context, school leadership needs to be more responsive to meet their students' different educational needs to achieve an equitable quality education. The broader objective of the EMRS scheme is to impart quality education for tribal children in remote areas; thus the central and state government jointly supports the scheme for better management and proper functioning to meet the varied learning needs of the ST students. As tribal students come from marginalized sections of society, they need special attention in their schooling processes. In this regard resources, both human and material, and their optimum utilization are essential for improving the educational achievement of tribal students. Thus, the present study focuses on the role of governance structures and leadership for the functioning of EMRSs across the state, as they are responsible for providing strategic directions for the educational upliftment of tribal children as well as tribal communities and provision of educational opportunities having equitable quality for their best learning.

1.2 The rationale of the study

Challenges of the Scheduled Tribes are different from the rest of our society, particularly because of the isolation of their communities from the rest of the country (Geddam, 2015). Thus, the waves of development and scientific advancement reach these tribal communities much later than most countries because of their remote and

isolated lifestyle around hilly tracts and forests. The inaccessibility of tribal induced regions makes it challenging for the administration to ensure basic education for the tribal children. Though the teachers draw their salary regularly, they either refuse to go to these remote areas or adopt ambiguous means to avoid duties (Sahu, 2013). Not only has that, these location barriers made it quite impossible for the tribal children to reach school. Thus, residential schools like Eklavya Model Residential School for tribals are important to succeed in addressing these issues. Residential schooling with required facilities can influence the achievement, motivation, and learning style by creating equitable and inclusive school culture within the school system. Across the countries it is seen that the students from marginalized sections get inadequate opportunities to avail themselves in school and access very fewer school resources and facilities in terms of classroom numbers, instructional time for teaching-learning, participation in and after school lessons, and availability of extra-curricular activities (OECD, 2010). Even many times they need extra efforts from teachers, study materials, extra care for coaching to enhance their academic achievement but due to lack of available resources schools failed to support them (Kumar & Naseema, 2018). In this context, EMRSs also face serious problems to meet the scheme's objectives as low-paid contractually appointed teachers, guest teachers, and retired persons managing the EMRSs, which does not help ensure the quality of education. Lack of interaction with the local community is another problem across the EMRSs (Kumar & Naseema, 2018). Often, local deprived tribal children, especially children from PVTG, fail to get admission to these schools. The biggest lacunae in the education for tribal children are the inadequate funds and human resources devoted to teacher capacity building and sensitization in the marginalized tribal context. Children from tribal groups are more likely to drop out because teachers are unable to meet their educational needs; this causes a significant social divide between educators and pupils, leading to teachers simply completing their academic responsibilities, regardless of whether or not the children in the class are learning (Ramachandran, 2018). Thus, in this context, the EMRS scheme emerges as one of the centres of education dedicated to imparting quality education for tribal children free of cost, including all features expected in a good quality school to access the best education opportunities non-ST population. As per the Ministry of Tribal Affairs scheme, GOI will support the States/UTs for the establishment of EMRSs, and its implementation is subject to the States/UTs ensuring quality of management and

running of the faculties (EMRS Guidelines, 2010). Therefore, in this aspect, only setting up EMRS and running the school as per government rules and regulation is not enough for imparting equitable quality education. The right leadership and management approach plays a central role in organizational success in providing equitable quality education through (Murphy et al., 2007), and it is destined by the vision, meaning, and need for the challenging context of the school with the institutional, organizational structures for the necessary improvement in the running of daily school activities (Hallinger & Murphy, 1986). For the functioning of Eklavya Model Residential Schools' governance structure at different levels (the national-level, state-level, and district-level to school) are responsible for the different administrative decisions and support as per government policies regarding the EMRS scheme. Thus, in this context, the overall structure of governance needs to establish a collaborative relationship between the state, district administration, and school to attain quality education for the greater welfare of tribal communities. As good governance functions in three fundamental ways: first, it promotes active participation of the commoner in the decision-making process at all levels of government for constructive engagement and without being marginalized; second, it aims for the welfare of all citizens, especially the marginalized; and third, it pushes for social and economic changes in society (Bareth, 2004). The governance structure for the proper functioning of EMRS, directly and indirectly, influencing the school leadership by exercising legal power and authority vested in institutions and agencies to achieve specified objectives (Aggarwal, 2004) of imparting equitable quality education. As responsible leadership at a different level geared towards motivating others and building a vision with other leaders at different hierarchical positions is essential for good governance in education (Pless & Maak, 2011). Governance structures for the functioning of EMRSs are to deal with various issues in the context of EMRS like recruitment, expenditure, admission policy, the establishment of infrastructure, hostel facilities, and other resources supporting schooling facilities, etc. As per the EMRS scheme, the state government or local government bodies have the sole responsibility to recruit teaching, non-teaching, and supporting staff. However, in many cases, they are not ready to recruit permanent faculties; instead, they are recruiting contractual staff with consolidated payments. The teachers' and school leaders' motivation and job satisfaction are serious issues as these schools recruited contractual staff with consolidated payments (Patra, 2018). Largely in residential schools for tribals, the

issues like teachers' recruitment, teachers' training, etc., have been a challenge for imparting quality education; it is seriously questionable in the same context of EMRSs too (Geddam, 2015). According to a study conducted by CBPS (2017), two parallel systems of governing bodies exist at the state level for the educational welfare of scheduled tribes in Maharashtra and more or less in other states also (Department of Education and Tribal Development Department). These two bodies create a vast gap in meeting the ground needs of tribal students as there is a lack of coordination and understanding regarding the existing rules, regulations, and funding procedure between them. While these schools were established to provide equitable quality in education, perhaps they are doing the reverse of it. Thus, it needs to assess the functioning of EMRS, from the aspects of its governance structure and leadership, whether these schools are fulfilling the stated provision of the EMRS scheme or not. A proper combination of high-quality and well-trained staff, adequate educational resources and facilities, along with motivated students interested to learn: are absolute necessities for effective management of a school system (OECD, 2011).

1.3 Title of the Study

Following the previously stated background, a decision is taken to carry out a research problem entitled *"Governance Structures, Leadership, and Functioning of Eklavya Model Residential Schools in West Bengal."*

1.4 Definition of operational terms used

- *Governance structure*

Governance structure refers to different governing bodies both under the Ministry of Tribal Welfare and the Department of School Education and interconnections at the national-level, state-level, and district-level for the effective management of EMRS in West Bengal.

- *Equitable quality of educational opportunities*

Equitable quality of educational opportunities refers to provide a fair and inclusive chance to access good quality education for the underprivileged children such as tribal children for the development of his/her capacity regardless of social background, race, gender, religion, socio-economic status. Educational opportunities aim to enable

individuals to acquire knowledge and certain skills and cultivate specific capacities without discrimination.

- *EMRSs*

These are the Eklavya Model Residential Schools under the Ministry of Tribal Affairs. As per Article 275 (I) of the Constitution for Scheduled Tribes, the Government of India has been conceptualized to meet the equity needs of the most disadvantageous children from the tribal pockets.

1.5 Research questions

The present study is focused on exploring the following research questions-

i. What is the existing governance structure at different levels for the functioning of EMRS in the state of West Bengal?

ii. To what extent Governance structures and leadership in EMRS support the provision of equitable quality educational opportunities to the tribal children covered under the scheme?

1.6 Delimitations of the study

The present study has been delimited to all the seven functional Eklavya Model Residential Schools across West Bengal. The school's observation and its activities were not possible due to the suspension of physical classes because of COVID-19 restrictions. As the schools remain closed and constraints of time shortage, only school heads, and officials were interviewed, and the nature of the study is purely qualitative. Thus, the significant findings of this study cannot be generalized.

1.7 Scheme of chapterization

The present study is divided into five major chapters, keeping the method employed, which is descriptive. The present study intends to highlight Eklavya Model Residential Schools' functioning across the state of West Bengal and the different roles, responsibilities, and contributions of its governance and leadership perspectives to ensuring equitable quality education for the underprivileged tribal students.

Chapter One: *Introduction*- provides an introduction and background of the research problem highlighting this study's context. It also provides a brief outline of the

challenges regarding the schooling of deprived tribal students. In this chapter, the research questions, rationale of the study, limitations have been discussed.

Chapter Two: *Review of the Literature-* provides a summary and discussion about the studies conducted on the areas related to education for tribals, underprivileged and marginalization sections, school governance, and leadership.

Chapter Three: *Methodology of the Study-* intends to explain the procedure for this study's conduction. It discusses the justification of the research methodology employed for this study, population, sampling, tools for data collection, data collection procedures, and data analysis.

Chapter Four: *Analysis of the Results and Discussion-* discusses detailed descriptions of the study's collected data and field reality. This chapter is further subdivided into sub-section concerning each research question.

Chapter Five: *Major Findings, Conclusions, and Recommendations-* draw findings and conclusions on keeping view of the previous chapter's data analysis results. A section of the chapter also highlights the suggestions for future research.

CHAPTER TWO
REVIEW OF THE LITERATURE

Scheduled Tribes are distinct from mainstream Indian society in various ways; whether it is their lifestyles, languages, and cultural practices, everything differs from other communities in India. The various tribal groups in India constitute 8.6% of the total population, with a general population of 104.3 million (Census 2011). The tribal people are educationally and socio-economically most backward in our society. They generally live in inaccessible remote areas of forest covers or hilly tracts. The inaccessibility of communication to the tribal areas makes it very challenging for the government agencies or institutions to ensure quality education and other developmental services available for the tribal people (Sahu, 2013). There is no doubt that the provision of quality education for tribal children is an utmost input for the overall development of tribal communities (Bindu, 2014).

2.1 Challenges in the context of imparting equitable education for tribal students

Most of the tribal children in Chhattisgarh, Jharkhand, and Odisha struggle to get access to the schools dedicated for STs, and those who do succeed in getting access, fail to get a quality education in those schools. Different commissions and committees proposed various means for improving teaching access at the school level (Jojo, 2013). The quantitative expansion of education was accomplished over time by opening more tribal schools like Ashram Schools, Eklavya Model Residential Schools, building hostels, and so on, but no attention was paid to the qualitative development of tribal education by introducing remedial coaching, counselling, and vocational education guidance. Still, these schools failed to deliver equitable quality education as per the learning needs of tribal students. However, all the provisions for the education of tribal children through different schemes and policies have proved insufficient in addressing tribals' needs. The running of Ashram Schools and other schools in tribal areas is in serious jeopardy (Jojo, 2013). A survey about the status of education in tribal areas in Maharashtra (CBPS, 2017) stated in their report that there is a need to enhance educational opportunities and provisions for tribal students, not only in terms of physical infrastructure or financial allocations, as has been the trend, but more sensitively and holistically, without de-linking or disaggregating planning and visioning across the state. It argues that addressing the poor educational outcomes of tribal peoples is a complex issue that requires a systemic and relational approach.

To enhance better access in schools, administrations must pay particular attention to provisioning and fund allocations and the need for such investments to take into account socio-cultural and geographic factors that influence learning outcomes. Language and cultural gaps should be given priority by educational planning and budgets when finding solutions to issues relating to tribal education. As Ramachandran (2018) stated, drop out among tribal students more when teachers cannot address every child's learning needs. It creates social distance between teachers and students and leads to teachers teaching the curriculum and finish the syllabus within a specific time frame, regardless of whether the children in the class are learning or not. The inclusion of tribal teachers, especially from the local community, has shown improvement in tribal children's participation in schooling activities because they are more responsive to and understand their culture.

Mahapatra (2010) as education is an essential key input for the overall development of any individual, a particular focus on different policy frameworks has been emphasized the educational enhancement of tribal peoples, such as tribal sub-plan program, Sarva Siksha Abhiyan, special schooling, etc. However, there is still a big gap that exists in the educational achievement parameter of tribes. In different policy perspectives, only financial provisions were given emphasized rather than other necessary inputs. Less importance has been shown to the internal factors of the schooling systems which are responsible for the slow educational progress of deprived tribal communities (Sujatha, 2001). Instead, filling the educational needs of tribals instead, the educational system tends to reproduce inequality. A typical curriculum is being offered to the tribal students instead of their distinct differences. The curriculum represents a more mainstream population than the associated tribal community. Even teachers who are generally from the non-tribal group have less interest in giving proper academic support as per their learning needs and requirements. The teachers, who come from outside of the tribal pocket, are often less experienced in the tribal cultures and customs, and sometimes they do not want to continue their job in tribal areas (Mishra, 2008). So they failed to realize the realities of tribal students and unable to provide academic support, leading to discouragement among the tribal children (Mahapatra, 2010). Thus, Non-tribal teachers in tribal schools need special training on tribal sensitization, and even tribal teachers also need regular in-service training support to teach the deprived tribal students (Sedwal & Kamat, 2008).

2.2 Equitable quality education and Eklavya Model Residential Schools

Introduction of Eklavya Model Residential Schools (EMRS) in India since 1997-1998 is a novel experimental scheme in India to provide quality middle and high school education to meritorious tribal students in the remote tribal areas across the country. Tribal people living in backward areas and are deprived of the basic amenities of life, and education is of particular significance in bringing in a visible change in their current lifestyle. EMRSs face challenges to improving the educational status of tribal children as there is a lack of regular teaching and supporting staff. Adequate TLMs are not available in each classroom of many EMRSs (Patra, 2018). Teacher working in contract, Guest teachers, Retired persons managing the EMRSs with a consolidated payment amount does not help ensure the equitable quality of education (Geddam, 2015). Teachers appointed in EMRSs are deprived of regular in-service training for up-gradation of their knowledge and skills. The per-capita expenditure of children per year is low to provide quality education on par with Jawahar Navodaya Vidyalaya (JNV).

Kumar & Naseema (2018) conducted a study on Scheduled Tribes learners of Kerala's residential schools, where they stated that learners are not achieving educational success as expected in these schools. Schools provide the maximum level of facilities and support, but dropout is a significant threat in these schools. Although there are high numbers of contractual teachers are working with a less amount of salaries. The supply of pure drinking water is another primary concern for these schools. As the students come from a deprived community, proper guidance and counselling are much needed for them. In these schools, the learners lack interaction with society. The schools are also lacking less involvement of parent-teacher association. A functioning parent-teachers association is helpful for the better performance of the school as well as learners. Dash (2018) stated that the academic performance of tribal learners in Eklavya Model Residential Schools in Odisha is not at per satisfactory level. The Average performance of students of these schools remains within the range of 30%-59%. The EMRSs in the state of Odisha lack insufficient numbers of teachers. Here teachers are working as contractual appointments with a low pay scale. So definitely the job satisfaction level of the teachers is not good. Even teachers in EMRSs do not reside at the school campus, as there is a lack of proper residential facilities. In these EMRSs higher secondary level classes are run by guest teachers from other schools as

the schools lack well-qualified PGT teachers in these tribals areas. Qualified teacher recruitment, coaching, and additional academic support are needed for these tribal students to enhance their academic achievement at the secondary and higher secondary levels. It is also found that there is a lack of essential support for the STs students in terms of aids in promoting tribal language, aids in teaching-learning focused on tribal cultures. It is necessary to encourage the teachers who are engaging in these schools to teach effectively as per the learning needs of tribal students. Orientation and training programs will help boost teachers' motivation to meet the students' demands and requirements in EMRSs.

Patel (2015) reported that EMRSs across the country are not managed as per the guidelines. There is lacking a standard organizational structure for the better functioning of EMRSs. It is needed for the EMRSs a separate budget plan for recurring and non-recurring expenditure and engagement of staffing and educational expertise. In this context, Geddam (2015) stated that regular teaching-learning processes in Eklavya Model Residential Schools follow a conventional method. Appropriate teaching-learning materials are essential for an efficient teaching-learning situation, but in these schools, it is found that there is a lack of availability of TLM. Library facilities are one of the main aspects of ensuring quality teaching-learning, but the EMRs fail to maintain proper library facilities for the learners. EMRSs need more regular teachers in response to maintain a healthy pupil-teacher ratio.

As low paid contractual teachers, guest teachers, and retired persons manage the schools, which do not fulfil the prescribed purpose of the scheme (Patra, 2018). In Andhra Pradesh and other states, the Principal post is either vacant or managed on an ad-hoc basis, hampering proper school-level management and administration (Geddam, 2015). Lacking qualified human resources is one of the major hindrances for quality education in these tribal schools. The Department of Tribal Welfare under the different state governments does not have the necessary expertise and professional personnel to look after the EMRS across the respective state. Patra (2016) suggested that in all EMRS, uniform management does not exist, and it varies from state to state. A uniform organizational structure for the management of EMRSs across the country is needed for quality assurance.

In EMRSs, most of the students are naturally very shy and introverted, and they are less participative in normal classroom teaching-learning. Sometimes, students face

serious problems to understand the teachers' language as most of the teacher comes from the non-tribal community. Each class should be divided into two parts in each EMRS to maintain the proper pupil-teacher ratio. According to K. Sujatha (1994), the educational development perspective that has been taken to resolve particular disadvantages of tribal groups fails to do that. She revealed that having a double-engine-driven administration system is one of the significant constraints of tribal education at the planning stage.

2.3 Governance structures, leadership, and challenges for ensuring equitable quality education

In Sikkim, Mythili (2019) conducted a study on governance and leadership to improve school education standards. She claimed that quality education could be improved by combining good management, network governance, and leadership. It is critical to cultivating leadership at all levels of the educational system to operationalize good governance by establishing network governance to improve educational quality. To achieve higher quality in school education, good governance and leadership in the broader sense of public administration at the state level affect good management and leadership at the school level (Pless & Maak, 2011). The ability of school leaders to influence learning outcomes for students by transforming their skills and functioning can be revealed by using the capabilities approach as an assessment tool in the context of school reform. Using the capabilities approach as a stimulus for educational policy, as well as its ability to enable school leaders to work in innovative and resourceful ways within their school settings. It also provides a significant way forward when it comes to school progress and the development of the capabilities of the students for whom they are responsible (Fertig, 2012). In most school contexts, culturally sensitive school leaders are more responsible for fostering an inclusive school environment for disadvantaged students, especially those who remain marginalized within the broader school contexts (Khalifa, 2016). Leaders like this stay involved in the neighbourhoods they represent and maintain relationships with the people they serve. They provide opportunities for professional development to ensure that their teachers, staff, and curriculum are always responsive to marginalized students. To counter inequities publicly and explicitly, leaders must take bold, courageous acts and behaviours. The elimination of inequities, such as the achievement gap, inequalities in disciplinary procedures, unfair referrals and placements in special education, and school practices

that impede disadvantaged students, is the objective of these leadership acts (Lopez, 2006). On the other hand, leadership for equity looks at all students' progress, but it also focuses on those who have not traditionally been successful in schools.

