Research Paper

Performance of Tribal Ashram Schools in India: Understanding School Quality Policy Implementation Initiative

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ABSTRACT

The central to the Ashram School system is its residential character where children after formal school hours would continue to live and perform educational core activities that supplement educational development. Ashram Schools was established to bring deep and sustained changes by mitigating the inherent handicaps faced by tribal students in attaining educational success. The quality of schools that are most likely related to student learning are also critical for strategic decisions for educational services and school improvement. The aim is to understand the performance of Tribal Ashram schools in India. School Performance analysis is based on School Self-Evaluation on various school performance domains uploaded by schools in the Shaala Siddhi web portal (2018-19). The school performance evaluation data of 2587 Ashram schools highlight the linkages between school performance and learning outcomes. It reveals the process of the schooling crisis leading to learning crisis. The policy priorities are discussed for implementation of data-based decision-making interventions and practices.

Keywords: *School Performance, School Quality, School Self-evaluation, & Learners' Attainment*

Schools have become increasingly accountable to create enabling learning environments that are equitable, inclusive and free from discrimination. Schools irrespective of their range and breadth of diversity relating to size, location, resources and learners' background are expected to ensure a quality teaching-learning environment in which learners can engage in quality learning experiences and have equal opportunities. Towards this, the National Policy on Education (NPE)1986 and 1992 were envisaged to strengthen not only the social, economic and political lives of marginalised communities but also to develop the educational status. Recently, National Education Policy 2020 envisages achieving Equitable and Inclusive Quality Education for All. It aims at achieving Equitable and Inclusive Quality Education for All and commitment of bridging up the social category gaps in access, participation, and learning outcomes at all levels of school education. The policy considers equity as an inclusive notion and embraces diversity by focusing on socially and economically disadvantaged groups (NEP 2020, p24-25). At the school level, it gives importance to improving and equalizing access to educational opportunities and to

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achieving inclusive and equitable learning outcomes at all levels of school education. With an indigenous population of more than 10.2 crores, the largest tribal population in the world and constitute 8.6 per cent of the total population of India (Census of India, 2011). The tribal population also represents enormous diversity in respect of size, colour, physical features, language and identity. More than 20 states and 2 union territories have the highest concentration of Scheduled Tribe (ST) population. The literacy rate for the ST population is 58.96 per cent as against the literacy rate of 72.99 for the entire population (census of India,2011). Tribal ashram schools and Eklavya model Residential schools (EMRSs) have been established in tribal dominated areas to improve both accessibility, quality as well as to cater to their educational needs. There are ashram and non-ashram schools are available for their education. The ashram schools are residential school systems where students away from home and with their peers and teachers for formal learning. The ashram school programme has been implemented by the Government of India since 1975 in Tribal Sub-Plan (TSP) states and UTs. The centrally sponsored scheme of establishment of ashram schools in Tribal areas and its implementation varies from state to state. The Ministry of Tribal Affair provides guidelines to state governments to adopt suitable operational mechanisms for implementation of ashram school programmes. The states like Jharkhand, Rajasthan, Maharashtra and north eastern states, the ashram school programme is directly implemented by the Tribal development Department (TDD) of the states. Some ashram schools are also managed by voluntary organisations under the Grant-in Aid Scheme. There is Public-private Partnership Model (PPP) for running the ashram schools or sponsoring specific activities like teachers' training, distribution of books, uniforms and meals. This type of model is found in Gujarat whereas mixed model has been adopted by Madhya Pradesh, Chhattisgarh and West Bengal wherein the schools are established and funded by the Tribal Development Department but the overall management and administration is with the Department of School Education (Patil, 2020). The effectiveness of ashram school depends on policy, planning, management, funding, implementation, monitoring and evaluation.

Overview of literature on Ashram Schools reveals that there are complex and multi-dimensional issues of ashram school. The most important issues of ashram school are related to infrastructure facilities (Chattopadhyay, Durdhawale, 2009; Sujatha, 1990; Gautam 2003; Sardamoni, 1995; Jena 2020; Shang and Patil, 2020; Bhoi, 2020; Jojo, 2013; Shafi and Patil 2020 & Panmand 2020) like pore condition of class rooms, seepage on walls, lack of bedding, unavailability or no separate toilet, poorly maintained toilet and bathrooms. In addition to that safety and security of ST girl's student, molestation and sexual harassment, serving in unhygienic condition due to lack dining space, low quality and inadequate quantity of food, lack of nutritional meals leading anaemia, communicable diseases and other health issues were glaring. The core educational activities like teaching-learning were marked by alien curriculum, lack of teaching material, lack of multilingual education, lack of vocational education, sports facilities, co-curricular activities, lack of qualified teacher, teachers' attitudes and punishment in school (Pathak, 2000; Negi, 2000; Narayan, 2005; Haseena & Mohammed, 2014). Ashramshalas in central and eastern India failed miserably for ensuring better learning outcomes (Hembrom, 2020; Nambissan, 1994 & 2000a). The lack of science and computer laboratories, corruption, mis-management, poor governance, low monitoring mechanism, lack of integrated policy for governance and management of ashram schools were reported by several researches (Bagai & Nundy, 2009; Sharma & Sujatha, 1983). The curricular and pedagogical concerns, medium of instruction, exclusion of tribal languages, negative teacher attitudes and stereotypes, classroom processes, hidden

