

Teacher's Recruitment, Salaries, and Development: Equity and Quality issues in Eklavya Model Residential Schools

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Abstract

Eklavya Model Residential Schools (EMRS) are a scheme for establishing schools in tribal pockets across the country to provide quality education for Scheduled Tribes (STs). The present study focused on the necessity of qualified regular teacher recruitment across EMRSs concerning equitable quality education for tribal children. It also intends to explore the current status of teacher recruitment concerning qualification, salary structure, and responsibilities. The study revealed that massive contractual teacher deployment affects the quality of schooling concerning equity parameters compared with other Govt. Schools. The study also validates that contractual recruitment of teachers limits their responsibility. Therefore, a sense of belongingness and teacher leadership beyond the classroom is lacking in these schools. Thus, in a nutshell, it questions equitable quality education for tribal children in terms of teacher recruitment policy, as skilfully qualified teachers are the prime resources for quality schooling.

Keywords EMRS, Teacher Recruitment, Tribal Student, Equity, Quality Education.

Introduction

Schools with a higher percentage of underprivileged pupils have more challenges, leading to poor performance and ripple effects throughout the educational system. School leadership, especially teachers, are the key players in transforming the performance of schools with disadvantaged students. However, qualified, trained and skilful teachers are often not recruited regularly or supported to exercise their argentic role in these schools (OECD, 2005). To strengthen teachers' argentic force, teacher training and professional development programs should give both fundamental expertise and specialised knowledge to tackle the challenges of schools with disadvantaged groups. Even though teachers significantly impact students' performance, schools for disadvantaged groups are not always staffed with well-qualified teachers. Policies must encourage teacher quality and regular

teacher recruitment for disadvantaged schools and children by providing targeted teachers' training to ensure teachers have the skills and knowledge required to work in disadvantaged schools (OECD, 2012).

Schools like Eklavya Model Residential Schools (EMRS) for tribal children are important for quality schooling. Such residential school with required facilities can influence the achievement, motivation, and learning performance by creating equitable and inclusive school culture within the school system. Across countries it is seen that students from marginalised sections get inadequate opportunities to avail themselves in school and access very fewer school resources and facilities in terms of qualified/skilful human resource, instructional time for teaching-learning, participation in and after school activities (OECD, 2010). Even many times they need extra efforts from teachers, study materials, extra care for coaching to

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enhance their academic performance but due to lack of available resources these schools fail to support them (Kumar & Naseema, 2018). Thus, competent and experienced teachers are essential resources for schools like EMRSs with underprivileged students.

Equity and Quality in Education

Equity is the philosophical basis of broader ideas of justice and fairness. Education emphasises the pragmatic views of “equal opportunity” and “equivalent treatment” regarding access to school and required facilities (OECD, 2012). Equity provides personalised resources that enable all workers to attain common goals. To put it in another way, all students have the same goals and expectations, but the support they require to reach those goals varies. Ensuring all students have access to high-quality education also recognises the intrinsic value of diversity and the dignity of all individuals (UNESCO, 2016). An equitable education system means a fair and inclusive academic culture that supports students in reaching their learning potential without barriers or obstacles (Schleicher, 2014). The goal of equity in education is to support those learners who are 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). Fair and inclusive resourcing is the priority to achieve equity at the school level to ensure quality education, especially for underprivileged children.

The most effective education systems combine quality and equity so that most students can achieve a high level of knowledge and skills (OECD, 2012). They provide all children with access to high-quality education through the system and school-level policies that encourage equality and quality to help marginalized students and schools. It looks into system-level and school-level policies to promote equity and quality in education to support disadvantaged students and schools. 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 marginalised students per their needs and make a more equitable society by reducing the underprivileged learning gaps.