Students' performances do not result from socio-economic differences but due to differences in ability, skill, or aptitude to learning. Therefore, a truly equitable school system is essentially one where all students reach their full potential, regardless of their starting point or context (Harris and Jones, 2019). In schools and communities where the level of challenge is palpable and the threat to equality of opportunity is most significant, leading for equity is more than just a slogan. Instructional leadership in this context implies that principals' efforts should be focused on student's academic progress to improve student outcomes and the importance of improving classroom teaching and learning (Day, 2016). It should be given to create clear educational goals, plan the curriculum, and evaluate the quality of teachers and their teaching. Whereas, Shatzer (2014) stressed the establishment of school culture and vision for enhancing the quality of teaching and learning and needs to develop people and improve the organization for the overall transformation of schools towards a culture of inclusive practices.

2.4 Governance structure and its impact on achieving quality education

Luschei and Jeong (2020) indicated that decentralization of educational governance has positive results for students to achieve better school achievement because it can function better in resource limitation. However, a centralized model of academic administration is less unsuccessful in fulfilling the challenges of local needs. However, decentralizing the governance structure can transfer autonomy to school principals who, by sharing power with others, make teachers more accountable. It is also helpful in fostering school relationships and effectively linking teachers with the school vision to enhance student achievement (Shen & Xia, 2012). Decentralized school governance that includes classroom teachers seems to be more positively correlated to the achievement of students. Teachers must be able to use their expanded authority to improve student learning effectively. Student performance has little or no correlation with administration and principal participation in school governance. School autonomy is positively correlated with students' academic success in terms of curriculum design, teacher recruitment, school-based management, and so on; however, they discovered that autonomy has a more significant positive impact in

school systems that use external exit tests, which can ensure a degree of transparency for local stakeholders. The transfer of power and responsibility from upper-level government agencies to lower-level government agencies is administrative decentralization. School decentralization, school autonomy, and school-based management are all terms used to describe decentralization to local schools. School-based management approaches may differ in how accountability is transferred in major decision-making areas and to whom authority is shifted; the school community, teachers, or school administrators when redistributing authority to schools. Productivity and effectiveness can be boosted if clear outcome goals are set at the top of the interconnected structure while putting into practice are decentralized to the school site where services are provided. (Wohlstetter & Odden, 1992).

Moswela & Kgosidialwa (2019) stated that in an educational, organizational structure, leadership is at the apex body of more effective management and plays a critical role in coordinating and overseeing the proper functioning of the schooling plan activities to provide education to the students. It is not feasible to consider management practice that lacks leadership yet gives directions and steers the organization forward as it keeps the organizations alive and fosters school success. Thereby school leadership is the second most essential influence on students' success after teaching (Fritz and Miller, 2003). Good governance in the sense of education refers to the whole academic, administrative, and managerial systems in which stakeholders actively design and implement good practices. People are free to come up with new ideas, collaborate, and mentor one another. Only educational leadership will not be enough to create such a welcoming atmosphere (Mythili, 2019). Since governance flows from the school levels to the state levels, valuing good practices and developments, influencing people through operationalizing ideas, and guiding behaviour through strong cooperation among state, district, and school levels ensure the development of people-oriented spaces. Bareth (2004) has mentioned about three essential characteristics that define the foundation of good governance: first, free and active participation of the people in the decision-making process without being marginalized at all the levels of governance structures; secondly, good governance is always in favour of the welfare of all the people, particularly the socio-economically disadvantaged sections of the general population, and thirdly, it works for implementing socio-economic changes in society.

Unnecessary emphasis on financial resource management, in a way, has resulted in neglecting other valuable factors within the system that affect the understanding of leadership at all levels. The leaders are not skilled enough to improve the educational performance of the block and district levels because they lack the skills required to implement programs and supervise the school's performance responsibly. The structure of the Central Ministry is blindly followed by the local, regional, and district education bureaus, resulting in a blurred and unclear stand on authority and responsibility (Chapman, 2000). The primary responsibilities of the intermediate levels of the Central Ministry are to convey policy and program information to schools, convey data and other information from schools to the ministry and ensure that schools are abiding by government policies. The intermediate level lacks authority for decision-making and acts on the information available. Moreover, the school inspections are performed by personnel whom themselves lack proper qualifications and moral ethics. General selection through general level examinations does little to improve the working pattern of the system without first providing proper professional training (Sharma, 2000).

2.5 Equity in education and school leadership

The role of leadership is a very crucial part of the overall progress of the school. After classroom teaching-learning, it is another equally essential criterion that can influence students learning directly or indirectly. In literature, several studies indicate that for equity perspectives, especially for marginalized education, school leadership plays an active role in making the schooling facilities available in the best way to meet the individual need of the learners. On the other hand, governance structure at the different levels also plays an influential role in monitoring schools' strategic direction, implementing plans and policies, and providing advice to school leaders on strategic issues in the various challenging contexts of schooling. Problems related to tribal children's education are very different from those of other cultural groups of Indian society. Socio-economic and cultural differences must be addressed for the educational development of tribal peoples. Increasing literacy rates and decreasing dropout rates among tribal children is a severe challenge for the educational authorities. Issues like lack of teachers from tribal communities, curriculum, pedagogy, and language instruction need to be addressed in this context (Mishra, 2008).

Equity in education is described as raising all students' achievement while minimizing achievement differences between the highest and lowest-performing students and eliminating racial, ethnic, and other socioeconomic predictability and disparity. Students fall into the highest and lowest achievement categories (Singleton & Linton, 2006). Three factors primarily drive the need for research-based equity strategies in school leadership. First, principals significantly affect how sensitive their schools are to students from disadvantaged backgrounds (Stanovich & Jordan, 1998; Gardiner & Enomoto, 2006). However, there are differences in leaders' understanding of equity issues and the strategies they use to create an inclusive climate in their schools, and the outcomes of their decisions.

 Many school leaders say they did not get enough equity training during their pre-service leadership training (Gardiner & Enomoto 2006; Zaretsky et al., 2008) is the second reason for it. A third explanation is that principals are expected to create an inclusive environment continually changing while also defining new tasks for a job already overburdened with responsibilities. To increase equality of results for all students, school leaders should draw on a variety of resources. The strategy's unified theme is that principals affect equity indirectly by improving staffs' professional skills, changing their attitudes about equity, and enhancing school-community relationships (Ross & Berger, 2009).

Principal facilitates access to school for all: Dutch context (Leeman, 2007) a case study conducted in three Netherlands schools, on school leadership and equity context. As Dutch society is based on multi ethnocultural, educational inequalities are seen in disadvantaged immigrants' learning due to their socio-economic positions. Here, school leaders bridging between school and community to facilitate access to school for all to justify educational pluralism policy regarding mutual respect and tolerance through intercultural education. The study's findings highlighted the responsible role of school leadership and policy towards minorities, immigrants, and other ethnic groups. At first, the school administration hired the services of communication specialists to portray the school as a welcoming environment for all students regardless of any discrimination. It also aids in promoting the image of a good quality school where everyone can recognize differences. It is a crucial successful strategy for school leadership to ensure equity issues. So that different groups of parents of the students can feel a bond with the school. To fulfil this

purpose, schools have developed inclusion strategies like cooperative learning and individual attention to meet each learner's need. Schools appointed internal supervisors and remedial teachers for the disadvantaged learners, and schools also adopt to do not favour any of the population in festivals' celebrations as per their respective religion. They pay focused attention to values like safety, mutual trust, love, and happiness in their curriculum and instructional strategy at the school and classroom level to promote learning to work together with the present diversity in their society. The principal of a school adopted a policy to greet the parents at the school's door to feel everyone is welcome in their school to respect the different ethnocultural diverse backgrounds of students. The school leadership encourages the active involvement of parents and the community to facilitate access to school for all.

***Principal facilitates access to school for all: Canadian context* (Goddard & Hart, 2007);** school principals have implemented various comprehensive policies to promote access to schools for all children in their case study on school leadership and equity of four selected schools in Canada's diverse and multi-ethnic community. As Canada receives many immigrants from other ethnocultural communities, adjusting this population in the Canadian education system is challenging due to their diverse ethnocultural background. In this context, the principal uses avoidance strategies to minimize differences to create equitable access and opportunity for all students. They provided equal access to school to all students under their catchment area. They did not consider their family's socioeconomic background, financial situation, English proficiency, or previous experience in a formal school setting. Principals adopted different inclusion strategies for these children to be treated the same as everyone else, like creating support for learning English as the second language and parental involvement in site-based decision-making in schools. Schools also focused on curriculum leadership that recognizes differences in values, staff development in the multicultural curriculum, and recruitment of possible minority teachers in their schools. They also stressed the individualized program plan to meet the learning need of every child.

In education, equity does not impede quality but rather the opposite (Pont, 2017). The best educational programs prioritize high achievement for all students and strive to reduce socioeconomic status on success by balancing equity and efficiency. From the systemic characteristics of the educational system to tailored policies and

interventions, there are several different policies and methods to increase equity. Depending on the political, social, and economic background, the governance structure of the education system, and the quality of those employed in education, among other factors, different methods may be used.

2.6 Research gap

The literature review is confined to studies about the challenges of quality schooling facilities for the educational enhancement of tribal children and governance and leadership to meet the challenges. The majority of studies emphasize the lack of required regular teaching staff, specifically in EMRSs located in remote tribal areas. Students' per capita expenditure in EMRS is insufficient to meet equitable quality education than the JNV model. Studies also highlighted that EMRS recruited principals on an ad-hoc basis, and many schools are lacking in recruiting a principal on regular appointments. As a result, there is a researchable gap in the functioning of EMRS in terms of leadership and governance, which affects the overall schooling process to offer equal quality education to tribal students across the country. Since every state has dual or multiple governance systems for delivering school education, a researchable gap becomes more relevant.

2.7 Conceptual Framework

The above literature emphasized the issues on management and support services from the equity perspective to the functioning of the Eklavya Model Residential Schools, which lead to fulfils the educational needs of the deprived tribal children. The governance structures and leadership need to be more responsive towards imparting quality education support as per the learners' needs.

These schools mainly focus on imparting equitable education to the children who belong to deprived or marginalized communities facing challenges from different perspectives. The schools and students low performance significantly affects the education system, directly or indirectly. These schools often lack sufficient financial resources, human resources, or the necessary support from governance structures to improve further.

Equity in equal educational attainment and support

Children from deprived sections who receive inadequate schooling, have poorer basic skills as compared to others, resulting in fewer opportunities in their lives and continue being marginalized and/or underprivileged. In this context, the goal of equity in education is to support these children from poor backgrounds by ensuring quality education for them with the best support so that they can acquire a basic and more advanced skill for their overall development as well as the progress of an inclusive society (Field, Kuczera and Pont, 2007).

Equity is the philosophical basis of broader ideas of justice and fairness. In education, it emphasized the pragmatic views of 'equality of opportunity and 'equivalent treatment' in terms of access to school and required facilities (OECD, 2012). According to equity as justice and fairness perspectives, every deprived learner has the equal right to get adequate educational opportunities to succeed in education and later in their individual life.

The barriers of exclusion, marginalization, stigmatization, disparities, and inequalities to access proper school facilities need to be removed. The school also needs to be supportive enough or sometimes have to reach out to them to ensure their educational attainment is secure. The progress of an education system based on inclusion and equity needs a justified strategy at the policy implementation level. It requires a new

approach to overcoming barriers experienced by the marginalized community (OECD, 2014).

It needs to involve the wider community to make inclusion and equity in education effective from the school to the community level. Here governance system also needs to play some crucial role in investing in human and financial resources to build a partnership with the key stakeholders, such as parents, teachers, educators, researchers, administrators, and community members (Ainscow, 2020).

Equity in educational opportunities

Equity in educational opportunities is generally based on two dimensions: fairness and inclusion. Equity as fairness denotes that there must be fairness to succeed in education, irrespective of gender, race, ethnicity, caste, class, and socio-economic condition. On the other hand, equity as inclusion focuses on at least all learners' essential skills through educational opportunities. An equitable education system means a fair and inclusive academic culture, which supports students in reaching their learning potential without any barriers or obstacles (Schleicher, 2014). These two dimensions of equity are closely interlinked to creating equal educational opportunities to overcome the adverse effects of disadvantages and social deprivation, which often causes school failure. Field et al.(2007) in '*No More Failures'* argues that equity in education is a crucial objective of school education systems. It needs to be approached on three levels: the configuration of education systems, management of educational practices, and resourcing.

In short, quality education from equity perspectives for the highest performing education systems combines equity with quality education parameters. They provide all children with access to high-quality education through policies at the system and school levels that encourage equality and quality to help marginalized students and schools, as enhancing their opportunities benefits education systems and communities as a whole. Equity in the education system needs to be fair and inclusive in its design (conducive systems and paths across the education system), practices (inclusive in-school and out-of-school practices), and resourcing (equity priorities, resources, and targets). It would help the school facilitate a fairer education for the marginalized students as per their needs and make a fairer society by reducing the underprivileged learning gaps.

A conducive design and structures and pathways through the education system can reduce early tracking and streaming and postpone academic selection. As poor socio-economic condition and different cultural background is more an obstacle to get educational success. It must be justified for the educational right of the underprivileged. Manage school choice to contain the risks to equity requires careful management, in particular, to ensure that it must keep a space for the disadvantaged in the broader social composition of schooling. Schooling facilities should provide attractive alternatives and support the weak or low-performance students by offering second chances to gain success from education (Field et al., 2007).

Inclusionary activities in and out of school affect equity. In these situations, in-school programs such as extra academic assistance and remedial courses for those who fall behind in school are at the forefront. In this context as out-of-school practices strengthen the links between school and home to help disadvantaged parents; so that they can help their children to learn. Children from underprivileged backgrounds may not get essential support from home as they live in a poor socio-economic condition with weak support at home. A school must respond and respect the learners' socio-cultural roots and provide the opportunity to meet their cultural needs.

Fair and inclusive resourcing is the priority to achieve equity at the school level to ensure quality education, especially for the underprivileged children, to prioritize early childhood provision and essential schooling expenditures. The governance bodies must address sufficient resource allocation to deprived students and low-performing schools with the greatest needs.

Figure 2.1: A framework for equitable school education

A Framework for Equitable School Education

Design	Practices	Resourcing
Basic establishment criteria	*Enabling resources of school*	*School based processes and practices*
Students' admission mechanism	*Teaching-learning practices*	*Ensure access of educational resources*
Sustainability	*Learners' progress attainment*	*Distribute resources to learners with the greatest need*
Inter-ministerial linkages	*Managing teachers' performance*	*Set concrete targets for more equity, particularly related to low school performance*
Governance structure ▪ **Teacher recruitment** ▪ **Professional development** ▪ **School Management** ▪ **Decision making**	*School leadership &management*	
	Inclusion, health & safety	
	Productive community participation	

CHAPTER THREE
METHODOLOGY OF THE STUDY

As methodology plays a vital role in research work, this chapter describes the methods and procedures followed to systematically answer the study's research questions. The chapter also provides guidelines for the step-by-step process for addressing concerned research problems. It depicts a framework for solving a problem with specific components such as the research approach of study, research design of the study, population and sample for the present study, development of research tool, data-base and instruments for data collection, data collection procedure, and data analysis technique.

3.1 Research approach to the study

A qualitative research methodology approach was adopted for the present study considering the nature and demand of the posed research questions. The study explores the different issues regarding the schooling system of EMRSs from the perspectives of equitable quality education for deprived tribal children. Thus, a qualitative research approach helps understand the mechanism of interactions of different stakeholders and their underlying meaning in a specific research context (Maxwell, 2013). The research focused on an in-depth analysis of a schooling system from a different perspective, specially meant for tribal children. Furthermore, due to the COVID-19 pandemic, the schools across the state remained closed. The physical classes were suspended; thus, an effective interview technique was employed, and partly school observation was used for this study.

3.2 Research design of the study

A research design for any study is the roadmap for how well the study will be carried out. It is a matter of understanding, contemplating, and visualizing how the analysis will be framed out. Thus, the research design of the present study is based on the descriptive research method (Green & Thorogood, 2007). As descriptive research is much more focused about what is the subject matter of the study, therefore, it seeks to characterise the present context or trend of the study's variable or phenomena and provides a comprehensive and representative description of specific characteristics, values, attitudes, opinions, or behavioural patterns of a whole population. It is also used to study both the social system and particular phenomena in the field (Daniel &

Harland, 2018). Thus, this particular research design is employed to explore the study area's hidden context under the broader field of educational research.

The present study adopts this design as a process; because it demands the extensive engagement of filed-work, observation, and data collection by applying interview technique. The study engaged maximum engagement with the school heads and other officials to understand the organizational structure and its functioning concerning finding the answer to research questions. In the analysis and interpretation of data, the researcher relies on basic quantitative processes as well as qualitative data analysis such as transcription of interview data, coding, categorizing, content analysis, etc. As data obtained from a descriptive research design always made clear the pervasiveness of problems, opinions, and other phenomena across the study field and its population (McGregor, 2018).

3.3 Population

Eklavya Model Residential Schools are a scheme of the GoI for providing quality education for the tribal on the lines of Jawahar Navodaya Vidyalaya (JNVs) by providing residential schooling facilities. Being a central scheme, the structure and function across the country for all the EMRS are the same. However, state-wise the implementation of the scheme and the functioning of the EMRSs differ. Hence, the researcher decides to take all the EMRS located across the country as the study population.

3.4 Sample and sampling technique

The outcomes of research and generalizations are only as good as the sample that generates data. It is a procedure for recruiting participants, subjects to a study of the whole population (Daniel & Harland, 2018). The researcher has adopted a purposive sampling technique to select the study sample, a non-probability sampling technique. This sampling technique is chosen because of its convenient access to the researcher. Eklavya Model Residential Schools functioning across the state of West Bengal has been selected as the current study sample. There are seven functional EMRSs in various tribal population congested districts across the state of West Bengal.