curriculum marked by prejudices were reported by several studies (Ambashat, 2001; Subrahmarian, 2005; Mishra, 2005; Panda, 1998; Goyal, 2014). The ashram school code book for quality management developed in 2003 & 2005 for administering the residential ashram school considering the different nature of residential charact. Gupta and Swain (2017) analysed the school performance in India on inclusion, health and safety based on National Programme on School Standards and Evaluation (Shaala Siddhi) large scale data; found that the lowest performing core standards were physical safety, inclusion of children with special needs, psychological safety, health and hygiene and inclusive culture in order. Sonal (2020) in her study inter-tribal variation in participation of tribal children at elementary education in Uttarakhand found that Boxa and Rajji tribe children showed very poor English reading performance. Teachers were found burdened with managing midday meals which was hampering the actual work of teaching. The other activities like census work, election, submitting the report and other administrative work takes more time of teacher than actual teaching.

To meet the demand for quality education of vast and diversified 1.5 million Indian schools, the national programme on Schools Standards and Evaluation (Shaala Siddhi) has been implemented by the Ministry of Human Resource and Development, Govt. India, 2016. Providing a new understanding of school evaluation for holistic improvement of school performances through enhancing school processes. The Shaala Siddhi programme has institutionalised the school evaluation in all states and UTs to transform the school in a continuous process. It is a school-based intervention to help schools to improve themselves. In order to facilitate school self-evaluation and external evaluation process, School Standards & Evaluation Framework (SSEF, School self-evaluation Dashboard and guidelines are developed. Shaala Siddhi programme has a dedicated web portal (www.shaalasiddhi.ac.in). After completing school self-evaluation by following due processes the school keeps the hard copy and evidence in the school and uploads a copy to a web portal for transparency and systemic accountability. There are seven key performance domains and 46 core-standards with descriptors having three levels to support holistic school evaluation. External evaluation is conducted by systemic level officials to support the school improvement processes.

The school performance depends on factors within school in particular and education systems in general which affect students' learning outcome. Keeping this at the backdrop, the objectives of the present study are:
- To study the school performance of tribal ashram schools in India.
- To find out relationship among school performance domains and Learners' progress, Attainment and Development of ashram schools.
- To predict Learners' progress, Attainment and Development based on school performance domains.

METHODOLOGY

The secondary data from Shaala Siddhi web portal was used for analysis based on the school self-evaluation dashboards. The School Performance analysis was developed based on school self-evaluation dashboards uploaded by the schools themselves. The 5.75 lakh schools had uploaded their school self-evaluation dashboards during the year 2018-19. The ashram schools that had uploaded their school self-evaluation dashboards were considered. There are 14, 442 tribal schools found in UDISE 2017-18. By taking their UDISE code, it was found that there are 7602 tribal ashram schools and 2587 ashram schools had uploaded

their self-evaluation dashboard across states and UTs. School self-evaluation dashboard was prepared by each school, based on the decision taken against 46 core standards with descriptors. Schools assign Level-1, 2 and 3 to indicate their school performance.Level 1 is the lowest level of performance whereas level 3 is the highest. The lowest level 1 gets 1 mark, level 2 gets 2 marks and highest level 3 gets 3 marks. Thus, the school can achieve the lowest score 46 and highest score 138. Only domain 1, Enabling resources of school, has two aspects Availability and Adequacy and Quality and Usability. The school performance on quality and usability was considered for scoring purposes as both are interictally and organically linked.   The enabling resources of school, has 'not applicable' option showing non-availability. The composite scores were used for classifying the performance levels as very high, high, moderate and low performing schools. The composite score and domain specific score were used to find out relationships between different performance domains and to predict the domain specific effect on student programme and achievement. The self-disclosure school evaluation report facilitates schools to take action for improving the performance through prioritisation. On the other hand, the systems use the school evaluation data for understanding each school performance, their developmental trajectories, providing specific support & continuous monitoring.

Findings
Table: 1 State Wise status of Tribal Ashram Schools completed School Self-Evaluation

| State Name	Total Tribal Schools	No. of Non Ashram Schools	No of Tribal Ashram School	No. Tribal Ashram Schools completed School Self-Evaluation	Percentage of Tribal Ashram Schools completed School Self- Evaluation
Andaman & Nicobar Islands	1	1	0	0	
Andhra Pradesh	587	165	422	130	30.81
Arunachal Pradesh	244	213	31	6	19.35
Assam	24	19	5	0	0.00
Bihar	363	256	107	20	18.69
Chandigarh	1	1	0	0	0.00
Chhattisgarh	1307	275	1032	871	84.40
Daman & Diu	2	0	2	1	50.00
Delhi	3	0	3	0	0.00
Goa	3	0	3	2	66.67
Gujarat	1041	342	699	65	9.30
Haryana	5	3	2	0	0.00
Himachal Pradesh	42	34	8	0	0.00
Jammu And Kashmir	21	7	14	0	0.00
Jharkhand	102	74	28	0	0.00
Karnataka	596	314	282	1	0.35
Kerala	45	22	23	17	73.91
Lakshadweep	1	1	0	0	0.00
Madhya Pradesh	1994	678	1316	153	11.63
Maharashtra	997	261	736	632	85.87
Manipur	22	15	7	4	57.14
Meghalaya	27	12	15	0	0.00
Mizoram	4	3	1	0	0.00
Nagaland	10	3	7	3	42.86
Odisha	2623	1033	1590	242	15.22
Puducherry	3	2	1	1	100.00
Punjab	11	5	6	0	0.00

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Rajasthan	986	906	80	0	0.00
Sikkim	41	26	15	1	6.67
Tamil Nadu	273	222	51	44	86.27
Telangana	1101	630	471	357	75.80
Tripura	39	12	17	1	5.88
Uttar Pradesh	1148	771	377	0	0.00
Uttaranchal	92	57	35	0	0.00
West Bengal	683	467	216	36	16.67
All SATES	14442	6830	7602	2587	34.03

The Table 1 shows out of 7602 tribal ashram schools across states and UTs, only 2587 schools   had completed school self-evaluation which was accounted for 34.03 percent.