Context of the Research

The context for this research explores the critical status of the teachers of Eklavya Model Residential Schools (EMRS) across West Bengal. EMRSs are considered a sustainable educational environment for tribal children that focus on equity; students must develop the knowledge and skills they need to engross and become efficient members of the society. Specifically, the schools dedicated to the education of tribal people need more support on the ground of expertise in human resources, expenditures, infrastructures, and other relevant resources from the governments or managing bodies to improve school readiness and create fair, equitable support to meet every need of tribal students (OECD, 2012).

Realising the importance of quality education, as it is associated with quality of life, the Government of India (GOI) introduced the Eklavya Model Residential School (EMRS) scheme for residential schooling facilities dedicated to Scheduled Tribes (STs) students following the Jawahar Navodaya Vidyalaya (JNV) as a model pattern. The main focus of the EMRS scheme is on providing quality education to Scheduled Tribes (STs) at upper primary to higher secondary levels. The aim of the EMRS scheme is not only to empower tribal students to take advantage of reservation in higher and specialised courses or secure a good job in public and private sectors but also for the empowerment of each student as a change agent from school, family, village, and society (EMRS Guidelines, 2020, Ministry of Tribal Affairs, Govt. of India).

Aims of the Research

The overarching aim of this research was to revisit the nature of appointments of teachers across the EMRSs in the state of West Bengal. Specifically, the study focused on how teachers are being recruited and their quality and qualification concern to the equity of access to school. The study also focused on how teacher recruitment has become an essential factor for the quality of school education in a disadvantaged context like EMRSs. Thus, this paper's prime concern is teachers' qualifications, expertise, and professional development to meet the set standard of government policies.

Methods

This paper is a part of more extensive research done by the researcher. The research was primarily based upon data drawn from the interview of school principals of EMRSs located across the state of West Bengal. The researcher prepared a basic information schedule to collect data regarding school information related to the study by interacting with the administrative staff, school principals, and teachers. The collected information from the interview was transcribed in textual form, and then the researcher analysed the data by employing a systematic assignment of codes and themes. The information about the sampled schools was analysed by applying different

techniques, such as, percentage analysis, tabulation, etc.

Teachers' profiles of EMRSs in West Bengal

Teaching and learning are the hubs around which education systems are organised. The role of teachers remains central to the processes of teaching. The role of the teacher in the classroom, in society, and the world at large has changed from the past. A qualified teacher is an essential resource and support for a good school. It becomes even more critical in a situation where marginalised communities are seeking to be inducted into modern education systems. In such cases, teaching becomes a mission, and the result is expected to bring in the marginalised as equal participants in a learning quest. Such an enterprise will require equal empathy, understanding, and knowledge.

Therefore, imparting equitable quality education, especially to marginalised students, will only be possible if they have access to qualified teachers in their schools. The inadequate number of teachers in the schools for the marginalized students is a concern to all of us to ensure their educational needs. The insufficiency of teachers affects the regular school activities and fails to support the learning needs of the learners. Most EMRSs across the state of West Bengal are running with an insufficient number of regularly appointed teachers.

Table 1: Teachers' Profile of EMRSs in West Bengal

| Teachers' Profile of EMRSs in West Bengal | | | | | | | |
|-------------------------------------------|-----------------|--------|--------|------------------------|-------------|-------|-------------|
| School name | No. of teachers | Gender | | Nature of appointments | | | School name |
| | | Male | Female | Regular | Contractual | Guest | |
| EMRS Nagrakata | 18 | 14 | 04 | 02 | 14 | 02 | 04 |
| EMRS Mukutmanipur | 19 | 14 | 05 | 04 | 12 | 03 | 02 |
| EMRS Shushunia | 21 | 21 | 00 | 03 | 14 | 04 | 00 |
| EMRS Raghunathpur | 26 | 18 | 08 | 03 | 13 | 10 | 06 |
| EMRS Satyabanpalli | 44 | 23 | 21 | 00 | 12 | 32 | 02 |
| EMRS Kankutia | 21 | 16 | 05 | 03 | 12 | 06 | 13 |
| EMRS Kumarsai | 17 | 14 | 03 | 01 | 12 | 04 | 00 |