3.5 Database and instruments for data collections

The researcher has developed an open-ended interview schedule and school information schedule as the data collection instrument for the present study. Various documents related to Eklavya Model Residential Schools, including newly revised guidelines for setting up Eklavya Model Residential School (EMRS) and other school-related information, have been taken as the primary source of documents area of the EMRS scheme.

- Information schedules to know different school-related information such as enrollment, achievement, infrastructural facilities, teaching & non-teaching staff, other available resources, facilities, etc.
- A semi-structured interview schedule was developed for the school heads and other leaders at different governance levels at the state and district levels.

3.6 Data collection procedure

An in-depth interview technique has been employed to study the governance structures, leadership, and functioning of Eklavya Model Residential Schools from the perspectives of equitable quality education for tribal children. The interview participants were school heads and different officials at the district and state level of administration. The researcher personally visited sampled schools to meet school heads and other government offices to meet the officials for the interview purpose.

3.7 Data analysis

Qualitative data analysis is broadly conceptualized as a meaning-making process involving the subjective interpretation of the data's content through the systematic classification method of coding, identifying trends or patterns, and analyzing the overall results (Hsieh & Shannon 2005). Hence, the researcher has employed a logical and rational analysis procedure for different document-related to Eklavya Model Residential Schools as one of the primary data sources. The sampled schools' information was analyzed by applying other analysis techniques such as percentage analysis, tabulation, graphical representation, etc. The information procured from the interview was transcribed in textual form, and then the researcher analyzed the interview data by employing a systematic assignment of codes and themes. The coding involves attaching labels or codes to text that at last represent the study themes (Basit, 2003).

CHAPTER FOUR

ANALYSIS OF THE RESULTS AND DISCUSSION

Analysis of the results means representing the collecting data in an orderly and systematic way to answer the research questions. The current chapter depicts the major findings of the study after the analysis and interpretation of the collected data. The chapter also describes the study into three phases to depict the functioning of Eklavya Model Residential Schools across the state of West Bengal.

4.1 Eklavya Model Residential Schools Profile in West Bengal

The school profile describes the status of the Eklavya Model Residential Schools across the state of West Bengal. It emphasizes the socio-cultural context of the schools, neighbourhood, and locality of the schools, residential accommodation and academic facilities available at the school, and other necessary aspects. As Eklavya Model Residential Schools under the Ministry of Tribal Affairs, GOI has been conceptualized to meet the equality and quality needs of the most disadvantageous children from the tribal pockets across the country. There are seven EMRSs established across the state of West Bengal.

- *Location of the Eklavya Model Residential Schools*

EMRSs in West Bengal are mainly located on the high tribal population concentration districts/blocks such as Jalpaiguri, Bankura, Purulia, Paschim Bardhaman, Jhargram, Birbhum, and Dakshin Dinajpur. Most of the EMRS is located in an extremely remote location from the district headquarters.

Table 4.1: Location of EMRSs in West Bengal

Location of EMRSs in West Bengal					
Village	Block	District	Distance	Locality	Neighbourhood
EMRS Nagrakata	Nagrakata	Jalpaiguri	61 Km	Extreme remote location	Rural
EMRS Mukutmanipur	Khatra	Bankura	51 Km	Located at a roadside	Rural
EMRS Shushunia	Manbazar-II	Purulia	66 Km	Located at the dry area	Rural
EMRS Raghunathpur	Kanksa	Paschim Bardhaman	76 Km	Located at a roadside	Rural
EMRS Satyabanpalli	Jhargram	Jhargram	03 Km	Located outskirt of the city	Small town
EMRS Kankutia	Bolpur-Sriniketan	Birbhum	40 Km	Located outskirt of the village	Rural
EMRS Kumarsai	Banshihari	Dakshin Dinajpur	55 Km	Remote location	Rural

Source: Field

These schools are either located in tribal concentrated localities or villages. Each school is situated outside the local habitation; hence the school campus remains isolated from nearby communities. Only one EMRS in West Bengal is located on the outskirts of a district town, about 3 kilometres from the District Headquarter. However, all the other EMRS are situated on an average distance from the district headquarter is 50 km.

- *The socio-cultural context of the EMRSs*

EMRSs are established to imparting quality school education to the deprived tribal children. For this reason, all the schools are located in a high concentration of tribal population areas. Also, it has been seen that tribal habitations or tribal villages surround all the school campuses. Therefore, the overall socio-cultural context of Eklavya Model Residential Schools is majorly influenced by tribal cultures. As in these schools, all the students belong from different tribal communities; naturally, the whole ambience of the schools and their neighbourhood is more inclined to the practices of tribal societies. Although the schools are residential and students come from different localities of the district and surrounding areas, there are fewer opportunities to connect with the local communities. In this school, most of the tribal students come from poor socio-economic backgrounds, and most of them are first-generation learners. Thus, Eklavya Model Residential Schools play a crucial role in providing educational opportunities with residential facilities for these poor tribal children. Despite various challenges in the developmental aspect of tribal communities, only quality education can boost an individual's capabilities and community. In the state of West Bengal, except State Govt. Aided local schools, EMRSs are the only school dedicated to the educational development of tribal children in these tribal pockets. It can be said that, in the broader spectrum of overall developmental aspects, these schools are enhancing the status of tribal communities educationally and socio-economically.

- *Available academic and residential infrastructure*

All the schools possessed sufficient land allocated by the state government for the construction of residential school infrastructure. The school campuses are divided into several sections, including an academic block with classrooms, residential areas for hostels and staff quarters, a kitchen, a garden, a playground, and a compound wall. As per the revised guidelines for setting up EMRS, the total sanctioned strength of the

school will be 480 students, and the number of seats for boys and girls will be equal (Ministry of Tribal Affairs, GOI, 2010). However, in West Bengal, each EMRS has a student intake capacity of up to 420 STs students free of cost education with residential accommodation. All the school follows English as the medium of instruction and affiliated under the state education board. All the EMRS are functioning from Class-VI to Class-XII.

At the higher secondary level, all the schools are offering only two streams that are (i) Humanities and (ii) Science. Whereas, the Ministry of Tribal Affairs, GOI has mentioned in their guidelines that there will be three sections per class for the three streams at the higher secondary level. Among the seven functional EMRS across the state of West Bengal, there is no school offering 'Commerce' or 'Vocational Education' at the higher secondary level to their students. The student's enrolment in higher secondary level is not sufficient enough to continue three streams.

Table 4.2: Available Academic Infrastructure Facilities in EMRSs

Available Academic Infrastructure Facilities in EMRSs							
	EMRS Nagrakata	EMRS Mukutmanipur	EMRS Susunia	EMRS Raghunathpur	EMRS Satyabanpalli	EMRS Kankutia	EMRS Kumarsai
Section-wise grade division	00	00	00	00	00	00	00
Teachers' Common Room	01	01	01	01	02	01	01
Principal's Office	01	00	01	01	01	01	00
Office Room	02	01	01	01	02	01	01
Classrooms	16	09	14	09	12	09	12
Library	01	01	01	01	01	01	01
Laboratories	03	03	05	03	08	05	05
General Purpose Hall	00	00	00	01	01	01	00
Infirmary/ Sick Room	00	00	00	00	00	00	00
Playground	01	01	01	01	02	01	01

Source: Field.

It has been seen that in EMRSs at the higher secondary level, most of the students are enrolled in humanities streams, and very few students are enrolled in science. During

the interview with the school heads, it was found that these schools face many scarcities like lack of sufficient classroom and related infrastructure, lack of sufficient subject teachers and resources. Therefore, the school cannot offer more streams and subjects at the higher secondary level. Each class, from grade 6th to 12th have a maximum number of 60 students. For this reason, the school cannot divide each class, from grade 6th to $10^{th,}$ into at least two sections to maintain a proper pupil-teacher ratio. As in these grades consists of maximum numbers of 60 students. Therefore, in upper-primary and secondary classes in EMRSs have a higher pupil-teacher ratio (PTR 1:60).

Figure 4.1: No. of classrooms in the EMRSs across West Bengal
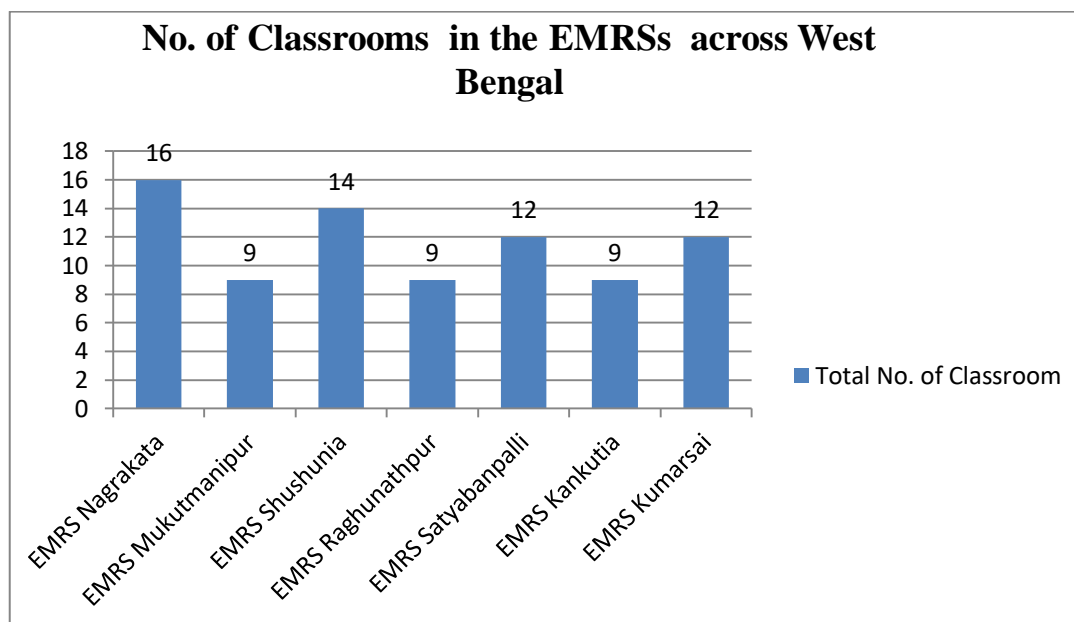
• *Hostel facilities*

In each EMRS, there are two separate hostels constructed at the school campus, each for boys and girls. Only in EMRS Kumarsai, there are four hostels, two separate hostels for each boy and girl student. In the hostel, students live in dormitories; each dormitory's intake capacity is between 20 to 40 students depending on the number of rooms available for students. The total capacity of dormitories in each school is up to 420. Each school has a separate space for the kitchen and dining. Four square meals are provided by all the schools in the form of breakfast, lunch, evening snacks, and dinner. There are a total of 10 toilets separate for boys and girls. All the schools and hostels are equipped with an assured water supply for drinking and utility purposes.

The water supply to the hostel is a primary concern during the summer months, as these schools are located mostly in dry areas, and no school has a reliable overhead water tank to store water in case of insufficient supply.

Table 4.3: Facilities available at hostels of EMRSs in West Bengal

Facilities Available at Hostels of EMRSs in West Bengal							
	EMRS Nagrakata	EMRS Mukutmanipur	EMRS Susunia	EMRS Raghunathpur	EMRS Satyabanpalli	EMRS Kankutia	EMRS Kumarsai
Well ventilated dormitories	Yes	Yes	No	No	Yes	Yes	No
Well maintained toilets/washrooms	Yes	Yes	No	No	Yes	Yes	Yes
Assured/reliable water supply	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sufficient supply of utility water	Yes	No	No	No	Yes	Yes	Yes
Office Room for Hostel Warden	Yes	No	No	No	No	No	No
Courtyard/verandah for washing and dry clothes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Recreation/common room	Yes	No	No	No	Yes	No	No
Sick Room	No	No	No	No	No	No	No
Indoor games	No	No	No	No	No	No	No
Rainwater harvesting	Yes	Yes	Yes	No	Yes	No	No
Reliable sewage system	Yes	Yes	Yes	Yes	Yes	No	Yes
Mosquito nets	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3 meals a day	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: Field

Few schools also reported the shortage of cleaning staff and funds, so it is sometimes difficult to maintain regular cleanliness. Hostels need to be equipped with enough furniture equipment like a study table for each student, an office room for the warden, more toilets and washroom, a guest room for parents, etc.

Figure 4.2: Status of hostel superintendent and matron across EMRSs
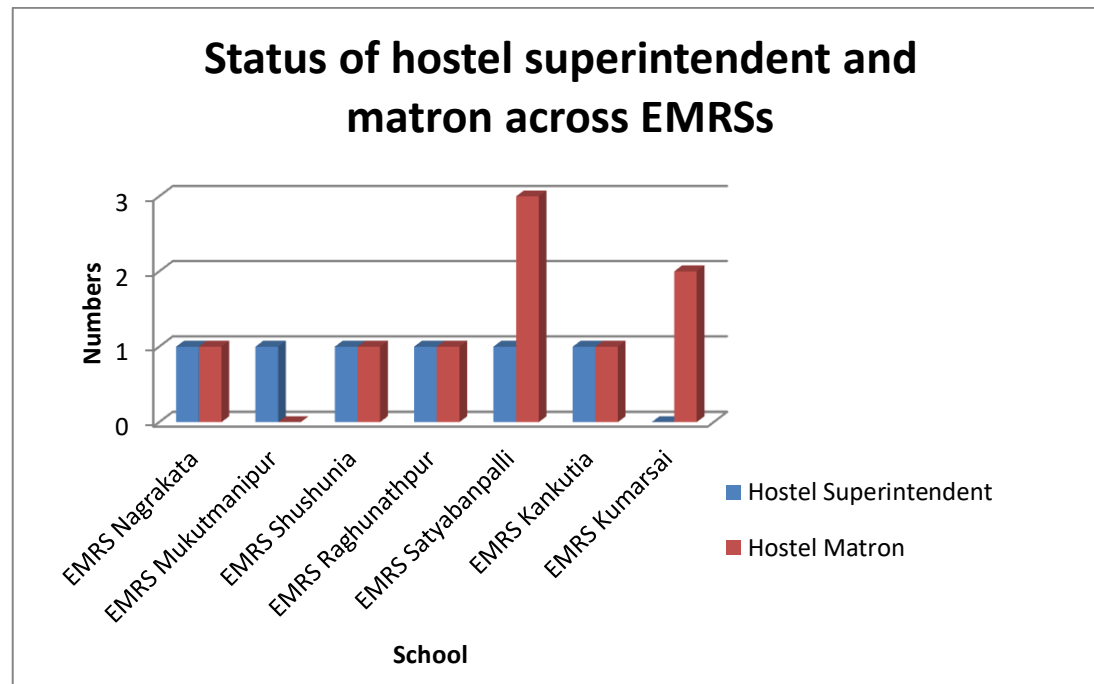
For the day-to-day monitoring and supervision of the hostels, most of the schools have at least one hostel supervisor for the boys' hostel and one matron for the girls' hostel. It is seen that in EMRS Mukutmanipur, there is no matron for the girls' hostel, and in EMRS Kumarsai, there is no superintendent for the boys' hostel. Thus regarding hostel safety and security in these two EMRSs, it is challenging to take care of the students, especially for the girls.

- *Health-care Services*

According to the new guidelines of EMRS, it has mentioned that medical services, such as telemedicine and partnerships with local hospitals, have to establish by the school administration. Wherever possible, facilities for diagnosing and treating tribal children's medical needs such as Sickle Cell, Anaemia, Tuberculosis, Malaria, etc., need to be ensured. It also mentioned girls' health support that they have special nutritional needs and requirements for menstrual hygiene such as sanitary pads, incinerator, etc. (Ministry of Tribal Affairs, GOI, 2020). However, all the schools and their hostels do not have any separate sick/medical room, medical staff like a nurse or

medical aid for the health emergency for the students who are taken ill. Proper health facilities are of paramount requirements in these residential schools (Jojo, 2013). There is no such provision for regular health check-ups and special classes/training on health and hygiene in most schools. In some schools, they conducted health check-ups by sending the students to a local doctor clinic, and in an emergency, they preferred to admit their student to a nearby hospital. Few schools conducted health check-ups in the school for their students monthly or bi-weekly by a recognized doctor. Even most of the schools do not have any multipurpose vehicle or ambulance for emergency services. In an emergency, the school used to rent a car, and the school had to pay for the service. It is seen that only in EMRS Satyabanpalli has one multipurpose vehicle and one ambulance for the school.