Table: 2- Tribal Ashram Schools Completed School Self-Evaluation across Management.

Row Labels	Dept. Of Education	Govt. Aided	J N V	Local Body	Madarsa Recog.	Madarsa UnRecog.	Other Govt	Private Un-Aided	Social Welfare	Tribal/Social Welfare	Grand Total
ANDHRA PRADESH	**13**			**2**						**115**	**130**
Higher Secondary	1									10	11
Secondary	11			2						93	106
Upper Primary	1									12	13
ARUNACHAL PRADESH	**5**	**1**									**6**
Upper Primary	5	1									6
BIHAR	**18**				**1**	**1**					**20**
Higher Secondary	2				1	1					4
Primary	3										3
Upper Primary	13										13
CHHATTISGARH	**855**	**9**	**2**					**1**		**4**	**871**
Higher Secondary	4	1	2							4	11
Primary	670	4									674
Secondary	39										39
Upper Primary	142	4				1					147
DAMAN & DIU	**1**										**1**
Primary	1										1
GOA		**1**	**1**								**2**
Higher Secondary		1									1
Secondary		1									1
GUJARAT	**2**	**20**						**1**	**3**	**39**	**65**
Higher Secondary	2	10							2	14	28
Secondary		10						1	1	24	36
Upper Primary										1	1
KARNATAKA	**1**										**1**
Primary	1										1
KERALA	**7**	**1**	**1**							**8**	**17**
Higher Secondary	5		1							5	11
Secondary	1	1								3	5

Row Labels	Dept. Of Education	Govt. Aided	JNV	Local Body	Madarsa Recog.	Madarsa UnRecog.	Other Govt	Private Un-Aided	Social Welfare	Tribal/Social Welfare	Grand Total
Upper Primary	1										1
MADHYA PRADESH	**22**									**131**	**153**
Primary	11									90	101
Upper Primary	11									41	52
MAHARASHTRA		**168**		**1**				**13**		**450**	**632**
Higher Secondary		33								113	146
Primary		15		1				1		1	18
Secondary		48						7		276	331
Upper Primary		72						5		60	137
MANIPUR	**1**									**3**	**4**
Primary	1									3	4
NAGALAND	**3**										**3**
Primary	1										1
Upper Primary	2										2
ODISHA	**36**	**3**								**203**	**242**
Higher Secondary										2	2
Primary	4									46	50
Secondary	26	3								57	86
Upper Primary	6									98	104
PONDICHERRY									**1**		**1**
Upper Primary									1		1
SIKKIM	**1**										**1**
Higher Secondary	1										1
TAMIL NADU	**5**	**3**		**4**					**2**	**30**	**44**
Higher Secondary	3									3	6
Primary		2		4					1	20	27
Secondary	1									2	3
Upper Primary	1	1							1	5	8
TELANGANA							**7**		**7**	**343**	**357**
Higher Secondary									6	13	19
Primary										51	51
Secondary							7		1	229	237
Upper Primary										50	50
TRIPURA	**1**										**1**
Higher Secondary	1										1
WEST BENGAL	**34**	**1**			**1**						**36**
Higher Secondary	23	1			1						25
Secondary	11										11
Grand Total	**1005**	**207**	**4**	**7**	**2**	**1**	**8**	**14**	**13**	**1326**	**2587**

Table 2 shows that the maximum number of schools that had completed school self-evaluation belong to the Tribal and Social Welfare Department followed by the Department of Education. The state of Maharashtra and Chhattisgarh had done a maximum number of school self-assessments showing the efficacy of implementation of Shaala Siddhi programme for school quality improvement and accountability.