Source: Field, 2021

Among all the EMRSs in West Bengal, only EMRS Satyabanpalli has the highest representation of total teachers (44 teachers) although out of total appointed teachers there, 27.27 per cent teachers are appointed as contractual, and 72.72 per cent teachers are appointed as guest teachers. The average representation of regular teachers is significantly less across all the EMRSs, and the number of contractual teachers is the highest, followed by guest teachers. Approximately 60 per cent of teachers across the EMRSs were appointed as contractual teachers, 25 per cent as guest teachers, and only 15 per cent as regular teachers. Thus, despite EMRS being residential, the meagre salaries of the contractual and guest teachers free them of the binding to stay on campus, leaving little benefit in teaching-learning that the children can derive from residential set-ups.

Moreover, the temporary teachers are either paid per lecture or a fixed monthly remuneration. Hence, their responsibility gets limited to the delivery of subjects only. Also, in these EMRSs, approximately 21 per cent of teachers do not have proper teacher training (B.Ed. and M.Ed.) qualifications. Adding to the concern, many teachers who are appointed as regular teachers also do not have any teacher training degree. The lack of teacher training degrees compromises the quality concern of these teachers and the schooling structure. As Bennell & Akyeampong (2007) contends that, delivering quality education depends on having a sufficient supply of adequately trained, motivated, and driven teachers.

According to the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) norms, a secondary school with up to two sections in each class should have a minimum of five subject teachers. Because the RMSA criteria call for a Student Classroom Ratio (SCR) of 40:1, a two-section school would generally have 160 students enrolled. Even if the enrolment is fewer than 160, a minimum of

5 subject teachers must be given. According to the RMSA norm of PTR of 30:1, one additional teacher may be provided for every incremental enrolment of 30 students. But the actual number of regular appointments is not found to be more than 4 in any EMRS across the state of West Bengal. EMRS Satyabanpalli has zero representation of regular teacher appointees. So it becomes imperative to realise that buildings and infrastructure devoid of its teachers cannot provide quality education. It also found that political willingness to open new schools and residential set-ups for the marginalised are most welcome if they are backed by well-qualified and systematically recruited regular faculty.

Snapshot of the school principals as school leaders

Out of seven EMRS in West Bengal, it was discovered that only two EMRS have regular appointments of School Principals, and three EMRS have contractual appointments of School Principals, while the other two EMRS have Teachers-in-Charge as Principals. West Bengal Public Service Commission is the responsible government agency for the regular appointment in EMRSs across the state. Each school is directly managed through a district committee, as per EMRS establishment provision. This district committee of the respective school is responsible for recruiting contractual and other appointments. Vice-principal positions, which are required for better management at the school level, have not been observed by the researcher in these institutions. Except for two principals who lack teacher training credentials, all of the EMRSs principals in West Bengal are well-educated. No principal has prior experience in residential schools, especially in the context of tribal children. They do not get access to any training for leadership or other professional training for better management at the school level.

Table 2 : School Head Profile

| School Principals' profile of EMRSs in West Bengal | | | | | |
|----------------------------------------------------|------------------------|------------------------------------------|---------------------|---------------------|--------------------------|
| Name of the schools' | Nature of appointments | Qualification | Previous experience | Leadership training | Professional development |
| EMRS Nagrakata | Contractual | B.Sc., M.Sc., B.Ed. | No | No | No |
| EMRS Mukutmanipur | Teacher-in-charge | B.Sc., M.Sc. | Yes | No | No |
| EMRS Shushunia | Teacher-in-charge | B.Sc., M.Sc., Ph.D. | Yes | No | No |
| EMRS Raghunathpur | Regular | B.Sc., M.Sc., B.Ed. | Yes | No | No |
| EMRS Satybanpalli | Contractual | B.Sc., M.Sc., B.Ed. | No | No | No |
| EMRS Kankutia | Regular | B.A., M.A., B.Ed., M.Ed., Ph.D. | No | No | No |
| EMRS Kumarsai | Contractual | B.Sc., M.Sc., B.Ed. | No | No | No |

