

FUNCTIONING OF SCHOOL MANAGEMENT COMMITTEE AND ACADEMIC ENVIRONMENT FOR PRIMITIVE TRIBAL GROUP (PTG) GIRLS IN EDUCATIONAL COMPLEXES OF KANDHAMAL AND RAYAGADA DISTRICTS OF ODISHA

Dr. Neena Dash

Assistant Professor
Education Department
Ravenshaw University
Cuttack, India

Abstract: The investigator tried to explore the functioning of school management committee for education of PTG girl students in Educational Complexes in Kandhamal and Rayagada districts and quality of academic environment for PTG in Kandhamal and Rayagada districts. The findings of the study present that school management committee functioning is satisfactory in administrative and financial matters whereas the functioning needs improvement in academic matters to get the 100% enrollment of PTG girls in Educational Complexes of EC, Belghar Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada. Quality of academic environment in educational complexes is good in all three Educational Complexes except in the area of teachers' appointment. Government should take immediate steps in this regard. Teachers need to use innovative methods of teaching to improve teaching-learning process in Educational Complexes of EC, Belghar Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada. Hundred percent teachers perceive that mess committee is formed and functioning of mess committee is reviewed by school management committee. Sixty eight percent teachers perceive that students are involved to prepare menu of the hostels with school management committee members. Hundred percent teachers perceive that financial matters and administrative issues of the school are regularly addressed and supervised by the member secretary of school management committee but only 35% teachers are positive about the functioning of SMC in academic matters. Hundred percent teachers perceive that health check-up of the inmates is done by the medical staff of the nearest PHC / CHC/ government hospitals. Hundred percent teachers perceive that infrastructure development in the hostels and schools is monitored by SMC. Thirty three percent teachers perceive that SMC takes all steps conducive to all round development of the students in hostels and schools. Hundred percent teachers perceive that sexual harassment cases and threatening cases in the hostels and schools are reviewed by SMC. Seating arrangement is good in all three ECs. Classroom space is adequate in all 3 ECs. Lesson plan is prepared in all 3 ECs. Teachers encourage PTG girl students in EC. Teachers develop enquiry skills but teachers do not develop inductive thinking. Teacher's explanation in the classroom is good. Students' understanding of various subjects is clear. Teachers use activity-based methods in teaching. Remedial teaching is followed in EC. Academic supervision in the evening is followed in EC.

Index Terms –Academic Environment, Educational Complex, Primitive Tribal Group(PTG), School Management Committee

I. INTRODUCTION

The tribal population is found in all most all parts of India and Orissa claims as the second largest tribal dominant state in the country (Nayak, 2010). Government of India has classified and declared certain tribal groups as Primitive Tribal Groups (PTGs). Low level of literacy, pre-agricultural level of technology and declining or stagnant population are the parameters on the basis of which certain groups have been declared as PTGs. There are 75 Primitive Tribal Groups in India and Orissa houses 13 Primitive Tribal Groups namely (1) The Birhor, (2) The Bondo Poraja, (3) The Didayi, (4) The Dongria Khond, (5) The Juang, (6) The Kharia, (7) The Kutia Khond, (8) The Lanjia Soura, (9) The Lodha, (10) The Mankidia, (11) The Paudi Bhuyan, (12) The Soura and (13) The Chuktia Bhunjia (Hasnain, 1992; Verma, 2002) and (Nayak, 2010). A new scheme has been introduced by the Government of India in the Ministry of Tribal Affairs for establishment of Educational Complexes by autonomous societies/ institutions of State Government in villages inhabited by Primitive Tribal Groups in 2007-08. Under the scheme, strengthening the education is among the scheduled tribe ST girls in the low literacy districts, 90% support for running education institution complex is made available by the autonomous society. There are 19 education complexes (EC) for ST Girls(PTG) in Odisha. These schools are run by Odisha Model Tribal Education Society (OMTES) from the year 2007-08 (Annual Activity Report (2016-17). Educational development of the ST & SC communities & improving access to educational facilities through residential educational institutions has been an identified thrust area of the ST & SC Development Department, Government of Odisha. Odisha was among the pioneers in setting up of Residential Educational Institutions since the initial years. Over the years, the Department has established 164 Boys High Schools, 173 Girls High School, 61 Higher Secondary Schools, 766 Ashram Schools (Elementary level), 505 Sevashrams (Primary level), 19 Educational Complexes for providing education facilities to students