Figure A- Number of Tribal Ashram Schools Completed School Self-Evaluation across School Stages.
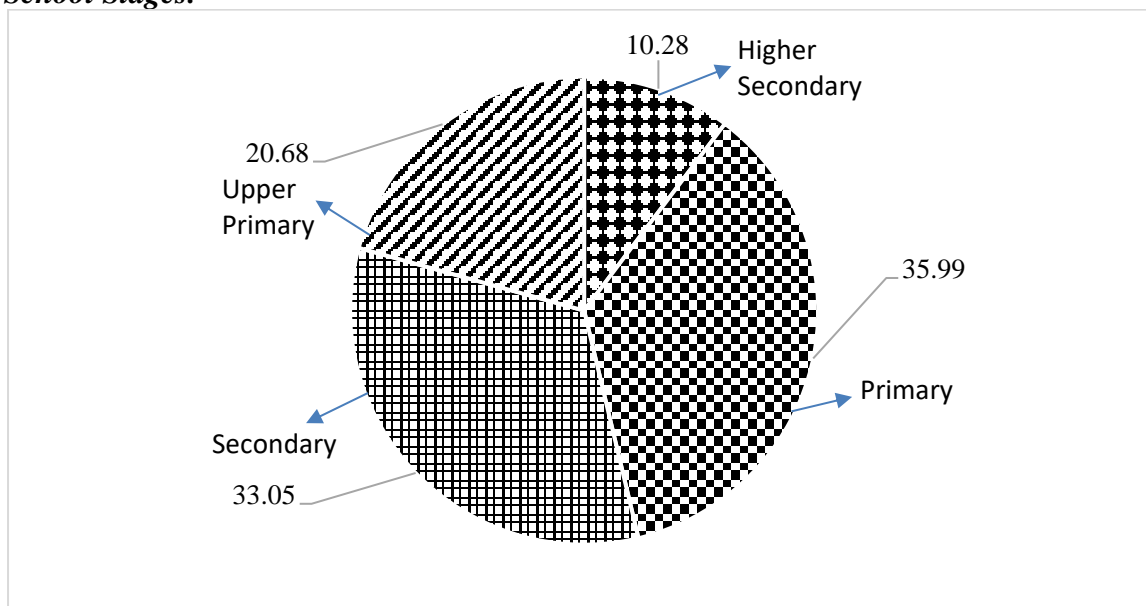
Source: Shaala Siddhi, 2018-19

Figure A shows the percentages of India's tribal ashram school completed self-evaluation in 2018-19. The percentages were 35.99 percent of primary tribal ashram school, 20.68 percent of upper primary tribal ashram school, 33.05 percent of secondary and 10.28 percent of higher secondary tribal ashram school in India.

Table 3: Percentage of Tribal Ashram Schools in each Core Standards showing School Performance: National Perspective

Key Domains and Core Standards		Level 1	Level 2	Level 3
DOMAIN -I Enabling Resources of School: Availability and Adequacy	School Premises	16.89	47.58	34.71
	Playground & Sports Equipment/ Materials	21.80	53.11	22.77
	Classrooms and Other Rooms	17.28	51.06	30.77
	Electricity and Gadgets	17.97	50.37	29.30
	Library	27.56	48.82	15.42
	Laboratory	25.01	32.35	12.79
	Computer (where provisioning exist)	27.33	31.27	13.57
	Ramp	26.63	38.27	22.96
	Mid-Day Meal; Kitchen and Utensils	16.31	41.59	31.93
	Drinking Water	17.86	45.11	36.03
	Hand Wash Facilities	15.54	46.54	36.26
	Toilets	15.27	50.83	32.01
DOMAIN -I Enabling Resources of School: Quality and Usability	School Premises	17.87	55.29	26.09
	Playground & Sports Equipment/ Materials	23.42	57.41	16.19
	Classrooms and Other Rooms	19.06	56.28	23.77
	Electricity and Gadgets	22.77	49.44	21.37
	Library	25.00	50.30	13.57
	Laboratory	29.03	24.49	9.74
	Computer (where provisioning exist)	26.99	26.91	13.61
	Ramp	21.18	41.86	27.81
	Mid-Day Meal; Kitchen and Utensils	14.62	42.82	34.01
	Drinking Water	20.33	49.99	27.53

| Key Domains and Core Standards		Level 1	Level 2	Level 3
	Hand Wash Facilities	16.90	51.48	28.99
	Toilets	17.41	51.49	29.05
DOMAIN - II Teaching-Learning and Assessment	Teachers' Understanding of Learners	11.75	49.94	38.31
	Subject and Pedagogical Knowledge of Teachers	10.71	47.51	41.79
	Planning for Teaching	11.75	53.85	34.40
	Enabling Learning environment	10.36	57.36	32.28
	Teaching Learning Process	10.28	62.35	27.37
	Class Management	12.25	52.22	35.52
	Learners' Assessment	10.36	61.96	27.68
	Utilization of Teaching-Learning Resources	11.56	67.38	21.07
	Teachers' Reflection on their own Teaching-Learning	9.86	61.23	28.91
DOMAIN - III Learners' Progress, Attainment and Development	Learners' Attendance	13.18	50.56	36.26
	Learners' Participation and Engagement	10.01	61.58	28.41
	Learners' Progress	11.94	68.15	19.91
	Learners' Personal and Social Development	14.26	63.78	21.96
	Learners' Attainment	9.47	71.98	18.55
DOMAIN - IV Managing Teachers' Performance and Professional Development	Orientation of New Teachers	14.61	58.14	27.25
	Teachers' Attendance	15.54	34.17	50.29
	Assigning Responsibilities and Defining Performance Goals	11.67	55.32	33.01
	Teachers' Preparedness for Curriculum Expectations	11.60	60.19	28.22
	Monitoring of Teachers' Performance	13.30	53.46	33.24
	Teachers Professional Development	12.60	54.62	32.78
DOMAIN- V School Leadership and Management	Building Vision and Setting Direction	12.87	61.04	26.09
	Leading Change and Improvement	11.52	66.18	22.30
	Leading Teaching-Learning	12.99	58.52	28.49
	Leading Management of School	12.83	55.70	31.47
DOMAIN - VI Inclusion, Health and Safety	Inclusive Culture	16.12	57.75	26.13
	Inclusion of Children with Special Needs (CWSN)	27.10	51.45	21.45
	Physical Safety	21.14	51.45	27.41
	Psychological Safety	17.47	53.92	28.60
	Health and Hygiene	14.22	52.26	33.51
DOMAIN- VII Productive Community Participation	Organisation and Management of SMC/SMDC	14.19	51.57	34.25
	Role in School Improvement	16.08	57.83	26.09
	School - Community Linkage	17.70	61.81	20.49
	Community as Learning Resources	16.43	65.79	17.78
	Empowering Community	14.38	68.81	16.81