Source: Field, 2021

Residential Status of Teachers on the School Campus

These residential schools are expected to house students as well as teachers. However, in most cases, teachers stay away from the hostels. A sense of belongingness, ownership, and a family feeling would give a caring, safe and secure environment conducive to learning and which otherwise gets compromised. Moreover, when teachers stay away from school, it also limits the teacher's interaction time with students. Teachers who are culturally, linguistically, and socio-economically from different strata and do not get to spend sufficient time with children find it challenging to accept and appreciate the differences and hampers healthy relationship building; instead, creates socio-economic boundaries. EMRSs are located primarily in tribal pockets, and these are fully residential schools where teachers and students have to stay on the same school campus. However, it was observed that in most EMRSs, there are significantly fewer teachers residing with the students in the school campus. An average

of 19 per cent of total teachers resides at the school campuses of EMRSs across the state. Out of the total residing teachers, only 15 per cent of female teachers live on the school campus. Out of all the seven functioning EMRS within the state, only female teachers reside within the school campus in EMRS Kankutia and EMRS Raghunathpur. Out of seven school principals, only three live at the school campus, and the other four principals do not reside at the school campus; they prefer to travel from outside. Since the majority of the teachers do not live on the school campus, there is technically very little support for students after school hours. Thus, technically there is hardly any support for students on campus after school hours as most of the teachers do not reside in the school campus.

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 responsible for managing EMRSs across the state. Teachers in EMRSs across the state have been appointed in three categories; regular, contractual, and guest teachers. The regular teachers have been recruited on merit basis following the West Bengal Public Service Commission (WBPS). It follows state government rules and regulations for recruitment, so they conduct a written test

and interview to select candidates. For the recruitment of contractual and guest teachers, each District Level Committee (DLC) is responsible, and they recruit these contractual teachers as per the respective school's present needs. After consulting with the school heads, the District Level Committee advertises for the required vacancy, selecting the candidate through an interview.

Table 3 : Nature of Teachers' Recruitment across EMRSs in West Bengal

| Nature of appointments | Regular | Contractual | Guest |
|------------------------|------------------------------|------------------------------------------|---------------------------------------------|
| Recruiting authority | WB PSC | District Level Committee (DLC) | District Level Committee (DLC) |
| Recruitment procedure | Written test and interview | Interview | Interview |
| Eligibility criteria | As per state govt. norms | As per state govt. norms | Decision taken by DLC |
| Salary structure | As per state govt. pay scale | Monthly remuneration of Rs. 25000/- only | Rs. 700/-per Day (Maximum 3 days in a week) |

Source: Field, 2021

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 selected 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 25,000 rupees per month, and guest teachers are paid 700 rupees per day (3 days a week). No additional allowances or incentives are given to the teachers in EMRSs. As we know, a residential school's workload and other responsibilities are more in other day schools. But in this context, teachers appointed as guest teachers receive a very meagre salary, which is a vital source of dissatisfaction and demotivation for the teacher, leading to a consequent lack of ownership and commitment to the profession (CBPS, 2017).

Gender Distribution

The guidelines of EMRS have encouraged the recruitment of more female teachers, but the average representation of female teachers in all the seven EMRSs across West Bengal is approximately 27 per cent only. According to the field data, these schools do not have any female school principal or vice-principal. The study also revealed that it is unclear whether female teachers are drawn to EMRSs because female teachers, particularly those from tribal communities, would have benefited from being friendlier with female students than male teachers. All the EMRSs have reflected a high representation of male teachers, whereas only EMRS Satyabanpalli, located in Jhargram District, has found 48 per cent female teachers in the school. Thus, a very small number of women in the teaching workforce in these schools are an additional factor for raising questions concerning the quality of schooling parameters.