belonging to the Primitive Tribal Groups (PTGs) managed by the Odisha Model Tribal Education Society (OMTES) (ST & SC Development Department, Government of Odisha, 2018). The district wise list of schools according to type (ST & SC Development Department, Government of Odisha,2018) is given below:

District Wise List of Educational Complexes for PTG				
Sl	District	Name of the Part Block	Name of the Educational Complex	Primitive Tribal Group
1	Rayagada	Bissam Cuttack	Arishakani	Dongaria Kandha
2	Rayagada	Kalyansinghpur	Parsali	Dongaria Kandha
3	Rayagada	Gunupur	Kereba	Lanjia Soura
4	Angul	Pallahara	Sibida	Paudi Bhuyan
5	Gajapati	Gumma	Tipsing	Lanjia Soura
6	Gajapati	Mohana	Baghmari	Soura
7	Malkangiri	Khairput	Badbel	Bonda
8	Malkangiri	Kudumuluguma	Nandiniguda	Didayi
9	Malkangiri	Khairput	Badapada	Low-Literacy pocket
10	Nuapada	Komna	Salepada	Chuktia Bhunjia
11	Sundergarh	Lahunipada	Khuntagaon	Paudi Bhuyan
12	Deogarh	Barkote	Jharbahal	Paudi Bhuyan
13	Mayurbhanj	Jashipur & Karanjia	Angarpada	Hill- Kharia & Mankirdia
14	Mayurbhanj	Suliapada & Morada	Chikatamati	Lodha
15	Kalahandi	Lanjigarh	Banipanga	Kutia Kandha
16	Kandhamal	Tumudibandha	Rangaparu	Kutia Kandha
17	Ganjam	Patrapur	Lokasahi	Tumba
18	Keonjhar	Banspal	Gonasika	Juang
19	Keonjhar	Keonjhar	Upper Kusumita	Low Literacy pocket

Indian society is divided based on class, caste, gender, and religion. These factors are related to children's access to education and their participation in the learning process. This is evident in the disparities in educational access and attainment between different social and economic groups. Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved (UNESCO, 2009) and which can reduce various problems related to inequality which accentuates exclusion (Govinda and Bandyopadhyay, 2010). Visualizing this important role of governance, the 2009 Right of Children to Free and Compulsory Education (RTE) Act emphasizes the involvement of communities in school governance through school management committees (SMC) to ensure school quality with equity (Effective School Management Committees, 2011). The duties of the SMCs as described in Community Participation Under SSA and RTE, 2009 are as follows: Making School Development Plan(SDP) as per the RTE guidelines/norms, supervising and supporting implementation of SDP, supervision/monitoring of finance, management, academic progress, ensuring regular attendance and punctuality of teachers, to sanction restricted and casual leave to primary, upper primary head masters, auction of all useless equipments, furniture and the money to be given to school education fund ,regular auctioning of crops grown in the school lands and giving the money to the school education fund ,organizing programmes for mobilizing enrollment and bridge courses for bringing children back to school supervise the construction activities, ensuring that the parents enroll and send all the children to school regularly, monitor children's growth in the achievement in different subjects, supervise and review all development-academic, administrative and financial activities of the school, ensuring that all the incentives from the government reach to the students, keeping proper accounts of the fund available and sharing its deployment and utilization with common people and creating and maintaining an educational database. (Community Participation Under SSA and RTE, 2009). In the present study, academic environment is focused on the practices in Educational Complexes. Teaching-learning process includes seating arrangement and use of classroom space, adequacy of lesson plan/note, splitting lessons into a series of episodes, techniques to motivate pupils, developing tools for learning, such as inductive thinking or enquiry skills, explanations, teaching through activity-based methods, regular correction of students' homework, courses completion as per schedule, display of structured time table, display of academic calendar, preparation of school development plan and follow up of school development plan, meeting Personal needs of students , collaborative teaching , demonstration during teaching, use of black board, use of teaching learning materials (TLM), encouraging students to ask questions, giving academic feedback to students, free from abuse and threatening, remedial coaching, career counselling, counselling of behaviour problems, professional coaching, self-defense training, life skill training , and many more (Dash,2018) .