Source: Shaala Siddhi, 2018-19

The above table-3 highlighted that the approx. 53 percent of tribal ashram schools in India placed themselves in level 2 (moderate performance level) in all seven key school performance domains. According to the displayed score, approximately 27 percent tribal ashram school found in level 3 (high performance level) and approx. 17 to 20 percent tribal ashram school in low performance level which indicates tribal ashram schools in India are thriving to level up their performance from low and moderate to high performance level. The top highest performing domain in tribal ashram school was 'management of teachers' performance and professional development' and second highest domain was 'teaching-learning & assessment'. Enabling resources of School: Quality and Usability, and productive

community participation in tribal ashram schools in India was performing very low and needs immediate attention to improve. The learners' Progress, Attainment and Development was performing at moderate level in tribal ashram schools in India. The graphical representation of the same is given below.

Graph 1 Percentage of Tribal Ashram School Performance across Core Standards (based on Table 3)
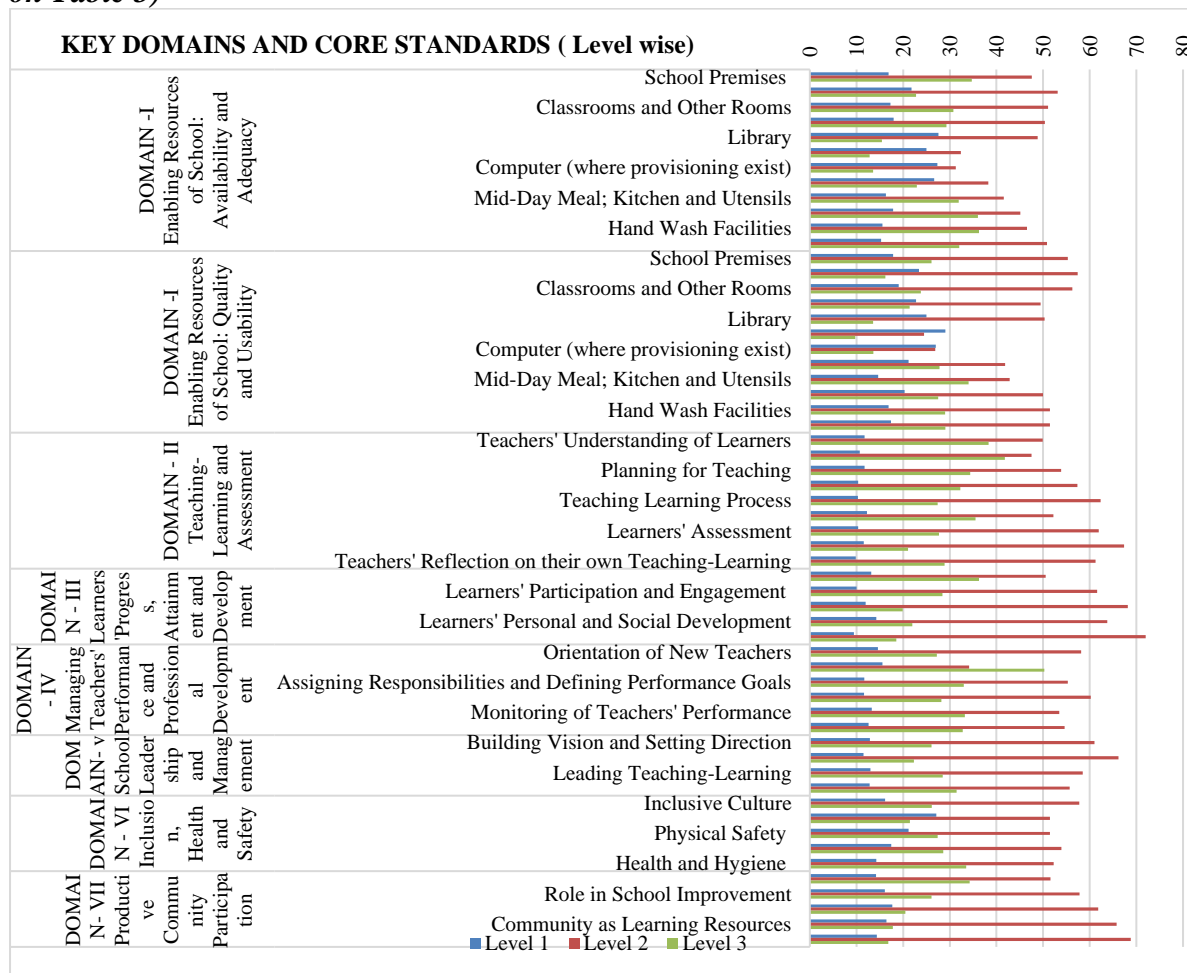
Source: Shaala Siddhi, 2018-19

Table 4: Core Standards performing at 70 percentage & above combining Level 1 and Level 2