Table 4.4: Available Residential Resources at the EMRSs in West Bengal

Available Residential Resources at the EMRSs in West Bengal							
	EMRS Nagrakata	EMRS Mukutmanipur	EMRS Shushunia	EMRS Raghunathpur	EMRS Satyabanpalli	EMRS Kankutia	EMRS Kumarsai
Staff Quarters	04	08	10	08	02	14	01
Hostels	02	02	02	02	02	02	04
Male Teacher Reside at School Campus	04	02	02	03	02	09	00
Female Teacher Reside at School Campus	00	00	00	03	00	04	00
Hostel Supervisor	01	01	01	01	01	01	00
Hostel Matron	01	00	01	01	03	01	02
Day Guard	00	00	00	01	01	01	00
Night Guard	02	00	02	01	01	01	00
Vehicles/Ambulance	00	00	00	00	02	00	00
Any Medical Staff/ Aid/Support	00	00	00	00	00	00	00

Source: Field

Figure 4.3: Available staff quarters across EMRSs in West Bengal

Available Staff Quarters across EMRSs
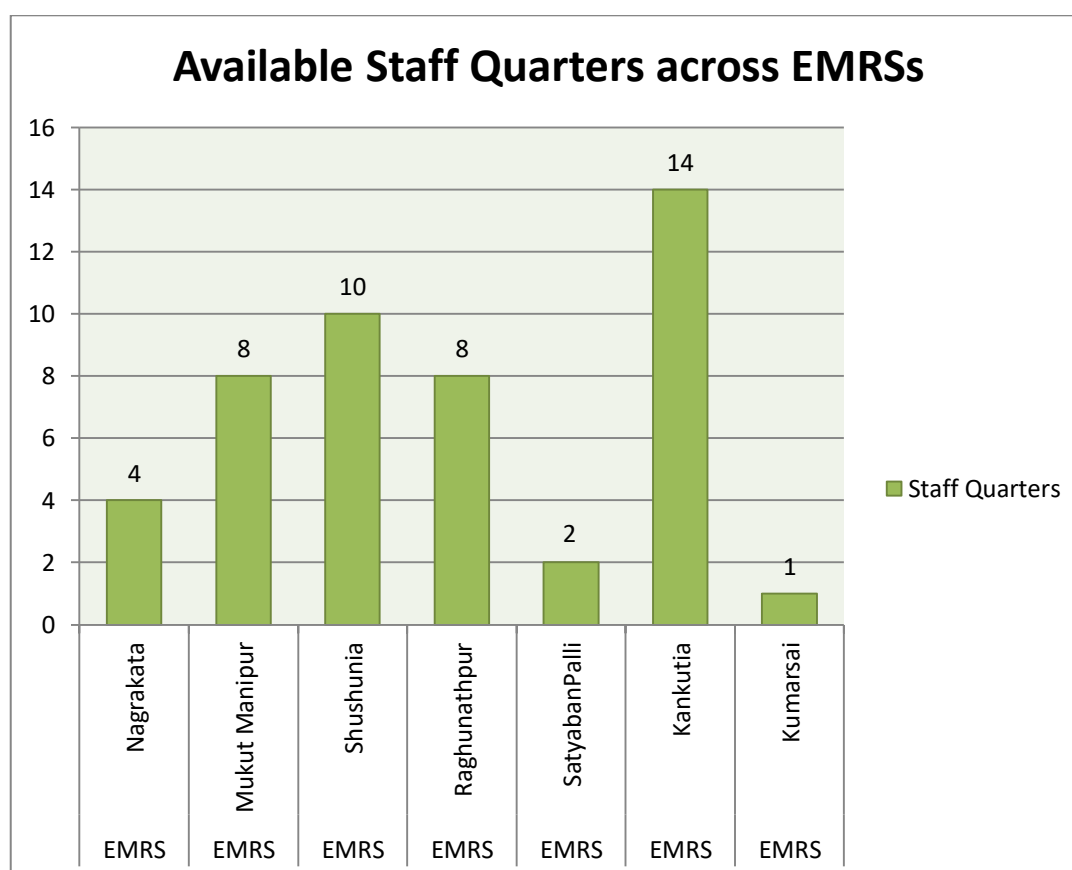
- *Safety and Security*

In residential schools, safety and security for girls and boys both are major concerns. It is an important perspective of any residential school, as it helps the students flourish in a homely environment. Besides this safety and security, it is also a matter of trust for the parents sending their children to the school. Every EMRS in West Bengal has two separate hostels for girls and boys. There is a hostel super for boys, a hostel matron for girls to monitor and supervise the students at the hostel.

Nevertheless, it is seen that for the boys' hostel of EMRS Kumarsai, there is no hostel super, and in EMRS Mukutmanipur, there is no hostel matron for the girls' hostel. Even some EMRS does not have adequate numbers of security guards to ensuring campus security. In West Bengal, out of seven EMRSs, four schools do not have any security guard for daytime, and two schools do not have any security guard for the night.

Figure 4.4: Day and night guard at school campuses

Day and Night Guard at School Campuses
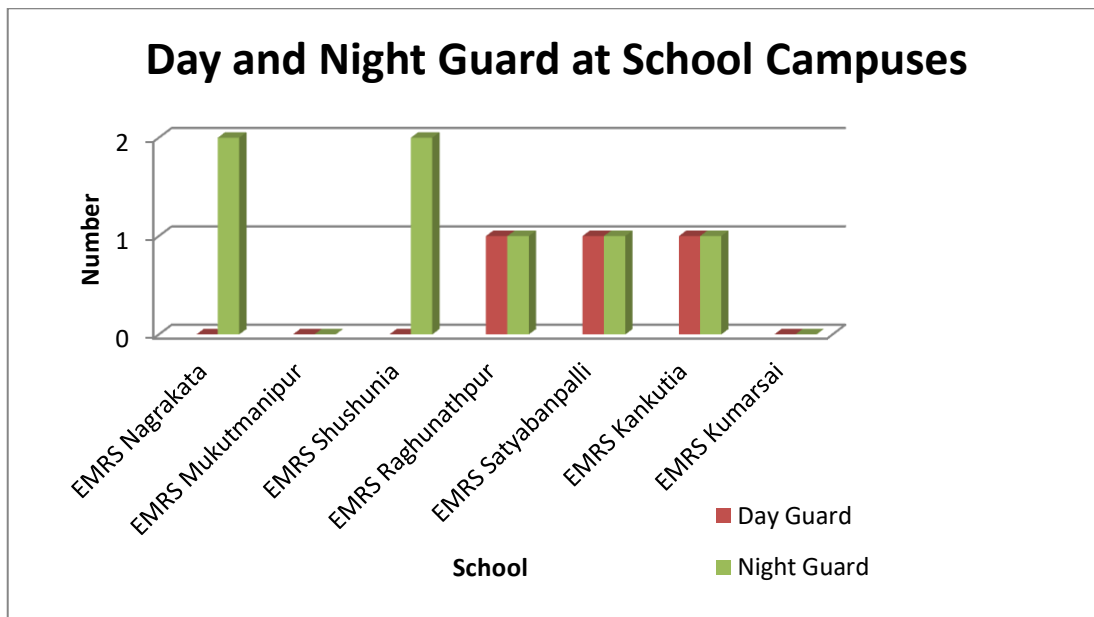
EMRSs are located mostly in tribal pockets, and it is a fully residential school, where teachers and students have to stay on the same school campus. However, it has been seen that in most of the EMRSs, there are very fewer numbers of teachers who are residing with the students at the school campus. An average of 19% of total teachers resides at the school campuses of EMRSs across the state. Out of the total residing teachers, only 15% of female teachers reside on the school campus. Out of all the seven functioning EMRS within the state, female teachers are residing within the school campus only in EMRS Kankutia and EMRS Raghunathpur.

Figure 4.5: Teacher reside at school campuses

Teacher Reside at School Campuses
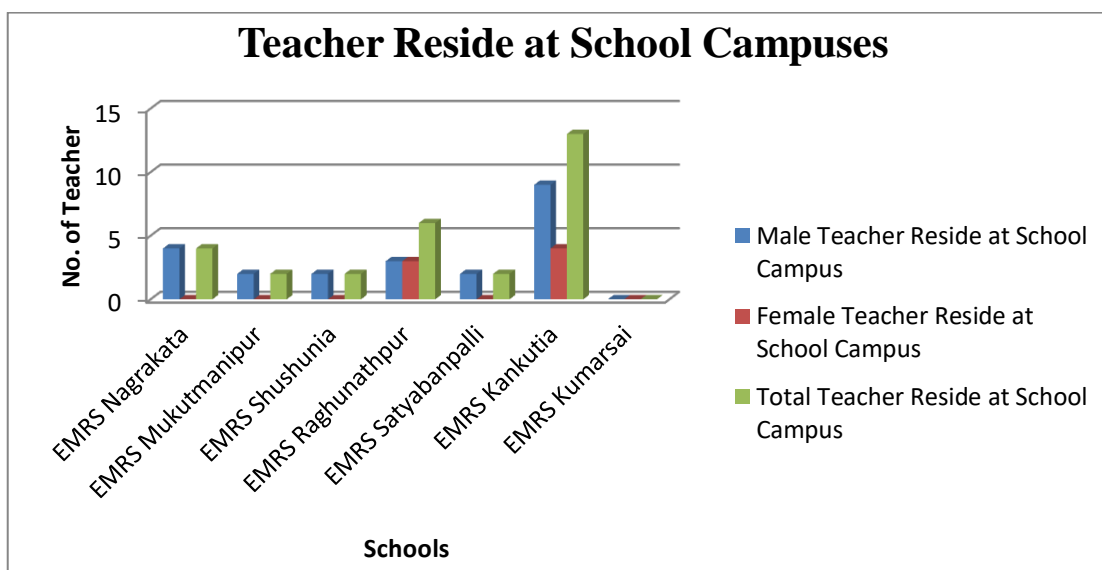
4.2 Student profile of Eklavya Model Residential Schools in West Bengal

Providing equitable quality education to tribal students, the Government of India launched the EMRS scheme. In the current academic session, the total number of enrolled students in all the seven EMRSs in West Bengal is 2788. The average percentage of boys' enrolment is 52 percentages, and girls' enrollment is 48 percentages.

Table 4.5: Profile of EMRSs in West Bengal

Name of EMRS	Student Enrolment		
	Total	Boys	Girls
EMRS Nagrakata	406	234	172
EMRS Mukutmanipur	410	210	200
EMRS Shushunia	381	188	193
EMRS Raghunathpur	389	204	185
EMRS Satyabanpalli	413	208	205
EMRS Kankutia	403	205	198
EMRS Kumarsai	386	204	183

Source: Field

Figure 4.6: Student enrolment of Eklavya Model Residential Schools
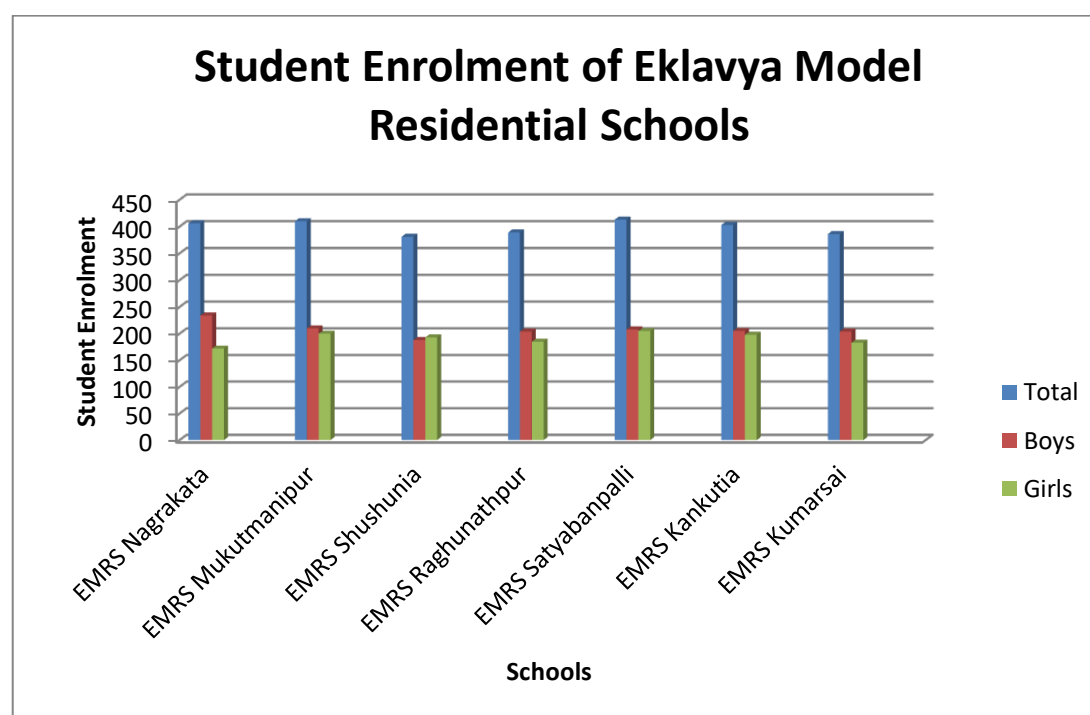
New students' admissions are taken at the level of Class-VI through the admission test, and students are selected based on merit. Every year 60 seats are filled at the 6th standard, 30 for boys and 30 for girls. The admission test is conducted by the District Level Committee of the respective school. Always preferences are given to the first-generation learners and children from Primitive Tribal Groups. The admission tests were conducted through an objective and descriptive test containing questions on basic English, Mathematics, Science, and Social Sciences.

4.3 Teacher Profile of Eklavya Model Residential Schools in West Bengal

Qualified teachers are an essential resource and support for a good school. The aim of imparting equitable quality education, especially for the marginalized background students, will only be possible if they have access to qualified teachers in their school. The inadequate number of teachers in the schools for the marginalized students is a concern to all of us to ensuring their educational needs. The insufficiency of teachers affects the regular school activities, but it fails to support the learning needs of deprived learners. Most of the EMRSs across the state of West Bengal is running with an insufficient number of teachers and the requirement of different subject teachers to meet the learning needs of the tribal children. Only in EMRS Satyabanpalli has the highest representation of 44 total teachers than other EMRSs in West Bengal.

Table 4.6: Teachers' Profile of EMRSs in West Bengal

Teachers' Profile of EMRSs in West Bengal								
	Total Teacher	**Gender**		**Nature of Appointment**			**Non-Trained Teacher**	**Reside at School**
		Male	Female	Regular	Contr actual	Guest		
EMRS Nagrakata	18	14	04	02	14	02	02	04
EMRS Mukutmanipur	19	14	05	04	12	03	05	02
EMRS Shushunia	21	21	00	03	14	04	03	00
EMRS Raghunathpur	26	18	08	03	13	10	07	06
EMRS Satyabanpalli	44	23	21	00	12	32	12	02
EMRS Kankutia	21	16	05	03	12	06	05	13
EMRS Kumarsai	17	14	03	01	12	04	03	00

Source: Field

Figure 4.7: Numbers of teachers across the EMRSs in West Bengal
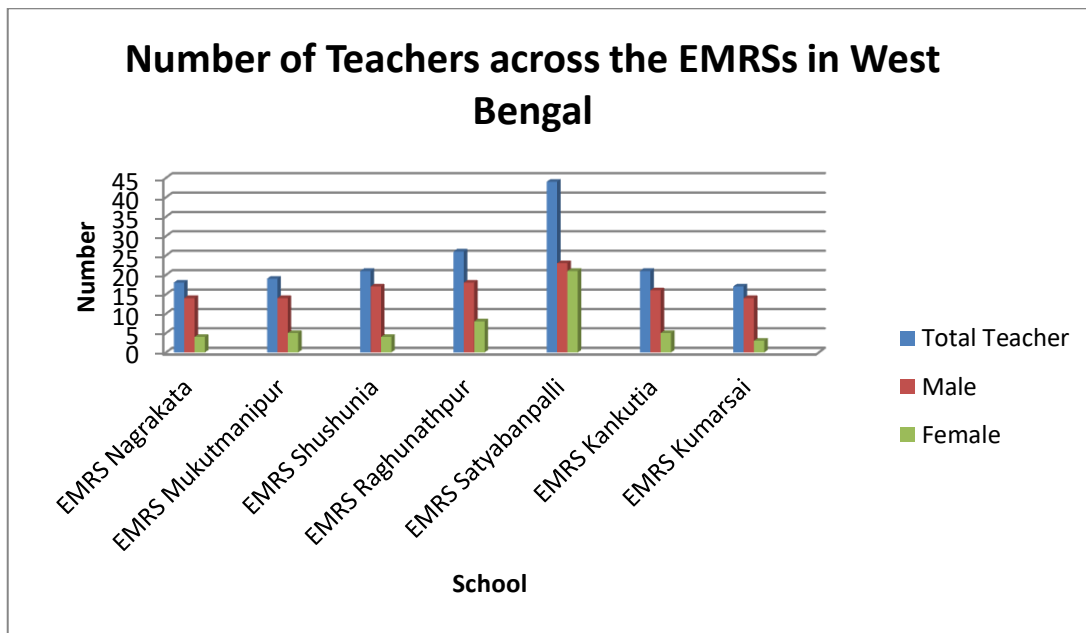
In all the seven functional EMRSs, teachers are appointed as regular, contractual, and guest teachers. The average representation of regular teachers is very less across all the EMRSs, and the number of contractual teachers is the highest, followed by guest teachers. Approximately 60% of teachers across the EMRSs were appointed as contractual teachers, and 25% of teaches are appointed as guest-teacher, and the other 15% of teachers are appointed as regular teachers.

Figure 4.8: Nature of teacher appointments in EMRSs
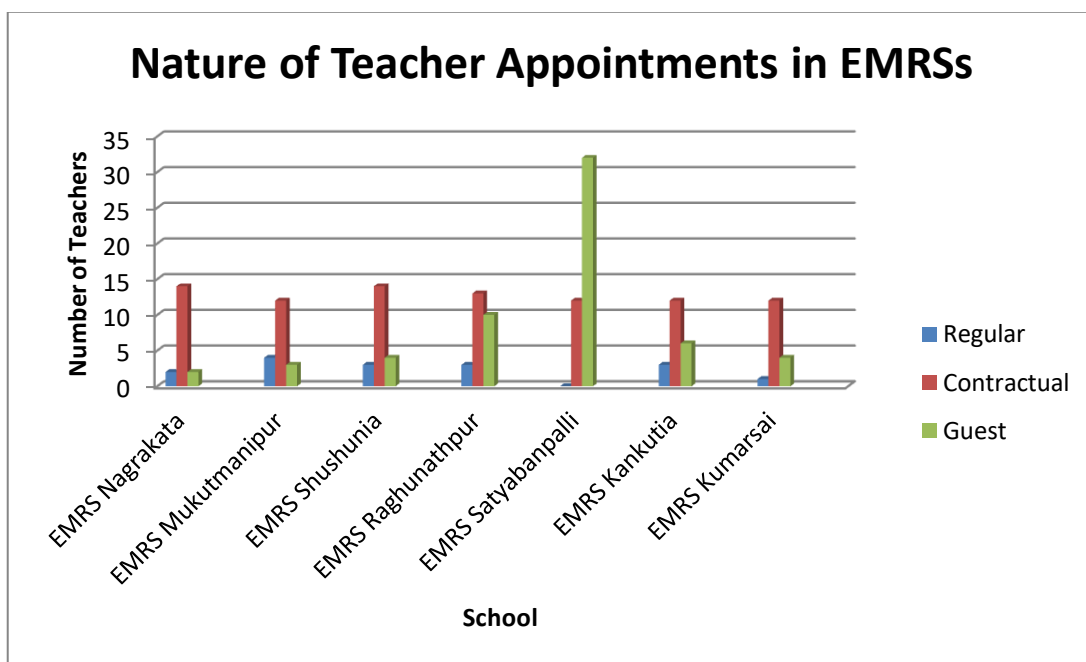
The guidelines of EMRS have encouraged the recruitment of more female teachers, but the average representation of female teachers in all the seven EMRSs in West Bengal is approximately 27% only. This contractual nature of appointment is also to be seen with the poor number of resident teachers in EMRS; since most of these are contractual and guest, the teachers limit their responsibility to the teaching of subjects and do not own the responsibility of children.