II. OBJECTIVES OF THE STUDY

- To study the functioning of SMC for education of PTG girl students in Educational Complexes in Kandhamal and Rayagada districts?
- To study the quality of academic environment (teaching-learning process) for PTG girl students in Kandhamal and Rayagada districts

III. RESEARCH QUESTIONS

- What is the perception of teachers towards the functioning of SMC participation in management activities in schools as per the guidelines of ST & SC Development Department?
- What is the quality of academic environment for PTG girl students in Educational Complexes in Kandhamal and Rayagada districts?

IV. RESEARCH METHODOLOGY

Phenomenological approach was employed in carrying out the study. The details of research methodology are discussed as follows under selection of the situations, tools and techniques used for collection of data, variable of the study, and techniques of data analysis (Dash, 2018).

4.1 Selection of the Situations and Cases

For the purpose of the present study, Educational Complexes of Kandhamal and Rayagada districts constitute the cases; and that is the unit of the study. Three educational complexes from Kandhamal (EC,Belghar) and Rayagada (EC,Arishakani,EC, Parsali & EC, Kereba) districts were selected employing purposive sampling. Thus, each of the 4 Educational complexes studied here are in fact 4 independent studies. Twenty-two teachers of 4 ECs constitute the sample of the study to get the perception of teachers of EC towards SMC Functioning in Educational Complexes. Teaching-learning situations in class I-VIII of EC,Arishakani,EC, Parsali, EC, Kereba & EC,Belghar were observed to fulfill the objectives of the present study.

4.2 Tools and Techniques Used for Collection of Data

The tools of qualitative research such as, perception scale and observation schedule are employed to collect data from multiple sources. The investigator developed perception scale of teachers to collect data about functioning of SMC in EC. The perception scale has 24 items about functioning of SMC in EC. Each item has presented to the respondents on a five-point scale such as strongly agree(SA), agree(A), undecided(UD), disagree(D), and strongly disagree(SD). Observation schedule has been developed with 38 statements keeping in view all necessary points for observation of teaching-learning process in Educational Complexes of Knadhamal and Rayagada districts. Data are collected by the investigator through personal visits to the field and personal contact with the respondents using a checklist of observations and questions addressed to key informants and situation (Dash, 2018). Extensive field notes are made, photographs are taken, and interviews with key informants were conducted (Dash, 2018).

4.3 Variables of the Study

The study sought mainly to study the functioning of SMC participation in management activities and academic environment (teaching-learning process) for PTG girl students in in Kandhamal and Rayagada districts.

4.4 Techniques of Data Analysis

The data collected through the data capturing schedule were put to the quantitative analysis and qualitative analysis of thick descriptions. In addition, the data collected through observation, and field notes in respect of the cases and situations were used to supplement the qualitative analysis of thick descriptions (Dash, 2018). The investigator focuses on experiences, events, occurrences and situation observed in selected educational complexes of Kandhamal and Rayagada districts.

4.5 Profile of the Study Area

The study was conducted in Educational Complexes of Kandhamal and Rayagada districts of Odisha. Three Educational Complexes were selected purposively. For the purpose of primary source information this study was concentrated in 3 ECs of Kandhamal and Rayagada districts of Odisha. All the 4 Educational complexes (EC) selected mainly constitute ST girl students(PTGs).