Experience in Teaching Tribal Context and Tribal Roots of Teachers

The study reflected that most of the teachers in EMRSs across West Bengal belong to non-tribal communities, and there are very few teachers from tribal groups. Managing schools in tribal areas requires understanding the socio-cultural contexts of tribal communities (CBPS, 2017). The effectiveness of non-tribal teachers in addressing the issues of students from tribal backgrounds is hampered by their relative tribal experiences. It all leads to non-empathetic attachment between non-tribal teachers and tribal students. Thus, a good number of teachers from tribal communities or with good knowledge and experience about the tribal cultures in these schools would be more effective towards quality teaching-learning.

Opportunities for Professional Development

Teachers in these schools do not get access to specialised training programs to meet the unique challenges and needs during the teaching-learning process. There is no in-service training or induction program for the Eklavya Model Residential Schools teachers by the “Paschim Banga Adibasi Kalyan O Siksha Parshad” or the School Education Department of the West Bengal Government. Professional development can raise the calibre of existing employees and help teachers tailor their knowledge and abilities to the needs of their pupils and the school. Professional development is more effective when it is methodical, persistent (for as long is necessary), and in line with the needs and objectives of the school (Darling-Hammond, 2010).

Different types of training, such as tribal exposure in residential school contexts and practices, new curricula and age-appropriate classroom teaching, pedagogical subject training in a tribal context, etc., are needed for the teachers in EMRSs. When compared with other residential schools such as

Jawahar Navodaya Vidyalayas (JNVs), they have more qualified and higher-paid staff. In JNVs, they provide regular in-service training conducted by the Navodaya Vidyalaya Samiti (NVS), which is missing in EMRSs. As the management of EMRSs varies from state to state, thus there exists a difference in teacher management. Regular training is necessary for the teachers working in EMRS as it helps in keeping high motivation and job satisfaction.

School Leadership Management and Teachers Training

Headmasters and principals must receive leadership training to ensure every student receives a high-quality education. The school heads must be aware of the school's strengths and weaknesses to build robust strategies to monitor curriculum, and lesson plans, conduct competency-based assessments, and track and analyse students' performance, attendance, and retention rates. The headmasters'/principals' job as school leader is to develop motivation among teachers and other staff regarding punctuality and attendance in daily schooling activities. The school leader must also assure the availability of resources in the school and appropriate distribution with optimum utilization as an effective manager (RMSA Guidelines, 2014, Ministry of Human Resource Development, Govt. of India).

There is no such provision or opportunity for in-service teacher training, orientation program, or induction program for the teachers working in EMRSs across the state. There is no tribal sensitisation program for the teachers, as most teachers come from the non-tribal group and have little knowledge about tribal cultures and practices. Therefore, for most teachers, it is very hard to understand the basic learning needs of these tribal students. Additionally there remains a hidden communication gap between teachers and students during teaching-learning hours. These Eklavya Model Residential Schools were established

only for the quality education of deprived tribal children; in this specialized context, regular teacher training is a significant concern for the overall progress of the school and students. Different training or orientation programs are needed for schools of different contexts like EMRSs. Compared with other residential schools such as JNVs, they have more qualified and higher-paid staff. JNVs provide regular in-service training conducted by the Navodaya Vidyalaya Samiti, which is missing in 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.