Figure 4.9: Untrained teachers across EMRSs
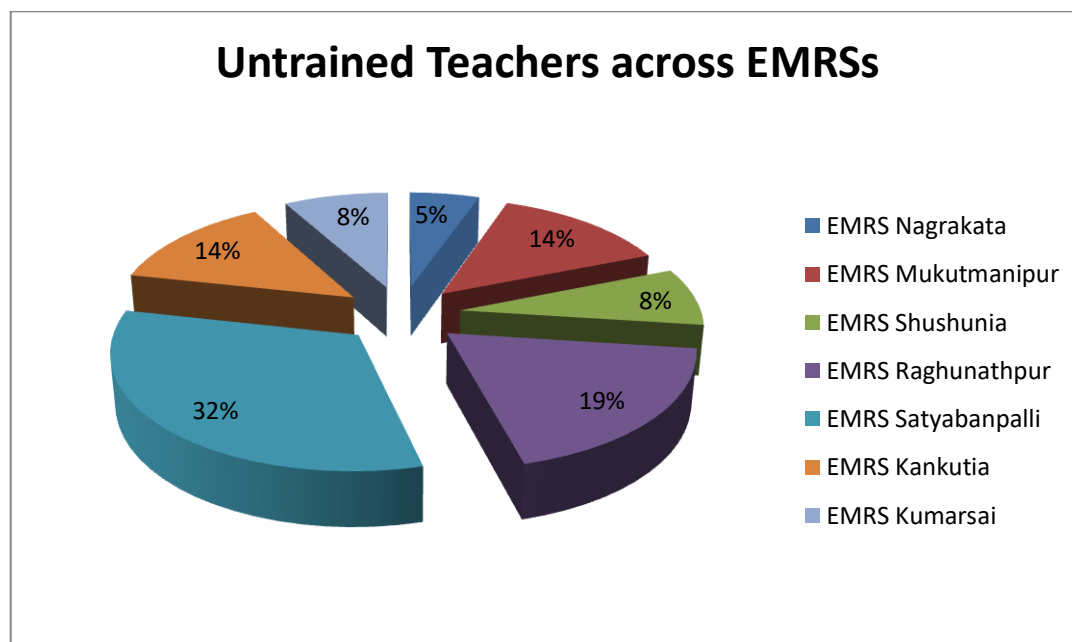
Thus a sense of belongingness, ownership, a family feeling that would give a caring, safe and secure environment conducive not only for learning but also for learning gets compromised. Also, in these EMRSs, approximately 21% of teachers do not have any proper teacher training. Many teachers who are appointed as regular teachers do not have any teacher training degree.

There is no such provision or opportunity for the in-service teacher training, orientation program, induction program for the teachers working in these EMRSs. Even there is no tribal sensitization program for the teachers, as most of them come from the non-tribal group. As Eklavya Model Residential Schools were established only for the quality education of deprived tribal children, so in this specialized context, regular training for the teachers is a significant concern for the overall progress of the school as well as students. Different training or orientation program is a need for schools of differential contexts like EMRSs.

- *Recruitment Procedure*

As per the EMRS guidelines, the state government is responsible for the management and effective functioning of EMRSs. Thus, in West Bengal at the state level, 'Paschim Banga Adibasi Kalyan O Siksha Parshad' under the Tribal Development Department is the responsible government body for the management of EMRSs across the state. As in the EMRSs, there are three categories of teachers appointed; regular, contractual, and guest teachers. The regular teachers have been recruited on a merit basis following the norms of the West Bengal Public Service Commission (WBPSC). It follows state government rules and regulations for the recruitment process, so they conduct a written test and interview for the selection of candidates. For the recruitment of contractual and guest teachers, each District Level Committee (DLC) is the responsible body. After consulting with the school, the District Level Committee advertises for the required vacancy and then they select the candidate through the process of an interview.

The salary structure of teachers in EMRSs is not equal for every teacher as there are mainly three categories of teachers appointed. Therefore, based on the nature of the appointment a different salary structure exists for the teachers. The teachers, who were appointed for a regular post, receive the salary as per the Sixth Pay Commission scale from the West Bengal Government. All the contractual teachers in EMRSs receive a consolidated salary of Rs 25,000 per month and guest teachers are paid Rs. 700 per day (3 days in a week). No additional allowances or incentives are given to the teachers in EMRSs. As we know in a residential school the workload and other responsibilities are more compared with the other day schools. But in this context teachers' who are appointed as guest teachers receive a very meagre amount as salary, which acts as a strong source of dissatisfaction and demotivation for the teacher leading to a consequent lack of ownership and commitment towards the profession (CBPS, 2015).

- *Roles and Responsibilities of the teachers in EMRSs*

The major roles and responsibilities of the teachers in EMRSs are centred on academic support as per the needs of these tribal students. As these tribal children are coming from a very poor socio-economic background and most of them are first-generation learner, they need individual academic support to cope in these schools. EMRS follows English as the medium of instruction and most of the tribal children

completed primary schooling in Bengali or Santali medium. Initially, these tribal children face lots of language issues. It is also challenging for the teachers too, as most of the teachers are from the non-tribal community, who do not have any prior experience, knowledge about tribes and their culture and their home languages. To make it worse, no induction programs are conducted to introduce the teachers to the culture and language of the students and their communities. Thus, teachers in Eklavya Model Residential Schools, especially those that are fulfilling the role of matrons or mentors either should be belonging to tribal background or have sensitivity and understanding of tribal culture and language. When it comes to having a better understanding of equity and efficiency problems, this becomes much more challenging for the teachers (CBPS, 2015).

Besides this, all the teachers have a major responsibility in the broader management of the day-to-day affairs of the residential school. In these schools, the different responsibilities are distributed among the teachers by setting up different committees. Responsibilities of teaching, as well as coaching classes for the weak students, are the major concern of the teachers in this school. Most of the teachers do not reside at the school's staff-quarters; they travel daily to come to the school. Because most of the schools do not have sufficient staff quarters and the conditions of available staff quarters in the schools are not as good to stay with family.

- *Opportunities for professional development for the teachers*

Teachers in these schools do not get any access to specialized training programs, which are needed to meet the unique challenges and needs that they face during the teaching-learning processes. There is no provision of in-service training or induction program for the Eklavya Model Residential Schools teachers by the 'Paschim Banga Adibasi Kalyan o Siksha Parshad' or School Education Department of West Bengal Government. Different types of training like tribal sensitization, training for residential school context and practices, subject training, new curricula, age-appropriate teaching, teaching in the context of tribals, teaching for disadvantaged students, etc. are indeed for the EMRSs teachers. As compared with the other residential school such as JNVs, they have more qualified and higher-paid staff. In JNVs, they have provision for different regular in-service training conducted by the Navodaya Vidyalaya Samiti, which is missing in the context EMRSs. As the management of EMRSs varies from state to state, thus there exists a difference in

teacher management. To keep high motivation and job satisfaction regular training is much needed for the overall progress of EMRSs.

4.4 School heads profile of Eklavya Model Residential Schools in West Bengal

Out of a total of seven EMRS in West Bengal, only two EMRS have a regular appointment of School Principal, three EMRS have the contractual appointment of School Principal while the other two EMRS have Teacher-in-Charge of Principalship. West Bengal Public Service Commission is the responsible government agency for the regular appointment in EMRSs across the state. The district committee of the respective school is responsible for the recruitment of contractual and other appointments.

All the school principal of EMRSs in West Bengal possess a good academic qualification, except two school principal who does not have any teacher training qualification. No principal has prior experience of residential school especially in the context of tribal children. Even they do not get access to any training for leadership or other professional training for better management at the school level. Out of seven school principals, only three school principals reside at the school campus and the other four school principals do not reside at the school campus, they preferred to daily travel from outside.

Table 4.7: School Head's Profile of EMRSs in West Bengal

School Heads' Profile of EMRSs in West Bengal						
	Nature of Appointment	Qualification	Previous Experience	Leadership Training	Professional Development	Reside at School
EMRS Nagrakata	Contractual	B.Sc. M.Sc. B.Ed.	No	No	No	No
EMRS Mukutmanipur	Teacher-in-Charge	B.Sc. M.Sc.	Yes	No	No	Yes
EMRS Shushunia	Teacher-in-Charge	B.Sc. M.Sc. Ph.D.	Yes	No	No	No
EMRS Raghunathpur	Regular	B.Sc. M.Sc. B.Ed.	Yes	No	No	Yes
EMRS Satyabanpalli	Contractual	B.Sc. M.Sc. B.Ed.	No	No	No	No
EMRS Kankutia	Regular	B.A. M.A. B.Ed. M.Ed. Ph.D.	No	No	No	Yes
EMRS Kumarsai	Contractual	B.Sc. M.Sc. B.Ed.	No	No	No	No

Source: Field

Figure 4.10: Nature of appointments of school heads and residential status of school heads

Nature of Appointments of School Heads

- Teacher-in-Charge 29%
- Regular 28%
- Contractual 43%

Residential Status of School Heads

- School Head Do Not Reside at School 57%
- School Head Reside at School 43%
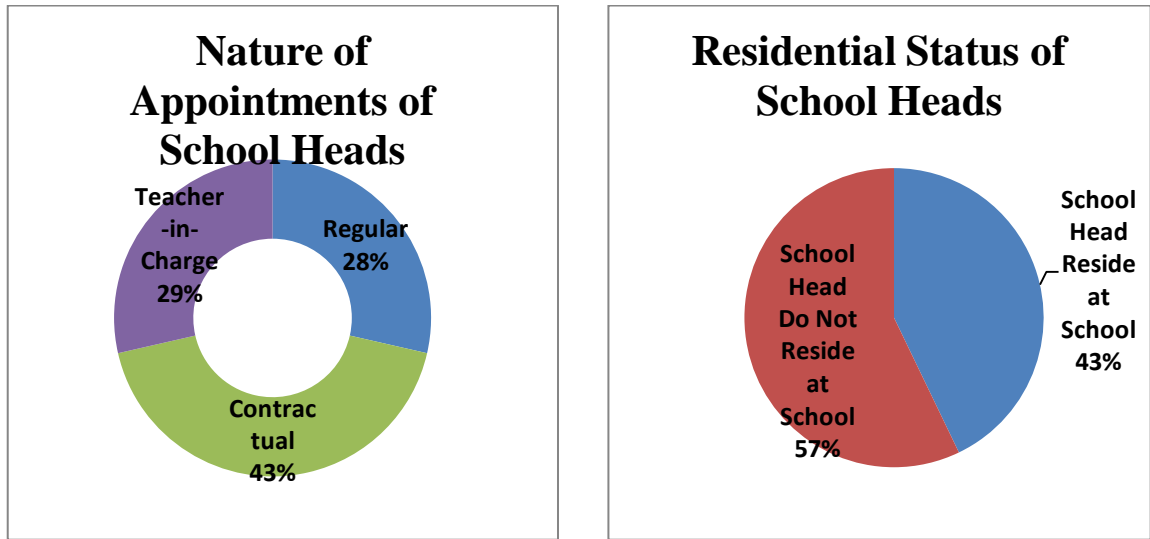
4.5 Governance and leadership structure for the management of Eklavya Model Residential Schools in West Bengal

Eklavya Model Residential School (EMRS) was established for ensuring quality education with free boarding and lodging facilities for STs Students. EMRSs are planned and patterned on the lines of the Jawahar Navodaya Vidyalaya (JNV) model for ensuring quality residential education for deprived tribal students especially to attract the children from primitive tribal groups and first-generation learners. However, the governance structure of EMRSs is not structured as per the JNVs pattern because the scheme is managed by the collaboration of central government and state government agencies.

4.5.1 Existing organizational structures of EMRSs at a different level

Eklavya Model Residential School is the novel educational scheme for the tribals, launched by the Ministry of Tribal Affairs, GOI and it is implemented across the country by state-centre management. MTA will ensure the recurring and non-recurring costs for the establishment of EMRSs across the state; where each state government is responsible for the management and effective functioning of EMRSs at the state level.

Under the Ministry of Tribal Affairs, the National Education Society for Tribal Students (NESTS) is an autonomous society tasked with planning, constructing, establishing, endowing, and administering the EMRSs, as well as all other actions and items related to tribal education. The NESTS functions through an Executive Committee and this committee is chaired by the Secretary of Tribal Affairs. The Commissioner (Joint Secretary Level) is the Executive Head of the administrative pyramid of NESTS, who is responsible for the policies set out by the Executive Committee. The NESTS is guided by a Steering Committee, which is chaired by the Honourable Minister of Tribal Affairs, Government of India.

At the state level Tribal Development Department (TDD), the Government of West Bengal is the administrative body for the welfare of the tribal population. Thus, under the TDD, 'Paschim Banga Adibasi Kalyan O Siksha Parshad' (PBAKOSP), has been set up for the management and functioning of Eklavya Model Residential Schools across the state. Honourable Minister-in-Charge, Backward Class Welfare (BCW) Department is the Chairperson; and Commissioner of BCW as the Member Secretary

of PBAKOSP. At the district level, there are District Level Committees with District Magistrates as Chairman, responsible for the day-to-day management and monitoring of the EMRSs in the respective district.

As PBAKOSP is the state-level dedicated management structure for the EMRSs, thus it coordinates with the NESTS, Ministry of Tribal Affairs at the national level for the effective functioning and management of EMRSs following the formulated norms and guidelines. PBAKOSP works through the District Level Committees as all the DLC functions for the school-level management committee.

All the DLCs are empowered as the decision-maker and policy implementer who ensures all the financial and other support as per the requirement of the school. It also ensures the recruitment of teaching and non-teaching staff for the schools. It decides norms, guidelines, and regulations for the EMRSs across the state. The major responsibilities of the PBAKOSP are to communicate policy and program information to schools, to communicate data and other information from schools, district-level committees to ministries, and to ensure that schools are adhering to government policies, the intermediary works with the state and central ministries. As per the EMRS guidelines, the PBAKOSP decides the admission mechanism for the EMRSs across the state. Another responsibility of PBAKOSP is to develop an 'Annual Action Plan' based on the actual requirements of the schools to the NESTS for sanction and disbursement of recurring and maintenance grant. The major roles and responsibility of the District Level Committee (DLC) are to supervise the effective and smooth functioning of the school in every aspect including academic performances, infrastructure development, co-curricular activities, residential facilities, day to day management, on allocating financial support, and other kinds to strengthen the activities of the schools. Other important roles of DLC are to assist the school in ensuring local assistance and cooperation for its better working and growth of the school; assist in organizing various activities for children to acknowledge them about their culture, about various avenues for their personal and professional growth; monitoring the progress of various infrastructure development activities in the school. DLC also provides suggestions to the PBAKOSP on any improvement or reform required in the academic or other aspects of the functioning of the schools.

Figure 4.11: Administrative structures for delivery of school education of SED and TDD, West Bengal
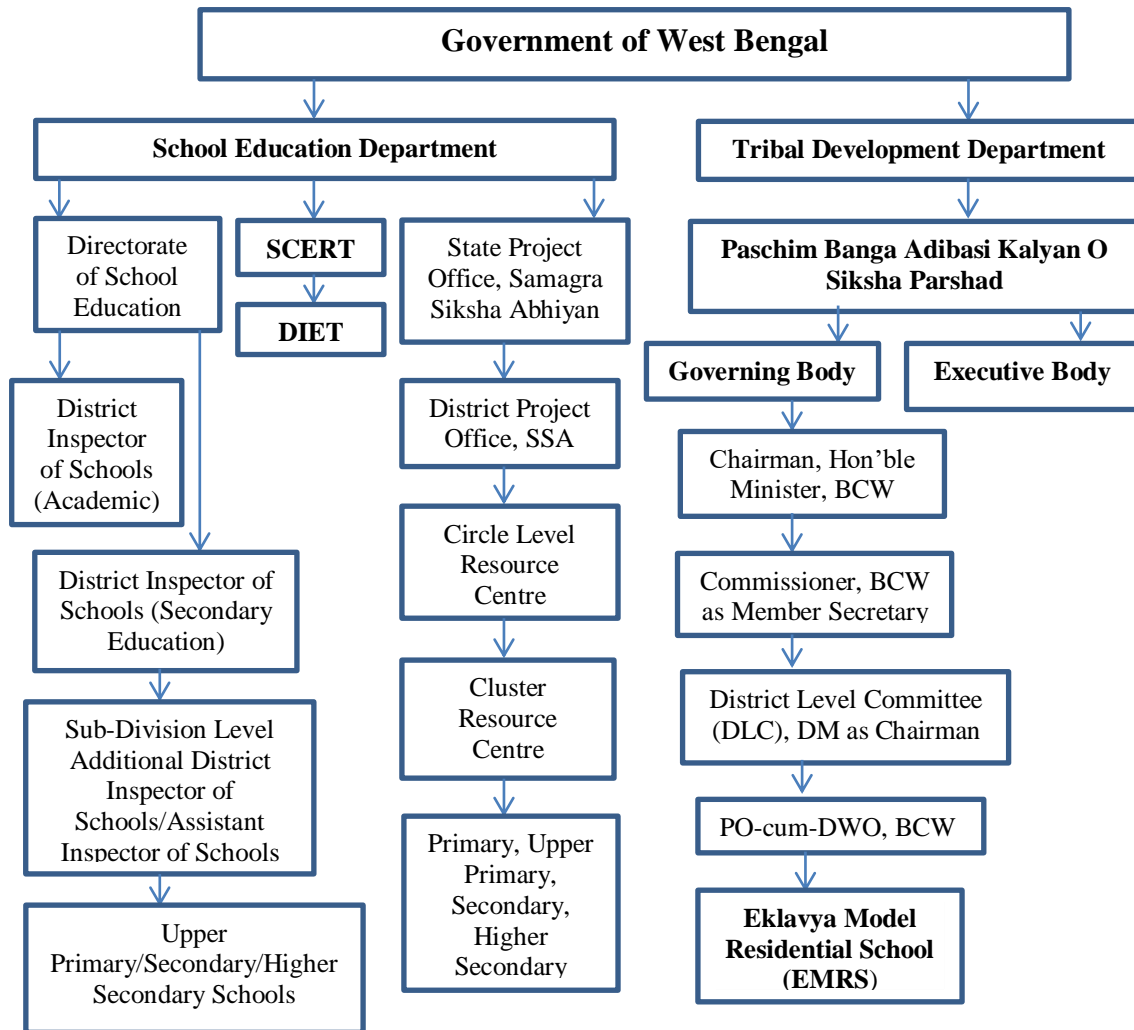
As the District Level Committee (DLC) is the responsible governing body for the management and functioning of EMRSs. So, the members of the committee are selected as per the governing body guidelines of 'Paschim Banga Adibasi Kalyan O Siksha Parshad'. All the DLCs are located at the district headquarters under the District Magistrate's office and are geographically as well as psychologically disconnected from the School and its activities. Being placed in an administrative unit in West Bengal, all the DLCs are largely focused on financial and administrative matters of EMRS rather than the academic needs of the schools.