V. RESULTS AND DISCUSSION

5.1 Analysis of Objective 1: - Functioning of SMC for education of PTG girl students in Educational Complexes

Table No 1: Composition of School Management Committee(SMC) in Educational Complex

Collector of the District	Chairman
Project Administrator, ITDA of the District	Vice Chairman
Project Director, DRDA of the District	Member
Sub Collector of the District	Member
DWO of the District	Member
Chairman, Panchayat Samiti	Member
Sarpanch	Member
Special Officer in charge of Educational Complex	Member Secretary

The above table no 1 depicts composition of SMC in EC.

Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Formation and Functioning of Mess Committee	55	45	0	0	0
Students' Involvement to Prepare Menu of The Hostels	45	23	0	21	11
Making School Development Plan(SDP)	44	56	0	0	0
Supervising and Supporting Implementation of SDP	21	12	2	27	38
Supervision/Monitoring of Financial Progress	65	35	0	0	0
Supervision/Monitoring of Administrative Activities of The School	42	58	0	0	0
Supervision/Monitoring of Academic Progress	23	12	3	43	19
Ensuring Regular Attendance and Punctuality of Teachers	32	28	0	28	12
Sanction Leaves to Teachers	21	12	3	28	36
Auction of All Useless Equipments, Furniture and The Money Given to School Education Fund	58	42	0	0	0
Regular auctioning of crops grown in the school lands and giving the money to the school education fund	12	16	3	45	24
Organizing programmes for mobilizing enrolment of PTG girls	2	14	5	45	34
Organizing bridge courses for bringing children back to school supervise the construction activities	3	11	6	46	34
Ensuring that the parents enroll and send all the children to school regularly	5	17	5	42	31
Monitoring children's growth in the achievement in different subjects	11	12	8	38	31
Ensuring that all the incentives from the government reach to the students	43	32	0	11	14
Keeping proper accounts of the fund available and sharing its deployment and utilization with PTG people	65	25	0	9	1
Creating and maintaining an educational database	32	35	2	11	20
Health check-up of the inmates by the medical staff of the nearest PHC / CHC/ Govt. Hospital	65	35	0	0	0
Infrastructure development in the hostels and schools	62	38	0	0	0
Review of the progress of academic activities in the hostels and schools	21	14	2	32	31
Steps conducive to all round development of the students in hostels and schools	21	12	3	28	36
Review of sexual harassment cases and threatening cases in the hostels and schools	47	53	0	0	0
Other matters of schools conducive to all-round development of the girl child	11	12	3	29	45

It is evident from the above table no 2 that hundred percent teachers perceive that mess committee is formed and functioning of mess committee is reviewed by school management committee. Sixty eight percent teachers perceive that students are involved to prepare menu of the hostels with school management committee members. Hundred percent teachers perceive that school development plan (SDP) is prepared by school management committee and only 33 % teachers perceive that SMC supervises the implementation part of school development plan. After preparation of school development plan, there is no follow up of implementation part of the plan. There is a huge gap between planning and implementation of SDP. Hundred percent teachers perceive that financial matters and administrative issues of the school are regularly addressed and supervised by the member secretary of school management committee but only 35% teachers are positive about the functioning of SMC in academic matters. Sixty percent teachers report that SMC ensures regular attendance and punctuality of teachers in the school. Thirty three percent teachers perceive that SMC sanctions leaves to teachers. Hundred percent teachers perceive that SMC auctions all useless equipments, furniture of the school and the money is deposited to school education fund. Only 28 % teachers perceive that there is regular auctioning of crops grown in the school lands and money is deposited to the school education fund. Sixteen percent teachers report that SMC organizes programmes for mobilizing enrollment of PTG girls. Fourteen percent teachers perceive that SMC organizes bridge courses for bringing back children to school. Twenty two percent teachers are of the view that SMC has ensured of enroll of all PTG girl children to school regularly by parents. Twenty three percent teachers perceive that SMC monitors PTG girls' growth in the achievement of different subjects. Seventy five percent teachers report that SMC has ensured

of all the incentives from the government has reached to the students. Ninety percent teachers perceive that SMC keeps proper accounts of the fund available and shares its deployment and utilization with PTG girls' education. Sixty seven percent teachers report that SMC creates and maintains educational database of PTG girl students. Hundred percent teachers perceive that health check-up of the inmates is done by the medical staff of the nearest PHC / CHC/ government hospitals. Hundred percent teachers perceive that infrastructure development in the hostels and schools is monitored by SMC. Thirty three percent teachers perceive that SMC takes all steps conducive to all round development of the students in hostels and schools. Hundred percent teachers perceive that sexual harassment cases and threatening cases in the hostels and schools are reviewed by SMC. Only twenty three percent teachers perceive that SMC works for all-round development of the girl child in the school campus.

