

1. School name, location and complete address, phone number, email id

School Name: Eklavya Model Residential School (EMRS)

Location: Jokhla Kalsi, Dehradun, Uttarakhand

Address: Eklavya Model Residential School (EMRS)

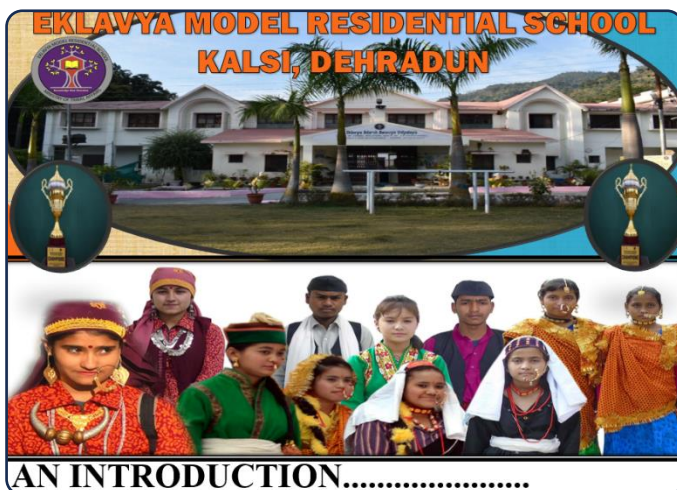
Jokhla, Kalsi, Dehradun, Uttarakhand - 248159

Phone Number: +91-9412987536

Email: eklavyaadarsh@yahoo.in

Website: www.emrskalsi.com

2. Brief Profile of the School: This includes the total number of students and teacher strength, classrooms, administrative staff, infrastructure



Established in 2010, EMRS Kalsi has evolved into a beacon of educational excellence, rooted in the visionary scheme of the Ministry of Tribal Affairs, Government of India. The school, a residential co-educational institution, is affiliated with CBSE and caters to students from class VI to XII, with each class having two sections and around 30 students. The academic faculty, comprising 25 dedicated teachers (contractual, guest teachers, and part-time teachers), strives to provide a quality education that goes beyond conventional norms.

EMRS Kalsi boasts 15 well-equipped classrooms, creating a conducive environment for learning. The administrative and clerical team, consisting of 5 individuals, ensures the smooth functioning of the school, handling various responsibilities to guarantee an enriching educational experience for the students.

The school's commitment to holistic development is reflected in its robust infrastructure, including modern science laboratories, computer labs, a well-stocked library, and sports facilities. The residential aspect is well-addressed with hostels for boys and girls, staff quarters, and unique initiatives like the "Eklavya Birthday Garden," fostering a sense of community and environmental consciousness, a small Museum showcasing tribal culture, and open space for gymnasium and various extracurricular activities.



Before



Beautification - Underway



After



Before – Dining Hall



After – Dining Hall

3. Present Scenario (SWOT Analysis)

Strengths:

- *Dedicated and Qualified Teaching Staff:*

EMRS Kalsi boasts a committed and qualified teaching staff. The emphasis on quality education is reflected in the academic achievements of the students, demonstrating the effectiveness of the teaching faculty.

- ***Inclusive Curriculum Catering to Tribal Communities:***

The school's commitment to inclusivity is a notable strength. The curriculum, aligned with the CBSE framework and tailored to the needs of tribal communities, ensures that education is accessible and relevant to the diverse student population.

- ***Proven Track Record of Academic Excellence:***

EMRS Kalsi's consistent success in achieving a 100% pass rate in both class 10th and 12th CBSE board exams is a testament to its commitment to academic excellence by providing quality results. Individual achievements, such as securing top ranks and perfect scores, further highlight the school's prowess.

- ***Active Engagement with Parents and the Community:***

The school's active involvement with parents and the community is a notable strength. Regular communication channels and collaborative initiatives, such as the Parent Teacher Council (PTC) actively working together, work to cultivate a strong sense of community and shared responsibility.

- ***Innovative Initiatives Fostering Holistic Development:***

EMRS Kalsi stands out for its innovative initiatives that go beyond conventional education. "Theatre in Education," the "Eklavya Birthday Garden," skill development workshops, and the preservation of tribal culture through the Museum showcase a commitment to holistic development.

- ***Effective Leadership Overcoming Challenges:***

The leadership, both past and present, including Dr. G.C. Badoni and Ms. Sudha Painuli, has exhibited remarkable vision, commitment, and innovation in overcoming challenges. The ability to turn obstacles into opportunities reflects the strength of the school's leadership.

Weaknesses:

- ***Geographical Remoteness Leading to Limited Resources:***

The school's location in a geographically remote area may result in challenges related to limited accessibility and availability of resources. This geographical constraint could impact the school's capacity to easily access additional support or facilities.