Roles and Responsibilities of 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. These tribal children belong to deprived socio-economic backgrounds, most of whom are first-generation learners, so they need individual academic support to cope in these schools. EMRS follows English as the medium of instruction, and most tribal children complete primary schooling in Bengali or Santali. Initially, these tribal children faced lots of language issues. It is also challenging for the teachers, as most are from the non-tribal community and do not have any prior experience or knowledge about tribes, cultures, 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 fulfilling the role of matrons or mentors, should either belong to tribal backgrounds or have sensitivity and understanding of tribal culture and language. Having a better experience of equity and efficiency problems becomes much more challenging for the teachers (CBPS, 2017). Besides this, all the

teachers have a significant 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 various committees. The responsibilities of teaching and coaching classes for weak students are the primary 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. As most schools do not have sufficient staff quarters, and the conditions of available staff quarters are not as good to stay with family. Thus, this infrastructural lacuna needs to be addressed by the responsible agency of the EMRSs management.

A Lack of Governance and Management Support

Governance structure at different levels plays a crucial role in the effective management of schooling processes as it incorporates rules, regulations, and authority in the functioning of a school system. The governance and management of EMRSs across the country has three levels of governance structures, such as Central-level (Ministry of Tribal Affairs, Government of India), State-level (Tribal Development Department, State Government), and District-level (School-level). However, a National Education Society for Tribal Students (NEST) has been established separately on behalf of the Ministry of Tribal Affairs to plan, construct, establish, endow, and administer the Schools as well as to carry out all acts and things necessary for or conducive to tribal education across the nation. State-level Tribal Development Department of the respective state government is responsible for maintaining, controlling, and managing the schools as per the EMRS establishment guidelines and norms formulated by the Ministry of Tribal Affairs (MTA), Government of India. A committee has been established at the district level to supervise the school's day-to-day functioning. Department of

School Education and Literacy under the Ministry of Education, Government of India, neither has any direct roles and responsibilities nor has any linkages with governance and management structures of EMRSs in collaboration with MTA/NEST, which reflects a central level support gap as a flawed governance structure. Governance structures for the effective functioning of EMRSs need to be associated with an efficient and effective administration in a democratic framework. EMRS was established along 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.

The overall governance structure for the management of EMRSs across the state of West Bengal is only restricted under the setup structured by the Tribal Development Department (TDD), Government of West Bengal. The School Education Department (SED), Government of West Bengal, has a limited role and responsibility in managing/providing support for the quality concerns of EMRSs across the state. As there is no inter-departmental collaboration or link between TDD and SED, it projects a flawed governance structure for the management of EMRSs across the state concerning the equity and quality education parameters. This structure is controlled by the state bureaucracy that follows a top-down approach with a centralised controlled operating mechanism. Thus, the individual school remains isolated from the decision-making structures of governance at the state level. There is neither a 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 function in a particular context, they need a specially focused

and experienced leadership to address their varied locational needs. Therefore, it directly or indirectly affects establishing a unified teacher recruitment policy, teachers' regular professional development, school supervision & monitoring program, etc. In the case of EMRSs, the Tribal Development Department and District Level Committees have been given responsibilities, where education is one of its roles apart from other tribal development works and public administration responsibilities; thus, it lags focus on education. Moreover, at the field level, there are hardly any inter-ministerial linkages at the national and state levels.

Discussion

Since India's independence, expanding its educational system without a parallel commitment to equity in educational opportunities or educational quality has been one of the country's largest concerns. Even while the Right to Education Act of 2009 (RTE), at least in theory, aimed to guarantee equal opportunity, many children, especially those from the most marginalised groups, continue to have low learning levels and poor educational achievements. The Eklavya Model Residential Schools (EMRSs) are being established for STs in the light of the trend of creating high-quality residential schools for the advancement of education and to also assure the all-round development of tribal students throughout the country (EMRS Guidelines, 2020, Ministry of Tribal Affairs, Govt. of India). The schools (EMRSs) are aimed to provide quality education from upper primary to higher secondary levels to tribal students in tribal-dominated areas. The EMRSs are also designed to enable tribal children to access the best opportunities in education for bringing them into parity with the mainstream community.