Participant's Live Experience: -

5.2 Analysis of Objective 2: -Quality of Academic Environment (Teaching-Learning Process) for PTG Girl Students in Educational Complexes

Table No-3: Academic Environment (Teaching-Learning Process) in Educational Complexes			
Parameter	EC Rangaparur, Belghar, Kandhamal	EC Parsali, Rayagada	EC Chatikana, Rayagada
Students' Enrollment	250	250	308
Teacher Strength	7	3	6
Seating Arrangement	Good	Good	Good
Classroom Space	Good	Good	Good
Lesson Plan Prepared	Not Prepared	Not Prepared	Not Prepared
Split Up Syllabus	No	No	No
Encouraging PTG Girl Students	Yes	Yes	Yes
Developing Enquiry Skills	Yes	Yes	Yes
Developing Inductive Thinking	No	No	No
Teacher's Explanation in The Classroom	Good	Good	Good
Understanding of Subjects by the Students	Clear	Clear	Clear
Use of Activity-Based Methods in Teaching	Yes	Yes	Yes
Teaching Through Innovative Methods	No	No	No
Peer Tutoring in the Classroom	Yes	Yes	Yes
Correction of Students' Hostel Assignments	No	No	No
Remedial Teaching	Yes	Yes	Yes
Academic Supervision in the Evening	Yes	Yes	Yes
Cooperative Learning	No	No	No
Teaching through Memorization/Rote Memory	Yes	Yes	Yes
Syllabus Completion	Yes	Yes	Yes
Structured Time Table	Yes	Yes	Yes
Display of Academic Calendar	No	No	No
School Development Plan(SDP) Prepared	Yes	Yes	Yes
Follow up of SDP	No	No	No
Demonstration during Teaching	No	No	No
Use of Black Board	Yes	Yes	Yes
Use of Teaching Learning Materials (TLM)	Yes	Yes	Yes
Encouraging Students to Ask Questions	No	No	No
Giving Academic Feedback to Students	No	No	No
Free from Abuse and Threatening	Yes	Yes	Yes
Career Counselling	No	No	No
Counselling of Behavior Problems	No	No	No
Self-Defense Training	No	No	No
Life Skill Training	Yes	Yes	Yes
Students Centered Learning	No	No	No
Teachers Centered learning	Yes	Yes	Yes
Identification of Personal Needs of Students	Yes	Yes	Yes
Students are active learners	Yes	Yes	Yes

It is evident from the above table no 3 that students' enrollment is satisfactory and teachers' strength is not satisfactory in EC Belghar, Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada. Seating arrangement is good in all three ECs. Classroom space is adequate in all 3 ECs. Lesson plan is prepared in all 3 ECs. Split up syllabus is not prepared in Educational Complexes. Teachers encourage PTG girl students in EC. Teachers develop enquiry skills but teachers do not develop inductive thinking.

Teacher's explanation in the classroom is good. Students' understanding of various subjects is clear. Teachers use activity-based methods in teaching. Teachers do not teach through innovative methods such as cooperative learning. Peer tutoring in the classroom is followed. There is no correction of students' hostel assignments in EC. Remedial teaching is followed in EC. Academic supervision in the evening is followed in EC. Teachers teach through memorization/rote memory. Syllabus is completed in all 3 ECs. Time table is structured. Academic calendar is not displayed. school development plan(SDP) is prepared. There is no follow up of SDP. There is no demonstration during teaching. Black board is used. There is use of teaching learning materials (TLM) in the classroom in ECs. At least there is display of TLM materials in the classrooms. Teachers do not encourage students to ask questions. Teachers do not give academic feedback to students. The schools are free from abuse and threatening. There is no career counselling in EC. There is no counselling of behavior problems in EC. There is no self-defense training in EC. There is life skill training in EC. Students centered learning is not followed in EC. Teachers centered learning is followed in EC. Personal needs of students are identified. Students are active learners in all Educational complexes.