Domain	Core Standards	
DOMAIN -I Enabling Resources of School: Quality and Usability	Playground & Sports Equipment/ Materials	74.91
	Library	76.38
DOMAIN - II Teaching-Learning and Assessment	Teaching Learning Process	72.63
	Learners' Assessment	72.32
	Utilization of Teaching-Learning Resources	78.93
	Teachers' Reflection on their own Teaching-Learning	71.09
DOMAIN - III Learners' Progress, Attainment and Development	Learners' Participation and Engagement	71.59
	Learners' Progress	80.09
	Learners' Personal and Social Development	78.04
	Learners' Attainment	81.45
DOMAIN - IV Managing Teachers' Performance and Professional	Orientation of New Teachers	72.75
	Teachers' Preparedness for Curriculum Expectations	71.78

|		
Development		
DOMAIN- V School Leadership and Management	Building Vision and Setting Direction	73.91
	Leading Change and Improvement	77.70
	Leading Teaching-Learning	71.51
DOMAIN - VI Inclusion, Health and Safety	Inclusive Culture	73.87
	Inclusion of Children with Special Needs (CWSN)	78.55
	Physical Safety	72.59
	Psychological Safety	71.40
DOMAIN- VII Productive Community Participation	Role in School Improvement	73.91
	School - Community Linkage	79.51
	Community as Learning Resources	82.22
	Empowering Community	83.19

Source: Shaala Siddhi, 2018-19

Table 4 shows almost all core standards required continuous improvement to achieve Level 3 of school performance. Learners' progress and attainment, community as learning resources and empowering community need greater improvement as more than 80 per cent schools were found.

Figure-B Classification of Tribal Ashram Schools on their Performance based on Composite Score.
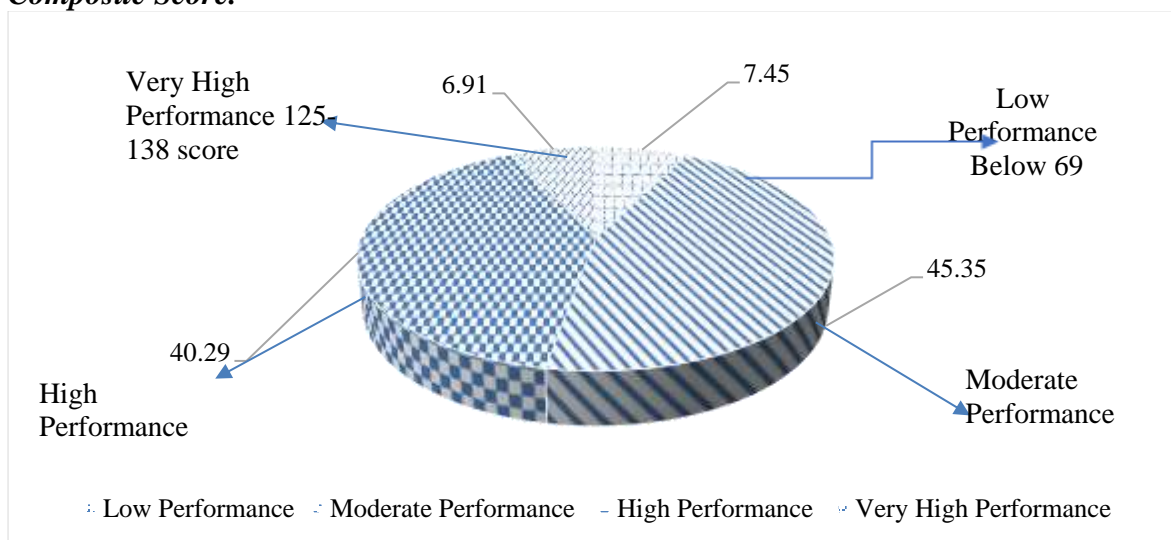
Source: Shaala Siddhi, 2018-19

School performance level of 52.80 percent schools were found to be falling under moderate and low performance. Only 6.91 percent of schools were found to have a very high-performance level. The national level picture based on 5.75 lakhs schools, out of which around 55.31 percent were primary schools, 27.40 percent upper primary, 9.95 percent secondary and 7.34 percent higher secondary schools highlightsSchool performance levels of 54 percent schools were found to be falling under moderate and low performance. Only 6 percent schools were found having very high-performance level (School Performance analytics 2018-19).

Table: 5 Highest Performance of Schools in Ten Core Standards in Level 1

KEY DOMAINS	CORE STANDARDS	LEVEL 1
DOMAIN -I Enabling Resources of School: Quality and Usability	Laboratory	29.03
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Library	27.56
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Computer (where provisioning exists)	27.33
DOMAIN - VI Inclusion, Health and Safety	Inclusion of Children with Special Needs (CWSN)	27.10
DOMAIN -I Enabling Resources of School: Quality and Usability	Computer (where provisioning exists)	26.99
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Ramp	26.63
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Laboratory	25.01
DOMAIN -I Enabling Resources of School: Quality and Usability	Library	25.00
DOMAIN -I Enabling Resources of School: Quality and Usability	Playground & Sports Equipment/ Materials	23.42
DOMAIN -I Enabling Resources of School: Quality and Usability	Electricity and Gadgets	22.77

Source: Shaala Siddhi, 2018-19

From Table 5 the following observations can be derived. The self-evaluation carried out by schools revealed diverse performance of schools across domains and core standards. Interesting findings to note that core standards like laboratory quality and usability were found to be located at first among top 10 core standards on level 1 showing very poor performance of ashram schools. As 33.05 percent secondary and 10.28 percent higher secondary ashram schools carried out school self-evaluation. Similarly, there was poor performance in availability and adequacy of libraries. The enabling resources on availability and adequacy were found to be very poor for laboratory, library, computer and ramp. Therefore, quality and usability of laboratory, computer, library, playground and electricity and gadgets were also very poor.