Access to school and schooling facilities is one of the important aspects of equity and quality education. Regarding this fact, teachers are the most important human resource for any school system. Thus, if there is any lack

or gap in the quality of human resource support in terms of eligibility, qualification, appointment criteria, salary structure, etc., it will automatically affect the entire system. Evidence from several countries reveals that contractual appointment hurts motivation and social status (Stromquist 2018). Key factors influencing students' learning include teachers' competency and dedication (Bennell and Akyeampong, 2007). It is commonly known that qualified, well trained teacher is essential to encouraging student learning (Leithwood and McAdie, 2007). The effectiveness of teachers' instruction, in turn, is significantly influenced by a mix of their teaching skills, enthusiasm, and motivation. According to research, teacher motivation is a crucial element of teacher effectiveness and has a greater impact on the teaching-learning process than teacher competency (VSO, 2002, Upmanyu, 2016).

The paper argues that a mental model regarding job satisfaction is important for any individual, which depends highly upon the degree of ownership teachers feel concerning their recruitment policy and facilities. Therefore, the appointment of teachers with a good salary structure and other required facilities like incentives are of utmost necessity. The study found that teaching in schools like EMRSs is not easy; here, in this specialised context, a teacher is a leader in his own right, as teachers embrace certain dispositions, knowledge, and skills for the betterment of the whole school's progress. Several studies also suggested that educational policy developers believe that by redeveloping and restructuring the education system, prevailing teaching practices will change fundamentally (Ball, Maguire, Braun, & Hoskins, 2011). However, that is not true; we need to create systemic support that recognises and rewards teachers as important human resources for a school system to meet its quality concern. Teaching is an important component of delivering quality education, and teachers' education and training are crucial for ensuring quality teaching. In turn, they facilitate the transformational power

of education for individuals, communities, and nations. It is particularly important for schools with disadvantaged students to have effective teachers. First, a benefit of highly competent teachers is that they can have a significant impact on students' learning outcomes, effective enough to enhance students' achievement. Second, they might aid underperforming learners in catching up and advancing. Thus, effective teaching strategy is needful for under achievers; however, they are the ones who are deprived of it (Darling-Hammond, 2000, OECD, 2005).

Conclusion

Education is the key to any kind of development. It is no different for the tribal community. Due to poor educational status among tribal communities, their development is also quite slow. Only drastic measures can improve the status of the tribal. The importance of qualified and well-trained teachers cannot be overstated when it comes to improving student learning outcomes. It is against the law to employ unqualified and undertrained teachers under the RTE, 2009. Policies that don't consider teacher sentiments will lead to a highly demotivated workforce, jeopardising student achievement (Kembhavi, 2011). Towards the achievement of the Sustainable Development Goals (SDG-4), the United Nations emphasises the importance of investing in and having professionally qualified teachers in order to ensure that all children acquire the knowledge and skills they need for a sustainable, culturally rich future. As a result, teachers, as the frontline leader, play a critical role in achieving five of the seven targets of SDG-4 goals through their knowledge, beliefs, attitudes, and practices of teaching (Sarangapani, et al., 2021). In the context of quality education for tribal learners, EMRSs in West Bengal are run mostly by contractual and guest teachers. Only 15 per cent of teachers, out of the total teachers of all the seven EMRSs, 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 belong to non-tribal groups, and their social background does not match the that of the tribal student. Therefore, a communication gap between teachers and students prevails, which affects the quality of schooling. Sometimes, the negative attitude of non-tribal teachers toward the tribal students affects the learning outcomes of the poor tribal students and further leads

to dropout (CBPS, 2017). In schools staffed with tribal teachers, especially those from the same community, tribal children have been more likely to participate in school, as these teachers understand and respect their culture better. The tribal teachers would be more natural candidates. In spite of this, all teachers including the teachers who have tribal roots need specialised training, both on course materials and on appropriate behaviour with tribal students. It is also important to readdress the flawed governance structures of EMRSs so that it can remove the structural obstruction of equity and quality education concerns of EMRSs by establishing unified teacher recruitment and teachers' professional development policy

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