VI. MAIN FINDINGS

6.1: SMC Functioning in Educational Complexes: - Hundred percent teachers perceive that mess committee is formed and functioning of mess committee is reviewed by school management committee. Sixty eight percent teachers perceive that students are involved to prepare menu of the hostels with school management committee members. Hundred percent teachers perceive that school development plan (SDP) is prepared by school management committee and only 33 % teachers perceive that SMC supervises the implementation part of school development plan. After preparation of school development plan, there is no follow up of implementation part of the plan. There is a huge gap between planning and implementation of SDP. Hundred percent teachers perceive that financial matters and administrative issues of the school are regularly addressed and supervised by the member secretary of school management committee but only 35% teachers are positive about the functioning of SMC in academic matters. Sixty percent teachers report that SMC ensures regular attendance and punctuality of teachers in the school. Thirty three percent teachers perceive that SMC sanctions leaves to teachers. Hundred percent teachers perceive that SMC auctions all useless equipments, furniture of the school and the money is deposited to school education fund. Only 28 % teachers perceive that there is regular auctioning of crops grown in the school lands and money is deposited to the school education fund. Sixteen percent teachers report that SMC organizes programmes for mobilizing enrollment of PTG girls. Fourteen percent teachers perceive that SMC organizes bridge courses for bringing back children to school. Twenty two percent teachers are of the view that SMC has ensured of enroll of all PTG girl children to school regularly by parents. Twenty three percent teachers perceive that SMC monitors PTG girls' growth in the achievement of different subjects. Seventy five percent teachers report that SMC has ensured of all the incentives from the government has reached to the students. Ninety percent teachers perceive that SMC keeps proper accounts of the fund available and shares its deployment and utilization with PTG girls' education. Sixty seven percent teachers report that SMC creates and maintains educational database of PTG girl students. Hundred percent teachers perceive that health check-up of the inmates is done by the medical staff of the nearest PHC / CHC/ government hospitals. Hundred percent teachers perceive that infrastructure development in the hostels and schools is monitored by SMC. Thirty three percent teachers perceive that SMC takes all steps conducive to all round development of the students in hostels and schools. Hundred percent teachers perceive that sexual harassment cases and threatening cases in the hostels and schools are reviewed by SMC. Only twenty three percent teachers perceive that SMC works for all-round development of the girl child in the school campus.

6.2: Quality of Academic Environment in Educational Complexes: - Students' enrollment is satisfactory and teachers' strength is not satisfactory in EC Belghar, Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada. Seating arrangement is good in all three ECs. Classroom space is adequate in all 3 ECs. Lesson plan is prepared in all 3 ECs. Split up syllabus is not prepared in Educational Complexes. Teachers encourage PTG girl students in EC. Teachers develop enquiry skills but teachers do not develop inductive thinking. Teacher's explanation in the classroom is good. Students' understanding of various subjects is clear. Teachers use activity-based methods in teaching. Teachers do not teach through innovative methods such as cooperative learning. Peer tutoring in the classroom is followed. There is no correction of students' hostel assignments in EC. Remedial teaching is followed in EC. Academic supervision in the evening is followed in EC. Teachers teach through memorization/rote memory. Syllabus is completed in all 3 ECs. Time table is structured. Academic calendar is not displayed. school development plan(SDP) is prepared. There is no follow up of SDP. There is no demonstration during teaching. Black board is used. There is use of teaching learning materials (TLM) in the classroom in ECs. At least there is display of TLM materials in the classrooms. Teachers do not encourage students to ask questions. Teachers do not give academic feedback to students. The schools are free from abuse and threatening. There is no career counselling in EC. There is no counselling of behavior problems in EC. There is no self-defense training in EC. There is life skill training in EC. Students centered learning is not followed in EC. Teachers centered learning is followed in EC. Personal needs of students are identified. Students are active learners in all Educational complexes.