Table 4.8: Responsibilities of governance bodies at a different level

Responsibilities of Governance Bodies at Different Level		
State Level (PBAKOSP)	**District Level Committee (DLC)**	**School Level**
Financial resource allocation	Supervision & Monitoring	Day to day school activities
Management and Support	Academic support	Implementation of the rules, regulation, and circulars
Establishing rules & regulation	Evaluating the school needs	Providing academic support as per the need of students
Infrastructure development	Resourcing the school needs	Providing quality residential services
Monitoring of funds	Transfer of sanctioned fund	Safety and security of the students & staff
Teacher recruitments	Recruitment of contractual and guest teaching and non-teaching staff	Maintenance of the resources
Annual Action Plan	Admission of new students	Community engagement and meeting local needs
Safety & Security of schools	Local assistance & cooperation	
	Day to day expenditure support	

Source: Field

Therefore, regular meeting, monitoring, supervision is not possible for the DLC. During the interviews, most of the School Principals said that there is no such provision of regular meetings with the DLC. The DLC meeting happens occasionally and especially when there is some necessary issue regarding the school management. In an academic year, they meet two to three times. Sometimes, the Chairman of the District Level Committee visits the schools and meets with the students, inquires about their problems and the needs of the school. But there is no such systematic provision or instruction for regular monitoring and supervision. As per the new prescribed guidelines of EMRS, the school principal is the member secretary of DLC and it empowers the school principal in the decision-making process. But across the state of West Bengal, it has been seen that Project Officer (PO) is the member secretary of DLC instead of the school principal.

Table 4.9: Composition of the District Level Committee (DLC)

	Composition of District Level Committee as per EMRS Guidelines, MTA, GOI		Composition of the District Level Committee (DLC) in West Bengal	
01	District Magistrate (DM)/Collector/Deputy Commissioner	Chairman	District Magistrate (DM)	Chairman
02	Project Director, District Rural Development Agency or Chief Executive Officer, Zilla Panchayat	Member	Project Officer cum District Welfare Officer (PO-cum-DWO, BCW, TDD)	Member Secretary
03	Project Officer/Administrator, Integrated Tribal Development Agency/Project or Deputy/Assistant Commissioner, Tribal Welfare or equivalent officer dealing with Tribal Welfare at the District Level	Member	Additional District Magistrate (ADM)	Member
04	District Education Officer	Member	Sub-Division Officer (SDO)	Member
05	District Social Welfare Officer	Member	Block Development Officer (BDO)	Member
06	Two eminent educationists from the District to be nominated by the Chairman	Member	A member from the local tribal community	Member
07	Chief District Medical Officer	Member	School Principal	Member
08	School Principal	Member Secretary		

Source: Field

Thus technically school principal has no power in decision-making at the school level as well as district level. In the District Level Committee, there is no such earmarked responsibility for the individual DLC's members. Even there are no such earmarked offices and officials for administration and management of EMRS. Management of EMRS is the additional works besides public administration. Therefore, it gets less emphasized to evaluate the different needs and requirements of the schools. They are also unable to feel the importance of school academic support rather than mere sanctioning of funds. Among the DLC members, only the school principal is directly involved with the daily school practices and others are public administrators, so they remain grossly unaware of the ground reality of the schools. Thus, the principal has to depend on the decision taken by the DLC in day to day management of the school. Without approval from the DLC, the school principal cannot make any decision regarding different issues and development purposes of the school.

Principal, EMRS Shushunia

If there are any requirements for the improvement of the school, we propose it to the District Level Committee. For example, our school needs a multipurpose vehicle, and for this on behalf of the school, I proposed the requirement to the District Level Committee, but they denied it and said that it is not possible to provide, even I requested the state level managing committee, and they also said it is not possible. So the opinion of the school principal does not always match with the decisions of the District Level Committee.

The problem is happening due to the scarcity of funds; the fund may not always come from the state-level management or for some other limitations. But I keep the proposals what I think should be for the betterment of the school. But all proposals are not always accepted or done in time. Some proposals are rejected, and some proposals are accepted. It purely depends on the management body.

If the Department of School Education and the Tribal Development Department work together, then it will be better for management and support for the EMRSs, in the areas of school monitoring and supervision, regular teacher training, etc. As EMRSs are not under the control of the Department of School Education, therefore EMRSs do not have such advanced services. In the context of EMRSs, regular teacher training is most important to be updated with the changes in the modern practices of teaching-learning.

Source: Field

The DLC mainly functions through the Project Officer cum District Welfare Officer (PO-cum-DWO, BCW). Therefore, in the day-to-day running of the school, the principal must coordinate with the PO regarding the administrative, academic, financial need, and support of the school. At the school level, the school principal's role and responsibility are very much limited to the day-to-day running of the school as the academic head of the institution. School principals of EMRSs across the state are bound to manage the school with limited resources provided by the DLC or PBAKOSP. As at the school level, there is no other school management committee, so, there is much more dependency on the state or district level bureaucracy.

4.5.2 Linkages and inter-linkages between the existing structures

The governance structure for the management and functioning of EMRSs is restricted only under the setup structured by the Tribal Development Department, Government of West Bengal. The operational pattern and engagement of PBAKOSP and DLC are more in public administration than educational administration. In the management of EMRSs, there is no linkage with the School Education Department, Government of West Bengal. So, the overhaul structures of EMRSs remain isolated from the direct academic support and that could be drawn from the efforts of the Ministry of Education at the central government and the Directorate of School Education at the state government. This deprives them of the initiatives and innovations in education, such as the capacity-building efforts made by the SCERTs and DIETs within the respective states, the regular supervision and feedback support, the possibility of collaborative learning and continuous professional development, and the immense opportunities that students in other government schools have for participation in different co-curricular activities. EMRSs in West Bengal are affiliated with the West Bengal Board of Secondary Education and the West Bengal Council of Higher Secondary Education, thus in this regard; they only follow the rules, regulations, and instructions related to board examination.

Due to missing collaboration and coordination between the structures of the School Education Department (SED) and the Tribal Development Department (TDD), the EMRSs are lacking expert educational support in the areas of quality management, resourcing support, regular teacher training, curriculum development, professional development support, etc. Thus, interlinkages between the ministries or departments will produce a more fruitful result on the broader aspect of quality education. The linkages within the governance structures under the Tribal Development Department are not strong enough, as it always follows the top-down administrative approach, where lower-level structures only follow the instructions given by the higher or state-level body. The intermediate level and lower level structure lack decision-making authority and only act on the information available.

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Box: 4.2

Principal, EMRS Kankutia

Regarding the different issues and needs of EMRSs, and better management and monitoring of EMRSs, the District Level Committee should abolish and need to set up a centralized management body at the state level in collaboration with School Education Department and Tribal Development Department. There is always a systematic lengthy process for any decision-making and fulfilment of different requirements of the school. Many times the District Level Committee does not fulfil the requirement of the schools.

There is no properly structured supervision and monitoring support for the school activities from the district-level or school-level management structure. Proper monitoring support helps to find the gap and strategies to meet the challenges in quality parameters, which is lacking in the entire system. All such initiative at the school level depends on the different roles and practices of a school principal.

Source: Field

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4.5.3 The relevance of the governance structures for the school support

Governance structure at different levels plays a crucial role in the effective management of schooling processes as it incorporates rules, regulation, and authority in the functioning of a school system. In the management of EMRSs across the state of West Bengal, a three-tier pyramidal organizational structure exists, from the state to district and school level. This structure is controlled by the state bureaucracy that follows a top-down approach with a centralized operating mechanism. Thus, the individual school remains isolated from the decision-making structures of governance at the state level. There is neither direct link nor scope for one to establish direct communication between someone from the bottom-tiers with any of the structures higher-up. As these schools are functioning in a special context, it needs a specially focused and experienced leadership to address their varied locational needs.

Here, the District Level Committee (DLC) functions as the mediator between the individual school and the state-level governance structure. The school neither has its own school-level management body nor any administrative autonomy in decision making. Thus, in the management of EMRSs, DLC is the final decision-making body on behalf of the respective school. However, the structure of DLC lacks expertise

experience in the field of school education, especially in the context of EMRSs, and given their occupancy in public administration, DLC is hardly able to focus on EMRS. The members of the committee are also unaware of the day-to-day challenges of the schools to ensure quality education for the most disadvantaged tribal children. The vision and role of the DLC are also very limited with the objective that there at least is a functional school for tribal community, with free residential facilities rather than focusing on the school performance or students' holistic development. Even, there is no proper structure, layout in the functioning of DLC at the district level. In an academic year, DLC meets only twice or thrice, which indicates the negligibility of the system to fulfil the school's needs. All the actual roles and responsibilities are implemented at the school level through the PO-cum-DWO. Hence, Project Officer (PO) is the mediator between the School and DLC.

Interview with school principal of EMRS Nagrakata revealed that *"The state-level or district-level management bodies of EMRSs are comprised of public administrators, bureaucrats, they have less experience in academic activities and ground needs especially in quality education for tribal children. At least, there must be a centralized system only for EMRSs. Some experienced officials needed at the management body who has good knowledge in school education, tribal education."*

Even, at the state level, PBAKOSP is the responsible body, but also there is no continuity or schedule it is rather random and irregular in approach. The state-level structure is not well-organized in its functioning. It functions under the administrative structure of the Backward Class Welfare (BCW) Department.

Box: 4.3

Mind-set of the district level structures

There is a compromising attitude at the district level officials towards the education of tribals. This is sufficient, whatever they are getting in the name of education, and they never had the opportunity before, now they at least have an opportunity because of these schools. The officials at the district level also feel that they are doing their best for the welfare of the tribal community. There is a kind of lackadaisical attitude towards the fulfilment of the educational needs of tribal learners. Even they do not have a proper sensitive understanding regarding the education of tribal children.

Source: Field

There is no such specialized organizational structure at the state level or district level for education in general, and the effective functioning and management of Eklavya Model Residential Schools in particular. Consequently, there is no uniformity regarding teachers' recruitment, and more numbers of contractual teaching and non-teaching staff are employed in the schools. Due to the lack of a well-organized and effective governance structure at the state level, there is no scope for professional development or other necessary training for the teachers. Appointments of the regular teachers are very uncertain. Schools are running with under-resourced capacities, like the insufficient number of subject teachers, support staff, infrastructural resources, academic support, etc. These schools are fully residential, but the schools are functioning like non-residential day school, due to lack of adequate staff quarters with good facilities and very few regular teachers; thus, making the teachers entirely responsible for their accommodation and residence. Even some school principals do not prefer to reside within the school campus. Most schools lack sufficient resources and proper management of the available resources to support the residential setup.

Teacher's capacity is undoubtedly important and high-capacity teachers are inevitable for an effective education system. However, while this is a necessity, it is not entirely enough, as it neglects issues relating to the structures and culture of schooling.

Teacher agency needs to act purposefully and constructively to direct their professional growth and contribute to the growth of education quality (Sang, 2020). Teachers in EMRSs are required to be "agents of change" in school improvement as well as improvement in the performance of students. The state-level structures of management for the EMRS are unable to understand the importance of teachers' participation in decision making and are treated as members in the lowest rung of the hierarchy supposed to only follow instructions. Without any kind of autonomy and role in decision making that could have empowered the teachers; the agency stands as a mute spectator to all the gaps in the system and becomes an equal victim rather than a path-changer. In the whole structure, the agency of the teacher remains very passive or limited to classroom teaching only, instead of being actively involved in identifying teaching-learning problems and working hand in hand with the administration to solve these problems. As most of the teachers are appointed as contractual and there is no

such provision for teacher's professional development in EMRSs. Therefore, it is very challenging for teachers to be change agents impacting the quality of the learning experience at schools. Teachers at EMRSs in West Bengal also feel a lack of job satisfaction, as most of them are working with consolidated salaries and no incentive for taking up any kind of additional residential responsibilities. Thus, the agency of teachers gets subsumed and submits to the bureaucratic structures and their demands rather than exercising their agentic authority for improving education for the disadvantaged.

4.6 Role of governance structures to strengthening school-level support

Governance structures for the effective functioning of EMRSs need to be associated with an efficient and effective administration in a democratic framework. So that the structures at different levels connect the schools and serve the needs of the schools in the respective districts. As in the earlier discussion, it is seen that EMRSs across the state of West Bengal, face different challenges in terms of imparting equitable quality education for the poor tribal children. These schools are running with insufficient physical and human resources and the governance structures at the district or state level fail to address this non-negotiable need.

The governance structure at the state and district level also fails to understand the socio-cultural context of the school and the needs of the tribal students accordingly. As these tribal students are coming from a socio-economically disadvantaged background and have completed their primary education in Bengali/Santali medium schools, therefore, they face serious challenges in taking up English as the medium of instruction during their schooling at EMRS. They need extra support to fill their educational requirements both at school as also at the hostel. But, most of the EMRSs have inadequate teachers of which the maximum is contractual and non-residential, so students hardly have any academic support in form of remedial classes, personal tutoring for the weak students after school hours; and the school schedules hardly provide time for any individualized teaching and support. Thus, students find it extremely difficult to cope with the academic challenges at EMRSs. Due to lack of supervision, feedback, and academic support for the teachers from the management at district or state levels; the EMRSs largely function as a day school. Only students are residing at the schools' hostel with no academic schedule or essential academic environment and support. EMRS was established in the lines of the Jawahar

Navodaya Vidyalaya model but failed to develop the governance and academic structure like JNVs wherein there are regional offices with capacity building centres for training and a national leadership institute at the headquarters in Delhi which collaborates, coordinates, and conducts regular capacity building programs both for the school leaders as also the teachers. There is a one-month induction program for teachers and school principals and regular academic supervision. There is a centralized management structure directly under the Ministry of Education at the centre supported by its regional offices solely responsible for the quality of education in JNVs while in EMRS the TDD and DLC have education as one of its roles apart from other tribal development works and public administration responsibilities thus lag focus on education. Moreover, at the field level, there are hardly any inter-ministerial linkages both at the national and the state levels.

Among all the seven functional EMRSs across the state of West Bengal, except EMRS Satyabanpalli, no other school has School Management Committee (SMC) at the school level. As per the RTE 2009 act, SMC is an essential part of school-level management. In the case of other EMRSs in West Bengal, all the District Level Committees (DLC) are considered as School Management Committee instead of a proper structure at the school level. Due to the absence of a proper SMC structure at the school level, the schools fail to connect and engage with the local community. Consequently, the schools remain grossly incapable to address the immediate needs of the local community as there exists a gap between the school and ownership of the community.

At the request of the Government of West Bengal, the Ramakrishna Mission has undertaken the management and administration of the EMRS Satyabanpalli. It is the only EMRS in West Bengal which is directly managed by Ramakrishna Mission, therefore the school has its school-level management committee on a deputation basis. In the managing committee, there are a total number of 14 members from different prestigious backgrounds; where the Honourable Judge of the Calcutta High Court is the president. Monastic members from the Ramakrishna Mission are the secretary and assistant secretary of this committee. The school management committee and District Level Committee in a collaborative and coordinated approach work together for the development purpose of the school.

Table 4.10: Managing Committee, EMRS Satyabanpalli 2020-22

Managing Committee, EMRS Satyabanpalli 2020-22		
01	Justice Soumen Sen, Judge, Calcutta High Court	President
02	Justice Arijit Banerjee, Judge, Calcutta High Court	Vice-President
03	Sri Milon Mukherjee, Sr. Advocate, Calcutta High Court	Vice-President
04	Sri Bijan Mandal, IAS, Addl. Secretary, Tribal Development Department	Vice-President
05	Swami Vedapurushananda	Secretary
06	Swami Alokeshanana	Assistant Secretary
07	Swami Vedanuragananda	Assistant Secretary
08	Swami Brahmeshwarananda	Treasurer
09	Sri Prasun Ghosh, Sr Advocate, Calcutta High Court	Member
10	Sri Ajey M Ranade, IPS	Member
11	Sri R Arjun, IAS, Joint Secretary, Tribal Development Department	Member
12	Smt. Ayesha Rani A, IAS, District Magistrate, Jhargram	Member
13	Sri Nakul Chandra Mahato, WBCS, Land Dept. Govt. of WB	Member
14	Sri Jayanta Roy, Director, Peerless	Member

Source: Field

As the school management committee of EMRS Satyabanpalli is empowered to manage the school, thus the school and leaders enjoy several autonomies at school-level decision making. The school management has the power to recruits its required teaching and non-teaching staff. Also, the school follows its admission policy based on equal opportunities to attract different backward tribal communities and PVTGs.

Among all the seven EMRSs in West Bengal, there are differences concerning various aspects like school-level practices, resourcing, and management. The other six functional EMRS in West Bengal are directly managed and guided by the PBAKOSP through the District Level Committee as the school management committee. Therefore, discrimination in school management practices is visible between the EMRS directly managed by the Ramakrishna Mission and EMRSs managed by the DLC.