Table: 6 Highest Performance of schools in Ten Core Standards in Level 2

KEY DOMAINS	CORE STANDARDS	LEVEL 2
DOMAIN – III Learners' Progress, Attainment and Development	Learners' Attainment	71.98
DOMAIN- VII Productive Community Participation	Empowering Community	68.81
DOMAIN – III Learners' Progress, Attainment and Development	Learners' Progress	68.15
DOMAIN – II Teaching-Learning and Assessment	Utilization of Teaching-Learning Resources	67.38
DOMAIN- V School Leadership and Management	Leading Change and Improvement	66.18
DOMAIN- VII Productive Community Participation	Community as Learning Resources	65.79
DOMAIN – III Learners' Progress, Attainment and Development	Learners' Personal and Social Development	63.78
DOMAIN - II Teaching-Learning and Assessment	Teaching Learning Process	62.35
DOMAIN - II Teaching-Learning and Assessment	Learners' Assessment	61.96
DOMAIN- VII Productive Community Participation	School - Community Linkage	61.81

Source: Shaala Siddhi, 2018-19

Learners' Attainment, Empowering Community, Learners' Progress, Utilization of Teaching-Learning Resources, Leading Change and Improvement, Community as Learning Resources and Learning Process and Learners' Assessment were found at level 2 showing a moderate level of performance. These core standards of domain 2, 3, 5 and 7 need continuous improvement to reach at level 3. Around 72 per cent ashram schools assessed themselves as moderately performing on learners' attainment which was found to be at first place in rank order.

Table: 7 Highest Performance of schools in Ten Core Standards in Level 3

KEY DOMAINS	CORE STANDARDS	LEVEL 3
DOMAIN - IV Managing Teachers' Performance and Professional Development	Teachers' Attendance	50.29
DOMAIN - II Teaching-Learning and Assessment	Subject and Pedagogical Knowledge of Teachers	41.79
DOMAIN - II Teaching-Learning and Assessment	Teachers' Understanding of Learners	38.31
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Hand Wash Facilities	36.26
DOMAIN - III Learners' Progress, Attainment and Development	Learners' Attendance	36.26
DOMAIN -I Enabling Resources of School: Availability and Adequacy	Drinking Water	36.03
DOMAIN - II Teaching-Learning and Assessment	Class Management	35.52
DOMAIN -I Enabling Resources of School: Availability and Adequacy	School Premises	34.71
DOMAIN - II Teaching-Learning and Assessment	Planning for Teaching	34.40
DOMAIN- VII Productive Community Participation	Organisation and Management of SMC/SMDC	34.25

Source: Shaala Siddhi, 2018-19

Table 7 shows the low mean value of domains School Leadership and Management, Productive Community Participation, Inclusion, Health and Safety as well as Learners' Progress, Attainment and Development, showing not very high performance. The enabling resources of only 36 per cent ashram schools were found to be at Level 3 against availability and adequacy of Hand Wash Facilities, Drinking Water and School Premises showing high performance of ashram schools on these physical resources. Domain - II -Teaching-Learning and Assessment related Core Standards like Subject and Pedagogical Knowledge of Teachers, Teachers' Understanding of Learners, Class Management and Planning for Teaching were found at Level 3 in 34 to 41 per cent ashram schools, indicating high performance but it was not culminating to Learners' Attainment, Learners' Progress and Learners' Personal and Social Development as these core standards were at Level 2 indicating average performance.

Table: 8 Correlation among school performance Domains

Correlations

		Enabling Resources of School: Availability and Adequacy	Enabling Resources of school: Quality and Usability	Teaching-Learning Assessment	Learners' Progress, Attainment and Development	Managing Teachers' Performance and Professional Development	School Leadership and Management	Inclusion, Health and Safety	Productive Community Participation
Enabling Resources of School: Availability and Adequacy	Pearson Correlation	1	.917**	.481**	.416**	.569**	.567**	.551**	.519**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	2587	2587	2587	2587	2587	2587	2587	2587
Enabling Resources of school: Quality and Usability	Pearson Correlation		1	.477**	.418**	.567**	.570**	.555**	.518**
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.000
Teaching-Learning Assessment	Pearson Correlation			1	.714**	.698**	.623**	.544**	.556**
	Sig. (2-tailed)				.000	.000	.000	.000	.000
Learners' Progress, Attainment and Development	Pearson Correlation				1	.598**	.586**	.517**	.546**
	Sig. (2-tailed)					.000	.000	.000	.000
Managing Teachers' Performance and Professional Development	Pearson Correlation					1	.757**	.672**	.680**
	Sig. (2-tailed)						.000	.000	.000
School Leadership and Management	Pearson Correlation						1	.710**	.707**
	Sig. (2-tailed)							.000	.000
Inclusion, Health and Safety	Pearson Correlation							1	.680**
	Sig. (2-tailed)								.000
Productive Community Participation	Pearson Correlation								1
	Sig. (2-tailed)								
**. Correlation is significant at the 0.01 level (2-tailed).									