VII. CONCLUSION

School Management Committee functioning is satisfactory in administrative and financial matters whereas the functioning needs improvement in academic matters to get the 100% enrollment of PTG girls in Educational Complexes of EC, Belghar Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada. Quality of academic environment in educational complexes is good in all three Educational Complexes except in the area of teachers' appointment. Government should take immediate steps in this regard. Teachers need to use innovative methods of teaching to improve teaching-learning process in Educational Complexes of EC, Belghar Kandhamal, EC Parsali, Rayagada & EC Chatikana, Rayagada.

REFERENCES

- [1] Annual Activity Report (2016-17).19 Educational Complexes. Annual Activity Report (2016-17), ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha, p.180-181.Retrieved on 27.01.18 from <http://www.stscodisha.gov.in/pdf/AnnualReport.pdf>.
- [2] Community Participation Under SSA and RTE, (2009). Key Functions of SMC. Retrieved on 29.01.18from<http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11597/course/summary/UNIT%204%20PROVISIONS%20FOR%20COMMUNITY.pdf>.
- [3] Dash, N. (2018). Attitude of Principals Towards Functioning of School Management Committee (SMC) In Ekalavya Model Residential Schools in Odisha. International Journal of Creative Research Thoughts (IJCRT), ISSN:2320 2882, Volume.6, Issue 1, Page No pp.615 - 623, January 2018, Retrieved on 31.01.18 from <http://www.ijcrt.org/IJPUB1801100>.
- [4] Dash, N. (2018). Teaching-Learning Process for Tribal Students in Ekalavya Model Residential Schools and Jawahar Navodaya Vidyalayas In Odisha: An Evaluative Study. International Journal of Creative Research Thoughts (IJCRT), ISSN:2320-2882, Volume.6, Issue 1, Page No pp.695 - 702, January 2018, Retrieved on 31.01.18 from <http://www.ijcrt.org/IJPUB1801112>.
- [5] Dean, J. (1995). Management of the Primary School. New York: Routledge.
- [6] Effective School Management Committees (2011). The role of governance in combating exclusion and ensuring meaningful access. Effective School Management Committees. Retrieved on 29.01.18 from http://www.create-rpc.org/pdf_documents/India_Policy_Brief_4.pdf.
- [7] Govinda R. and Bandyopadhyay, M. (2010) Changing Framework of Local governance and Community Participation in Elementary Education in India, Create Pathways to Access Research Monograph, No.35, New Delhi/Brighton: NUEPA and University of Sussex.
- [8] Hasnain, N. (1992). Tribal India, Delhi, Palaka Prakashan.
- [9] Nayak, A. N. (2010). Primitive Tribal Groups of Orissa: An Evaluation of Census Data. Revised paper presented in the Census Data Dissemination Workshop, "Status of Scheduled Castes and Scheduled Tribes in Orissa (Community Wise): Census 2001" organised by Directorate of Census Operations, Orissa and SC ST Research and Training Institute, Govt. of Orissa, at Bhubaneswar on 29 August, 2007. Orissa Review (Census Special). Retrieved on 31.01.18 from <http://magazines.odisha.gov.in/Orissareview/2010/December/engpdf/203-206.pdf>.
- [10] ST & SC Development Department, Government of Odisha (2018). Educational Development of ST & SC Communities. The District Wise List of Educational Complexes. Retrieved on 29.01.18 from <http://www.stscodisha.gov.in/EduDevelopment.asp?GL=Education&PL=1>.
- [11] UNESCO. (2009) Overcoming inequality: why governance matters. EFA Global Monitoring Report, 2009, Oxford: Oxford University Press.
- [12] Verma,R.C.(2002). Indian Tribes Through the Ages, Publication Division, Ministry of Information and Broadcasting, Government of India, New Delhi.