EMRS Satyabanpalli has bifurcated the school hours into two sections. Therefore, the school functions in two shifts, morning shift, and day shift. The school allotted the

morning shift for girls, which starts from 6.15 am to 10.40 am the day shift, is allotted for the boys, which starts from 11.15 am to 4.30 pm. In the morning shift, the schooling is only meant for girls' students and in this session, all the classes are taken by only female teachers. Thus, the school has appointed good numbers of female teachers. On the other hand, for the day shift, as it is only for boys, the male teachers are given responsibility for normal teaching-learning. It depicts that two schools are running in one school building.

In the current academic session, EMRS Satyabanpalli has a total number of 405 enrolled students. The school has appointed a total number of 44 teaching staff, out of which there is 01 school principal, 23 male teachers, and 21 female teachers. Among all the EMRS across the state, only EMRS Satyabanpalli has the highest numbers of teachers although most of the appointments are either contractual or as guest-teachers. The school management committee is the decision-making body regarding the new staff recruitment and new students' admission. Here, the roles and responsibilities of DLC are mainly limited to the funding and infrastructural support as per the government guidelines.

Among the seven functional EMRS, only EMRS Satyabanpalli follows an admission policy that attracts the most deprived section within the tribal communities and ensures a special reservation for the children from Particularly Vulnerable Tribal Groups (PVTG). The admission tests are flexibly designed to offer certain relaxations or bonus marks to children from a very poor background. The secretary of the school management during the interview has expressed that "*it is an absolute necessity to establish equal opportunity for the tribal children with extremely poor economic background and especially those tribal groups whose representation is very little in education historically*". To support and motivate the students from deprived tribal groups, the EMRS Satyabanpalli introduced a mentor teaching system. It consists of five to six students group under each teacher. The objective of the practicing mentor teaching system is to provide personal attention to underprivileged tribal children. Thus, in the school, every teacher is assigned to a group of students with whom they maintain regular interaction after school hours. The respective teacher first establishes a friendly relationship with the students to guide and oversee the intellectual, mental, moral, physical, and cultural growth of the students. As a positive effect of this

method, tribal students get an opportunity to discuss with the teacher freely their needs, queries, and problems.

Table 4.11: Comparison between the EMRS managed by the Ramakrishna Mission and District Level Committee

	EMRS Satyabanpalli, Managed by Ramakrishna Mission	Other Six EMRSs Managed by PBAKOSP & DLC
Design	Admission mechanism focused to attract PVTG, poor first-generation tribal children.	An admission test is conducted based on merit and no policy to attract children from PVTG.
	School Management Committee is the decision-maker for all the school level needs.	Schools do not have any School Management Committee and are dependent on DLC for any kind of decision-making.
	The school has autonomy for recruiting staff as per their needs although on a contractual basis.	Required a greater number of subject teachers. Especially need to recruit more numbers of female teachers.
Practice	Follows teaching-learning practices, such as mentor teaching system, regular coaching class, etc.	No provision for regular coaching and supervised method of teaching. Teaching-learning is based on the normal school.
	Modern laboratories for most of the subjects, laboratory-based teaching-learning from the Class-VI.	Most of the school libraries and laboratories are not well equipped. Practice conventional methods for teaching-learning.
	School-based monitoring mechanism for the student's progress and support.	There is no such provision for monitoring and supervision of the student or school progress.
Resourcing	School hours are bifurcated into two sections, one shift for girls and another for boys only.	No classes are divided into two sections. Due to lack of sufficient classroom and subject teachers.
	Classroom library and theme-based classroom.	Computer lab with basic ICT facilities available.
	Computer-assisted language laboratory for language learning	No extra support for language learning.

Source: Field

Besides all of this, the EMRS Satyabanpalli is well resourced as compared to the other EMRSs in the state. The school is well equipped with the necessary educational resources as per the need of the students. The school has eight modern, well-equipped laboratories for the students in subjects like Physics, Chemistry, Biology, Geography, Computer, Languages, etc. Each classroom in the school has an earmarked space for a small library. All the classrooms are painted with different thematic contents to make them attractive and lively for the students. Besides, the school has a well-resourced library cum reading room with 4588 books. For better day-to-day management in the

school practices, the school has formed 17 sub-committees that comprise both teaching and non-teaching staff.

4.7 Leadership path for equitable-quality education in EMRSs

Leadership in any organizational structure plays the most vital role to fulfil its established objective. Leadership at any level can make some differences in the outcomes of schools by creating the right environment for the schooling system (Pontz, Nusche & Moorman, 2008). School leaders also make differences if they have the required autonomy and support to make important decisions and if their roles are recognized as the practitioner. It depends on how the whole school system chooses to respond to the educational needs of underprivileged children. However, there is a wide variety of equity concerns when it comes to the overall functioning of the EMRS given its governance structures, processes both teacher-related, like- the recruitment to professional development, incentivization, career progression opportunities, and welfare options for teachers given the residential system, as well as student-related, such as the practices like student admissions, their curriculum, its contextualization, the system built individualized support opportunities, the learning environment both at the school and in the residential complex, etc. Because of the lack of centralized provisions of any kind both for students or teachers; it depends on the district level committee or the management which in one case was private and the school leadership to take need-based decisions and initiate practices and processes that ensure the equitability of education for all.

4.7.1 Leadership Practices across the EMRSs in West Bengal

The majority of school leaders across the EMRSs in West Bengal actively engaged in instructional leadership practices, such as providing instructional support to co-teachers for supporting basic learning needs of the underprivileged tribal students. School leaders also ensure that all the teachers should take the responsibility for the enhancement of learning outcomes of students in their concerned teaching subjects by adopting new teaching practices (Robinson et al. 2009). Leaders are more concerned with the daily management of schooling activities rather than building a conducive school climate for learning where all the stakeholders can actively participate. Across the EMRSs in West Bengal, it is also seen that situational leadership practices a dominant approach to support the different learning needs of the students. Situational leadership is more prominent in this context as its core focused on the act as per the

needs of the problems or the situation. The concept of situational leadership focuses on adjusting the force to the reality of the actual conditions on the ground (Maisyaroh et al. 2019). It is a much more flexible approach in the very context of a disadvantaged situation. As effective leadership approaches always flexible enough to adapt to different environments and situations. Different situations in the very context of schooling determine the leadership behaviour in response to the conditions at the school.

Across the EMRSs in West Bengal, it is seen that all the school leaders do not have formal leadership training. But as per their personal experience with the learning situation, the school leaders of EMRSs are practising different leadership behaviours.

Leaders as a coach

School leaders across EMRSs provide coaching classes to fill the learning gaps of the students, especially for enhancing the performances of weak students. Thus, to meet the learning deficit of the low-performing students in the class, they are divided into different groups. Those who are less weak students are divided into groups separately. One or two good students are kept in these groups so that there is a balance in the group in terms of good peer support. Thus in coaching classes peer learning through group teaching is being incorporated.

Box: 4.4

Principal, EMRS Satyabanpalli

Like other schools, we do not teach our students just to chase to achieve a good academic score. We teach them to become good human being so that they can contribute to the betterment of their society. Here we want to impart education through the personality development of the students. These tribal students have a lot of problems, such as shyness, inferiority complex, low self-esteem, lack of motivation and ambition etc. but we have to open up their mind so that they can think rationally and logically.

These tribal students belong to a very poor socio-economic background; they never get the required support from their families to study. Therefore, for the educational and overall development of these deprived students, we introduced a mentor teaching practice to provide personal attention and guidance to these first-generation learners.

Source: Field

Teachers as a mentor

Tribal students have a lot of problems, such as shyness, inferiority complex, low self-esteem, lack of motivation and ambition, etc. As these tribal students belong to a very poor socio-economic background; they never get the required support from their families to study. Therefore, for the educational and overall development of these deprived students, school leaders practised mentor teaching to provide personal attention and guidance to these first-generation learners, which consists of 5-6 students in a group under one teacher. The teacher maintains regular interaction with these students after school hours. The teachers act as a friend to guide the students and oversee the intellectual, mental, moral, physical and cultural growth of the students. Students also feel comfortable with the teacher to discuss freely all their problems and needs.

Leadership for language learning

Language is one of the most important impediments of tribal children to access and enjoy education. Because of the language barrier, the tribal children are unable to establish the desired communication link with the teachers which lead to the termination of their education at some point or the other. Therefore, the school leaders of EMRSs focus on language learning especially for the students who are not comfortable with English as the medium of instruction. Most of the tribal children do not have good exposure to the English language as in the initial days they only understand their tribal language/dialects. Sometimes it creates psycho-social pressure for those students who are first time out from their home and community.

Interview with the school head of EMRS Satyabanpalli revealed that they give more importance to developing good communication skills in tribal languages as well as Bengali, English, Hindi, and Sanskrit so that these tribal children can get better opportunity in their future life. Therefore the school has introduced computer-assisted language laboratory facilities for all the students.

Leadership through ICT

As these tribal children are less exposed to modern technologies and sciences, sometimes they feel less interested in science subjects. Thus, to creating interest in the study of sciences, regular laboratories have been used in teaching-learning with the

support of modern computer-assisted technologies. The school leaders also give emphasized computer and ICT-based teaching-learning practices. Many schools such as EMRS Kankutia, EMRS Mukutmanipur, EMRS Shushunia have subscribed to BUSSO software, an online language learning platform.

Box: 4.5

Principal, EMRS Kumarsai

Usually, tribal students are very introverted and shy. So, they do not want to express anything if they are asked. Initially to build a friendly relation with these students is very challenging for a teacher. These deprived tribal children cannot read and write properly in Bengali, and then to cope up in English medium instruction is very problematic for them. However, we do our best to improve their problem by providing an extra effort. In the initial days in EMRS, they unable to read properly in English, that's why they unable to understand the content properly. With the continuous support of teachers, gradually, these children can progress in their education. We take separate coaching classes for the weak students. We also try to monitor the students at the hostel, so that they can stay in a proper educational environment. We regularly check their hose task and assignments to check their progress.

Source: Field

Leadership for belongingness

School leaders of EMRSs specifically leaders of EMRS Satyabanpalli, EMRS Mukutmanipur emphasizes developing a feeling of belongingness between teacher-student relationship. It is necessary to keep the motivation of the teachers as well as students with feelings of ownership. Leaders act as the responsible guardian for the students where the school is like a family or home for the learners. This behaviour creates a positive attitude towards fulfilling the different learning needs of these first-generation tribal students. As most of the tribal children do not get proper family care at their homes and their parents are not well educated to support the educational needs of their wards.

Leadership for learning

To focus on leadership in learning, it is important to understand the learning context, capacity of learners, practices that are intended to promote and enhance leadership

styles. Leadership that is needed to bring about change in the student learning outcome is one of the most important aspects in the very special context of EMRSs. These schools are especially focused on quality education for deprived tribal children. Thus, the leadership style of "one to one" relationship between leaders and students is very impactful for enhancing learning outcomes (Kythreotis et al., 2010). School administrators across the EMRSs must develop a strong understanding of the uniqueness of their school and students before deciding on the leadership styles and strategies to be used for improvement (Cruickshank, 2017). As leadership quality of teachers is the second only to classroom instruction (Leithwood, et.al.,2004) it directly or indirectly influences students' learning outcomes by creating a favourable climate and necessary conditions for teaching and learning. It also helps to establish goals and expectations, resource strategically, plan coordinate and evaluate the teaching-learning process, ensure a supportive and orderly environment (Robinson, et.al., 2009). Sharing power with other teachers is helpful to approach for improving relationships within the school and it also effective for teachers to relate to the school's basic established criteria to the enhancement of students' achievement (Shen & Xia, 2012). The layered approach of school leadership is much more effective in disadvantage and challenging context where learning outcome is very poor.

Box: 4.6

Secretary, EMRS Satyabanpalli

The classroom library facilities for the learners is one of the attractive initiatives by the school leaders of EMRS Satyabanpalli, where learners do not need to go to the main library to get a textbook, reference book, or any other books. Each classroom is equipped with a small library which contains necessary books as per the need of learners on a specific grade.

The school has also introduced theme-based classrooms which have made the classroom teaching livelier and more attractive by wall paintings with thematic content, such as 'nature classroom' as one of the themes.

Source: Field

In this context, the basic needs of the students are given prioritized such as adjustment with the school environment, cope up with the language barriers, establishment of regular communication with the students and then focus on the issues of improving

the teaching-learning processes. Sometimes leaders need to be more tactful in developing the students' interest in learning through creating more engaging teaching-learning methods/techniques. Thus, these strategies help to establish an environment of collaboration and involvement of the teachers and students to enhance the teaching-learning processes, as per the need of the individual students (Cristina Moral, Ana Martín-Romera, Estefanía Martínez-Valdivia & Marta Olmo-Extremera, 2017). There is no single leadership formula that is effective for improving the performance of schools in a disadvantaged context. Rather, successful school leaders draw elements of different leadership approaches and develop their leadership approaches to their particular school contexts. School leaders need to build a school culture which promotes the engagement of teachers and student not only in classroom learning but also in out of classroom learning. It helps to raise students' overall performance levels (Day, C., Gu, Q., & Sammons, P. 2016).

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the present study's significant findings with their educational implications and suggestions for further research. The chapter's primary purpose is to draw a brief report concerning the study's stated research questions. The chapter contains major findings, conclusions, educational implications, recommendations for further research, limitation of the study.

5.1 Major findings

A. Challenges to functioning EMRSs

5.1.1 Safety and security: The study found that EMRSs across West Bengal are established mainly in the tribal concentrated pockets. To fulfil its mandate of providing quality education to the tribals the EMRSs are located in the remote rural context, in villages, and most cases far from human habitations. While this supports the cause it also poses several locational challenges. Thus, safety and security are a major concern for these schools as most EMRSs across the state lack the required number of campus security guards. Primary data from the field survey also revealed that 57 percent of schools do not have any security guard for day time, and 29 percent do not have any security guard for the night.

5.1.2 Lack of sufficient supporting staff: The study reveals that the hostel facilities in EMRSs are facing severe challenges. Hostels need to be equipped with more necessary resources like a study table, office room for the warden, guest rooms for parents, etc. In the state of West Bengal, EMRSs lack sufficient numbers of hostel caretakers. They failed to recruit superintend for boys' hostel and matron for girls' hostels. It is also seen that one superintended is given the responsibility to look after both the boys' and girls' hostel. EMRSs also lack residential teacher warden to take care of these first-generation tribal students' needs.

5.1.3 Health and wellbeing: No EMRSs in West Bengal are equipped with basic health care support at the school or the hostel. This has led to the consequent failure of the EMRS to provide regular health check-ups of the students. Students' social and medical security, especially in the case of adolescent girls, is of great concern in residential schools like EMRSs.

5.1.4 Cultural and locational factors: It has been seen that tribal habitations or tribal villages surround all the school campuses. Therefore, the overall socio-cultural context of Eklavya Model Residential Schools is majorly influenced by tribal cultures and there is restricted opportunity to influx with the mainstream society. As in these schools, all the students belong from different tribal communities; naturally, the schools and their neighbourhood's ambience are more inclined to the practices of tribal societies. Thus, there is a lack of exposure beyond the tribal cultures.

5.1.5 Lack of sufficient infrastructure: Deficiency in infrastructural support and human resources are other areas of concern across EMRSs to meet the qualitative educational needs of these tribal children. Most of the EMRSs lack the required number of classrooms, a sound library and laboratory facilities, computer labs with internet connectivity, etc.

5.1.6 Lack of adequate teaching staff: All the EMRSs in the state of West Bengal are running mostly by contractual and guest teachers. Only 15 percent of teachers are appointed as regular teachers. Thus, the lack of regular teacher recruitment affects the common teaching-learning process innovations, inspiration, and motivation. The representation of female teachers across the EMRSs is very low. It is seen that many teachers engaged across the EMRSs of the state, do not have any teacher training degree. There is a lack of teachers from tribal communities as most of the teachers in EMRSs across the state are belong to non-tribal groups, and their social background does not match with the social background of the tribal student. Therefore, there prevails a communication gap between teachers and students, which affects the quality of schooling. Sometimes, the negative attitude of non-tribal teachers towards the tribal students affects the learning outcomes of the poor tribal students and further leads to drop out (CBPS, 2017).

5.1.7 Lack of leadership positions, preparations, and actions: Among all the EMRSs across the state, only two schools have recruited the school principal's post as a regular appointment. Other schools have recruited the position of the school principal, either contractual or teacher-in-charge. None of the school heads belongs to the tribal community and does not have any educational experience for tribals' context. Among all the school principals, only three school principal reside at the school's staff quarters, and the rest of the school principals do not prefer to live at the school campus. No EMRSs have recruited any vice-principal for better school

management at the school level. There is no such scope for leadership training and any other professional training of school heads of EMRSs across the state.

5.1.8 Lack of training support: There is no provision for an induction program, regular in-service teacher training, and tribal sensitization program in a particular context of EMRS for the teachers. However, most of the teachers belong to the non-tribal group and do not know the challenges and problems of tribal children.

5.1.9 Lack of residential and support facilities for staff: The present study revealed that very few teachers reside at the schools' staff quarters due to a lack of proper residential infrastructure and other facilities. The appointment of contractual teachers is another reason for non-residential teachers as these teachers are recruited only for classroom teaching-learning purposes. So the contractual/guest teachers do not want to take others' responsibility. Most of the teachers of EMRSs feel that the facilities available at school quarters are not adequate to reside with the family. Besides this, most schools are located mainly in remote tribal pockets where essential services like primary schools, health centres, market areas, etc., are not available in nearer distance. It indicates several challenges due to the inaccessibility of basic facilities for a teacher to reside with his/her family.

5.1.10 Limited roles and responsibilities of teachers: The study found that the contractual nature of appointments with insufficient numbers of resident teachers in EMRS limits their responsibility to teach subjects only and does not own the responsibility to the children. Thus, a sense of belongingness, ownership, a family feeling that would give a caring, safe and secure environment conducive not only for learning but also learning gets compromised.

B. Existing governance structures

5.1.11 The existing governance structure for the management of EMRSs across the state works in a top-down approach. It has mainly three layers, at the top PBAKOSP as the state-level governing body, then the District Level Committee as the mediator between the School and Sate-Level agency. In practice only two because except for one none of the schools has the SMC so only two layers- one at the state and another at the district; the schools do not have any autonomy or decision-making left to them.