Source: Shaala Siddhi, 2018-19

Table 8 shows the significant and positive correlation among school performance domains. The correlation value more than .70 showing a very high positive relationship was analyzed. There was a very high and positive relationship between enabling resources of school and availability and adequacy and enabling resources of school- quality and usability. The better the availability and adequacy of physical enabling school resources, the better the Quality and Usability of physical resources. Similarly, Teaching-Learning Assessment and Learners' Progress, and Attainment and Development were very highly and positively related showing better the teaching-learning assessment more the learners' progress, and attainment and development. School leadership and management was very highly and positively related to managing teachers' performance and professional development, Inclusion, health and safety and Productive community participation. The very high positive correlation highlights the importance of School Leadership and Management for quality school performance of ashram schools. It suggests leadership roles and responsibilities in building vision and setting direction, leading change and improvement, leading teaching and learning and leading school management.

Multiple Regression predicting Learners' Progress, Attainment and Development from six School Performance Domains

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.744[a]	**.553**	.552	1.556	.553	455.526	7	2579	.000
Predictors: (Constant), Productive Community Participation, Enabling Resources of school Quality and Usability, Teaching-Learning and Assessment, Inclusion, Health and Safety, School Leadership and Management, Managing Teacher Performance and Professional Development, Enabling Resources of School Availability and Adequacy									
Dependent Variable: Learners' Progress, Attainment and Development									

Source: Shaala Siddhi, 2018-19

In the model summary, the coefficient value of multiple regression (R Value) is about .744 which specifies an indication of strong relationship amid dependent variable and other seven explanatory variables. The R square value is .553 means approx 55.3 percent variation in dependent variable is explained by other seven predictors and it indicates that the regression model is satisfactory to asess the effect.

Table: 10 ANOVA of School Performance Domains

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7717.130	7	1102.447	455.526	.000[b]
	Residual	6241.596	2579	2.420		
	Total	13958.725	2586			
a. Dependent Variable: Learners' Progress, Attainment and Development						
b. Predictors: (Constant), Productive Community Participation, Enabling Resources of school Quality and Usability, Teaching-Learning and Assessment, Inclusion, Health and Safety, School Leadership and Management, Managing Teacher Performance and Professional Development, Enabling Resources of School Availability and Adequacy						

Source: Shaala Siddhi, 2018-19

The Anova table is showing that the F value is 455.526 and the p-value is .000 which is indicating that this regression model is significant.

Table: 11 Stepwise multiple regression for predicting Learners' Progress, Attainment and Development

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.231	.166		13.471	**.000**
	Enabling Resources of School Availability and Adequacy	-.012	.014	-.028	-.828	.408
	Enabling Resources of school Quality and Usability	.007	.014	.017	.492	.623
	Teaching-Learning and Assessment	.276	.010	.532	28.128	**.000**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Managing Teacher Performance and Professional Development	.022	.018	.030	1.254	.210
	School Leadership and Management	.135	.026	.120	5.132	**.000**
	Inclusion, Health and Safety	.043	.019	.048	2.299	**.022**
	Productive Community Participation	.111	.019	.118	5.713	**.000**
a. Dependent Variable: Learners' Progress, Attainment and Development						

Source: Shaala Siddhi, 2018-19

Learners' Progress, Attainment and Development domain was predicted significantly byTeaching-Learning and Assessment (27 Percent) School Leadership and Management (13 percent), Productive Community Participation (11 percent) and Inclusion, Health and Safety (4 percent). Together these four domains explained 55 percent of Learners' Progress, Attainment and Development as reflected in R Square in Table 8.

CONCLUSIONS, IMPLICATIONS AND FUTURE DIRECTIONS

More than 50 per cent ashram schools need improvement in availability and adequacy as well as quality and usability of enabling school resources. The teaching -learning and assessment needs greater attention especially, Subject and Pedagogical Knowledge of Teachers, Teachers' Understanding of Learners, Class Management and Planning for Teaching which can facilitate learners' progress, attainment and development. The analysis was based on tribal ashram schools mostly from Chhattisgarh and Maharashtra. So, the inferences were more applicable to the ashram schools that completed school self-evaluation. Still, there are policy learning for ashram schools, systemic managers and policy makers about what is working for learning outcomes, that can be strategic interventions in Teaching-Learning and Assessment, School Leadership and Management, Productive Community Participation, Inclusion, Health and Safety and Managing Teacher Performance and Professional Development in the same order. The school self-evaluation provides insights for evidence-based policy dialogue relating to non-negotiable enabling resources and schooling processes for school improvement. It can ensure accountability of ashram school through proposed actions for improvement and action taken as per the timeline decided collectively at school level. The continuous monitoring and support by the system can transform the schools. It can empower each school to understand its strengths and areas of improvement along with professional decisions to prioritize the areas of improvement. At policy level, each school could be mandated to conduct school self-evaluation that can facilitate self-reflection, leading to self-improvement along with self-disclosure and self-accountability.

Shaala Siddhi is creating a culture of better understanding of a school, its purposes and performance leading to better learning outcomes. The school performance analysis clearly provides the status of current performance levels against the well-defined 7 Key Domains and 46 Core Standards of tribal ashram schools. It provides insights for evidence-based policy dialogue on ashram schools for strategic decision making relating to systemic intervention for quality education. It has created an understanding of school that the learning outcome of learners' is closely linked to the improved performance levels of schools. It has

ensured accountability of schools, fundamentally to sound public governance. It has empowered each school to understand its strengths and areas of improvement along with professional decisions to prioritize the areas of improvement.

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Conflict of Interest
The author(s) declared no conflict of interest.