5.1.12 The study has found a lack of equity mindset in state-level and district-level structures. There are no earmarked officials with specific roles and responsibilities for the management of EMRSs. Most of the state and district level structures are public

administrators, and management of EMRSs is an additional task for them. Thus due to the lack of a dedicated governing body, the existing system cannot meet the issues and challenges of EMRSs across the state. As a result, across the state, EMRSs are functioning with insufficient staff with poor quality.

5.1.13 As documented in the guidelines of EMRS by MTA, GOI, District Level Committee is not working across the EMRSs in the state of West Bengal. Here, the school principal is just a member of the stated committee, but the school principal is a 'member secretary' as per the guidelines. As a secretary, the school principal should have specific power and designated roles which except for one the school principal is deprived of. The Project Officer (PO-cum-DWO, BCW) is the DLC member secretary and technically empowered as the decision-maker on behalf of the DLC for the school level management. Thus the study reveals that at DLC, school principals technically have no power in effective decision making. For any decision-making at the school level; the school principal has to be dependent on the Project Officer and other district-level official's agreement at the district level structure. It can be said that the function is given on the paper; otherwise, the management is given to the PO, and the district level structure is more focuses on sanctioning funds rather than academic challenges.

5.1.14 The overall governance structure for managing EMRSs across the state remains isolated from the School Education Department's support (SED), Govt. of West Bengal. There is no inter-departmental collaboration or link between the TDD and SED. Thus school supervision and monitoring program gets affected, teachers professional development gets affected. As a result, there is no unified teacher recruitment agency for the EMRSs across the state.

5.1.15 Except for EMRS Satyabanpalli, none of the EMRS in the state has the SMC at the school level. As per the RTE-2009 act, functional SMC for each school is essential to fulfilling its needs at the local level. In comparison with all the EMRS across the state, EMRS Satyabanpalli is the only EMRS directly managed by the Ramakrishna Mission as a private organization. Therefore, EMRS Satyabanpalli enjoys more autonomy in school-level decision-making, such as recruitment, admission, resourcing, day-to-day management, etc. The leaders of EMRS Satyabanpalli are more empowered to effective functioning in the school. But in the case of other EMRSs, they have to follow the circulars, orders, instructions of DLC

and PBAKOSP or wait for DLC's permission to take any significant decision concerning their needs.

5.1.16 Due to the lack of SMC at the school level, EMRSs fail to address the local community's immediate needs. Even the local community is never invited to the school-level decision-making. The school remains close to the local community as students come from other places; most of the teachers are non-residential. Thus there is no scope for community ownership of the school. The present study suggests a need to engage local communities and introduce SMCs across the EMRSs to protect the local needs of tribal communities for their overall development.

5.1.17 The study found no such inter-connection between state-level (PBAKOSP), district-level (DLC), and school-level structures. Each DLC is located in the respective district headquarters at the District Magistrate office, which has an average distance of 50 km from the individual school. Thus, the school remains untouched by its governing bodies. The DLC meetings are not organized regularly, and the members of the DLC visit the school occasionally. There is no such supervision and monitoring program for the school activities by the DLC or state-level structures. The school officials are very restricted only on the regular running of everyday school practices as per the district-level and state-level instructions. School-based management is required to fulfil the deprived tribal students' learning needs rather than the management from higher-order governance structures. Thus, a decentralized governance structure is right up to the school level. The school will become the fundamental unit of change and empowerment of school leadership in decision-making so the principal/teachers can exercise their agentic force to ensure equitable education quality.

C. Leadership practices at EMRSs

5.1.18 Scope of leadership practices is very much limited in EMRSs as the school remains isolated from the state general education structures. Thus school leaders failed to get the required educational support and resources and training. The study has found that EMRSs across the state, school leadership approaches are restricted to the respective schools' learning and situational contexts.

5.1.19 Due to school leaders' limited autonomy, they are unable to negotiate with the system-level leadership in decision-making. Thus the agentic force of the teacher as a leader gets affected in school-level practices.

5.1.20 School leaders' voices need to be prioritized in decision-making and encourage innovation in teaching-learning practices. Teachers' roles across EMRSS are very limited only in classroom teaching as most of the teachers are recruited as contractual. So there is a lack of job satisfaction, lack of ownership feelings. It affects the overall performance of schools.

5.1.21 The mindset of system-level leadership regarding EMRSs is different. Most system-level leaders feel that they are doing the best by functioning schools for STs rather than focusing on how these schools can fulfil the learning needs of deprived tribal children in imparting quality education. There is a lacuna in the defined roles and responsibilities across the system-level leadership structures.

5.1.22 The highly centralized and bureaucratic system in determining the school program that schools had to follow; reducing the possibility of school-based decision-making and impacting student learning.

5.1.23 The study has revealed that the school leaders of EMRS Satyabanpalli are more empowered to decision-making regarding their students' learning needs due to a school-level governance body. Therefore, this school's leaders can take the initiatives to practice different new learning strategies to meet their students' diverse learning needs, such as mentor-teaching practices, laboratory-based language learning, and classroom-library facilities, theme-based classroom design, etc. In others' EMRSs, the study revealed that this kind of leadership is approach much limited.

5.2 Conclusions

The study concludes that the existing governance structure for managing EMRSs in West Bengal fails to provide the necessary academic support to meet the educational needs of the tribal children. The established aim of the EMRS scheme is to impart equitable quality education to the needy tribal children as per the Jawahar Navodaya Vidyalaya Model. The governance structure of EMRSs in West Bengal is a highly centralized and bureaucratic system in determining the program for EMRSs. Under the Tribal Development Department, PBAKOSP is the responsible agency for managing EMRS across the state. A District Level Committee is constituted for each EMRS across the state to supervise and support the school functioning. However, except for one EMRSs, all the other EMRSs across the state are lacking School Management Committee (SMC). As per the framework of EMRS; it has to have a DLC as also an SMC and in the DLC to the school principal has to be the member

secretary which is not in practice. So in fact decentralized structure exists but it is not followed. Thus, the school-based management is very challenging for the school leaders to meet various needs of the school due to the absence of an active SMC. Even the school principal's autonomy is minimal as DLC has centralized and restricted the power itself for the day-to-day school functioning and management; where the school principal is just considered as a member. Most of the state-level and district-level members are public administrators, and the management of EMRSs is an additional responsibility for them. Thus, the structure of EMRSs is much more focused on financial resource management than the fulfilment of academic needs. There are no such earmarked roles and responsibility for the system-level leadership across the governance structures of EMRS. There is a compromised attitude of system-level leadership towards fulfilling the requirements of EMRSs, affecting the broader objective of the EMRS scheme. The lack of inter-departmental coordination at the state and district level creates more hindrances in getting specialized academic support (CBPS, 2015). Therefore, the whole management system of EMRSs remains isolated from the state school education structure. As a result, EMRSs in West Bengal lack other educational support, such as regular recruitment of teachers, in-service training, tribal sensitization program, regular monitoring and supervision of school progress, etc. The study's findings also showed that the governance structures of EMRSs in West Bengal have failed to recruit a good number of regular teaching staff and a high number of contractual and guest teaching staff with low paid salaries, managing the school activities. Thus, teachers' motivation is a serious concern in the particular context of EMRSs (Patra, 2016).

The study reveals that coherence among governance structures, school leaders, teachers, and the local community produces a sense of belongingness, shaping the school performances that positively affect students' learning outcomes (Hofman, Hofman, & Guldemond, 2002). School leadership empowerment, school leaders' autonomy, and the school leaders' voices are needed to respect the effective management and functioning of EMRSs. To challenge equity & inclusion at the school level, a decentralized governance structure right from the state-level to school-level will be more effective in this context. Then the individual school will be a fundamental unit of change where the school principal is an empowered being into decision making at school-based management (Sang, 2020). It needs to exercise

school leaders' and teachers' agentic force at school-based management practices to ensure equitable education, particularly in a tribal context. Providing career development opportunities for school leaders and teachers in this context will help to create a progressive school practice (OECD, 2008).

Therefore, the researcher extends suggestions to academicians, administrators, and leaders to better implement the objectives of the EMRS scheme. There must be some provision for regular supervision and monitoring of the schools' program to get the right direction to fulfil the tribal children's quality educational needs.

5.3 Educational implications

The findings of the study are relevant in school education and its management in the following ways-

It is undeniable that leadership quality is the most crucial part of establishing an effective school system for effective management. Whatever policies are laid down, whatever changes are brought, they have to be interpreted and implemented by the leaders at the end. If leaders are passive, all innovative efforts, new methods, systems, etc., will be futile and meaningless.

- The mindset amongst the leaders at the state and district level needs to challenge that mental model, which promotes a lackadaisical attitude towards fulfilling the educational needs of tribal learners.
- We need to ensure more engagement of local communities by introducing SMC across the EMRSs to protect the local needs of tribal communities for the overall development of tribal communities.
- A decentralized governance structure right up to the school level will help the EMRSs to become the fundamental unit of change and the empowerment of school leadership in decision-making so that the school principal/teachers can exercise their agentic force to ensure equitable education quality.
- Health facilities and security are the major concerns for tribal children in EMRSs. Thus, regular health check-ups at the school campus; and recruitment of health staff/nurses for each EMRS need to ensure by the management (Jojo, 2013). Every school also needs to recruit security staff for day-time and night-time to secure the school campus from uncertain incidents. For the hostels'

supervision and management purposes in EMRSs, there needs compulsory recruitment of at least one matron and one hostel superintendent.

- Necessary provisions must be enabled to recruit regular teachers rather than contractual and guest teacher recruitment to enhance the teaching-learning process of the tribals children (Patra, 2018).

- Regular in-service teacher training and special training concerning the tribal community and cultures need to be provided to t school heads, teachers, and other supporting staff.

- Academic and non-academic support systems must be enabled to enhance the performance of the tribal students because language is a matter of serious concern for the tribal students in EMRSs.

- Encourage distribution of leadership to strengthen effective management and school practices. Distributing leadership across the organizational structures is a helpful strategy to meet the challenges and enhance its effectiveness (Pont, et al. 2008).

5.4 Recommendations for further research

Due to various limitations relating to time constraints and other constraints, the present study is restricted in multiple directions. The same would have been overcome by conducting further research, suggested as follow-

- A comparative study may be undertaken to determine governance structures, leadership, and functioning of Eklavya Model Residential Schools across India's eastern states.

- An evaluative study may be conducted to investigate the trend of deviation of effective management, leadership practices for Eklavya Model Residential Schools' functioning across India's eastern region.

- A case study may be undertaken to understand school leadership's role in ensuring equitable quality education across the Eklavya Model Residential Schools in West Bengal.

- A comparative study could be conducted by taking Eklavya Model Residential Schools between two states of India.

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Appendix

Semi-Structured Interview and Basic Information Schedule

A. Administration at State and District Level

1. Governance bodies at a different level

Governance Structure		Governance body/ committee- Yes/No	How many members are on the committee?	Whether permanent members or on deputation	Major roles and responsibility at each level
State	Tribal Development Dept.				
	Dept. of School Education				
District	Tribal Development Dept.				
	Department of School Education				
School	School Management Committee				
	Local Community				

2. How are the parallel structures in **DSE** and **TDD** interconnected? What are the nodes and internodes of connections, if any?

3. How **Paschim Banga Adibasi Kalyan O Siksha Parshad** helps to management and running of **EMRS** for imparting quality education among tribal children?

4. What are the major roles outlined for the **PBAKOSP** for the functioning of **EMRS** across the state? Have sufficient grants come to them? Or the grants come to the **TDD,** and it plays as the mediator in transferring them?

5. In what ways **PBAKOSP** contributes to the management of **EMRS**s across the state? Is this body working only at the state level, or are there sub bodies at the district level? Whether they are focused only on the functioning of **EMRS**s, or they are helping in quality development prospects, or whether they cannot do?

6. Is there any training or anything else that happened through the **MoE**? Do the teachers at the school level get a benefit of it or not?

7. How the **District Committee** regulates the day-to-day management and monitoring of the schools? How does the committee select its members? And how the committee monitor the matter related to the school functioning?

8. Is there any structure or body at District Committee for providing support/academic support and capacity building for the faculties at school levels?

Roles and Responsibility of District Committee				
Funding	Supervision & Monitoring	Providing academic support	Administration	Others

9. What is your perception/understanding about a school principal's role in day to day running of the school?

10. Perception about the functioning of the management bodies and impact on school quality:

The efficiency of the governing body at a different level	Strengths if any	Weakness/ limitations	Challenges
State			
District			
Schools			

B. School Profile

1. Has the school possess sufficient infrastructure facilities being a residential
    setup school? Is the school having the entire infrastructure as mentioned in the
    EMRS guidelines? (A checklist for school observation)

Academic Facilities		Residential Facilities	
Grade wise no. of classroom		Housing for Teachers	
Teacher's resources room		Housing for Security and Supporting Staff, Hostel Wardens	
Administrative Block/ Principal's Room/ Office		Facilities available in Hostel	
Computer Lab/ Language Room		Well ventilated dormitories Well maintained toilets/ washrooms Assured/ reliable water supply Office room for hostel warden Courtyard/ verandah for washing and drying clothes Recreation/ common room/ covered courtyard for rainy season activities Rainwater harvesting Reliable sewage system Openable/ cleanable nets on doors and windows to keep out mosquitoes/ insects etc. Matrons	
Laboratory/ Library facilities			
General Purpose Hall/ Recreation Room/ Auditorium			
Infirmary/ Sick Room			
Toilets/ Washrooms			
Toilets/ Washrooms			
Playground		Food provided at breakfast, lunch, and dinner	

1. What is the process of recruitments, induction, and training in EMRS?

EMRS	Recruitment	Induction, If any	Training, if any
Teachers			
School Principals			
Hostel warden; if any			
Administrative staff			
Librarian			
Laboratory Assistant			
Nurse(s)			
Support staff			

2. Is the EMRS having sufficient staff and all the educational facilities as the
    means of educational opportunities as per the requirement of the learning
    needs of tribal children?

3. In what ways EMRS is a school dedicated to quality education for ST children, creating an impactful learning situation for the welfare of local tribal communities and children?

4. Whether the school has sufficient teachers for all subjects/grades/sections?

5. Process of monitoring and support of schools

Who monitors?	How frequently is it done?	Do you have formats for monitoring? (If yes, take a copy)	Is individual or school monitoring connected with career advancement?

6. What is the funding procedure? Is the state-level authority disposing of the necessary fund directly to the school or any other medium that controls disposes of the fund? What school level experience about the funding? What is the per child, per annum funds received?

7. Is there any other agency that offers financial support and/or regulations? How do these agencies contribute to the development of EMRS?

Funds received	Month in which received	Adequate/ inadequate	Utilized/ unutilized	Remarks
Funds laboratory equipment and library facility				
Per child funds like meals, uniforms etc.				
Funds for teaching aids, teaching-learning materials				
Fund for Games & Sports				
Others				

8. How are residential facilities impacting quality education among tribal children?

	Physical Environment	Educational Environment	Safety & Security	Availability of adequate staff	Management Body	Nutrition and Food	Health Facilities
Boys							
Girls							

9. What are the residential facilities available for Teachers at the school

Residential facilities and conditions for Teachers					
Is there a good no of teachers' quarters available?	Are all the teachers reside at the school campus?	Is there adequate no. of room available within each teacher's quarters to reside with family?	What are the basic infrastructures and facilities available for the teachers at their residents?	Is there any extra responsibility for the teachers who are residing at the school campus?	Remarks

10. Academic facilities

Is there a good no. of classrooms available?	Is the school having required no. of teachers for all the subjects, classes, streams, sections, etc.?	Is the school equipped with good Laboratory, Library and Computer facilities?	What are the co-curricular activities school offers?
What is the average teacher-student ratio?	What are the other facilities for students' development?	Are there any remedial classes or extra coaching facilities available?	Is the school equipped with sufficient learning aids, teaching-learning materials for students?

C. Teachers Profile

2. Details of teachers at school

Name of Teachers	Nature of Appointment	Designation	Educational Qualification	Training and Experience in Teaching

3. Teachers' Salaries

Salary Structures	Payscale	Payment made by	Any incentives for teachers
Regular teachers			
Ad-hoc teachers			

4. Is there any special training and capacity-building program for the teachers of EMRS for the quality improvements?

5. Who is the recruitment agency for teacher appointments (regular/ad-hoc/contract)? What are the teacher recruitment norms and procedures in EMRS?

6. Are they able to appoint more teachers, especially female teachers from tribal communities?

7. Where do you get school development, teacher development in terms of school support?

8. As a leader and head of the school, what are the needs and challenges you face in the management, administration, and leadership of schools? (Anecdotal evidence of the challenges and needs – Record the narratives)

9. What difficulties do you face in the effective functioning of EMRS to support equitable quality educational opportunities for tribal children? Do you think that there is a gap between provision and implementation at the school level?

D. Students Profile

1. What is the total no. of enrolled students (Boys/Girls) in the school? What is the enrolment ratio between boys and girls? What is the grade/stream wise boys and girls students' enrolment?

2. What is the student admission mechanism?

What is the admission policy, rules, regulation, and responsible authority – is it supportive for the poor tribal children?	How is the entrance test conducted?	How do they select students for new admission?	What kind of students do you select for the new admission?	Within all the enrolled tribal students, the representation of which tribal classes are more?

3. Students attendance and participation

How is regular attendance maintained (at school and hostel)?	Do students attend all the classes and academic activities regularly?	Are all the students attend the daily activities of the school regularly (academic & non-academic)?	What is the library and laboratory attendance of students?	Are students attend/use the computer lab for their academic work regularly?

4. Details about the students' achievements

Students Achievements details	What are the students' average results in their academic performance (Secondary and Higher Secondary Examination)?	What about students' participation, performance, and achievements in co-curricular activities?	What are the other academic achievements achieved by the students (District/ State/ National Level)?	Remarks
Boys				
Girls				

5. What are the different provisions, schemes, and scholarships for the students of EMRS?

Name of the Schemes and Scholarship	Objective(s) of the schemes, scholarship, etc.	Given Amount (Yearly or Monthly)	Funding Body/ Authority	Remarks

6. As per your perception, what are the challenges tribal students faces in EMRS during their course of teaching-learning?
7. After completion of schooling at EMRS, what career opportunity maximum students choose to pursue? Are they able to enroll in further higher education?