- ***Cultural Diversity Poses Challenges in Curriculum Implementation:***

The diverse cultural backgrounds of students, belonging to tribes such as Raji, Tharu, Boxa, Bhotiya, and Jaunsari, may pose challenges in curriculum implementation. Adapting the curriculum to suit the varied cultural contexts might require additional efforts and resources.

- ***Adverse Weather Conditions Affecting Accessibility:***

The school may face challenges related to adverse weather conditions affecting accessibility. This could impact the regular functioning of the school and pose logistical challenges, particularly during extreme weather events.

- ***Resistance to Change Due to Cultural Differences:***

Introducing new initiatives or changes may face resistance due to cultural differences within the diverse student and community population. Adapting educational practices to align with cultural sensitivities may require careful navigation.

- ***Possible Gaps in Technology Adoption:***

While technology integration is highlighted as a strength, there may be potential gaps in the adoption of technology, particularly among students or staff unfamiliar with modern educational tools. Addressing these gaps requires continuous training and support.

Opportunities: The growth potential encompasses the extension of this initiative to foster integrated socio-economic development among the Scheduled Tribes (STs), an underprivileged section of Indian society. This initiative ensures the delivery of quality education to tribal students, even in remote areas. It also involves collaborative efforts to secure additional resources and the incorporation of technology to elevate the overall learning experience.

The school's dedication to inclusive education positions it well to tap into government initiatives and external partnerships that align with its mission. The achievements in competitive exams, particularly in IIT and MBBS admissions, present a strategic opportunity to expand outreach programs. Strengthening initiatives to identify and nurture talent in tribal communities can further enhance the school's impact on diverse career paths. A total of 16 students from different academic sessions successfully secured positions in various reputed IITs across the country. This not only speaks to the academic excellence of the students but also underscores the effectiveness of the school's leadership in preparing students for rigorous national-level competitions. In addition to the success in engineering entrance examinations, six students from EMRS Kalsi earned coveted positions in various reputed MBBS institutions.

Threats: Adverse weather conditions affecting accessibility and potential changes challenges to the school's sustained progress. The school must remain vigilant to external factors that may influence its ability to provide quality education.

4. The description of community - cultural pressures; values, attitudes, needs and expectations; skills, chief occupation.

The community surrounding EMRS Kalsi reflects the rich tapestry of the Jaunsari tribe. Other tribes include Raji, Tharu, Boxa, and Bhotiya. These tribes, with a predominantly agricultural and craft-based economy, contribute to the cultural vibrancy of the region. The community places a strong emphasis on quality education, reflecting its aspirations for a brighter future. The chief occupations include agriculture, animal husbandry, and traditional crafts like carpentry and basket weaving.

Culturally, the community cherishes its tribal heritage, and the school becomes a crucial bridge in preserving and promoting these traditions. The desire for quality education is not just an individual aspiration but a collective endeavor to uplift the entire community.

5. Problem Situation

EMRS Kalsi, like many schools in remote areas, faced multifaceted challenges since its inception. The school's remote location resulted in limited access to resources, hindering infrastructural development and the provision of basic amenities. The cultural diversity of the student body posed additional challenges in creating a curriculum that resonated with the varied backgrounds and languages spoken by the tribal students.

One of the primary challenges was the geographical remoteness of the school. The rural location posed logistical difficulties, affecting accessibility and the availability of resources.

6. Change Initiated, the Plan of Action, Strategy, Outcome

In response to these challenges, EMRS Kalsi embarked on a transformative journey, led by visionary figures. A comprehensive plan of action was implemented, focusing on innovative educational initiatives, community engagement, and infrastructural improvements.

Outcome: The success of EMRS Kalsi is quantifiable through its remarkable achievements. In the previous years, the school has achieved a 100% pass rate in both class 10th and 12th CBSE board exams. Individual accomplishments stand out, with Nikita Tomar securing the 6th rank in Uttarakhand in the academic session 2019-20 with an outstanding 98.6% in the class 12th Arts stream. Priyanshu Chauhan's notable achievement of 96.4% in class 10th, and Shubham Tomar's perfect score of 100/100 in Physical Education in class 12th, underscore the commitment to academic excellence.




EMRS Kalsi boasts exceptional academic accomplishments that further underscore its commitment to excellence. In the academic session 2017-18, three students secured a perfect score of 100/100 in Geography, showcasing the school's dedication to nurturing talent and academic prowess.


This remarkable trend continued in subsequent academic years. In 2018-2019, 2019-2020, and 2020-2021, one student in each session achieved a perfect score of 100/100 in Geography. This consistent excellence in a subject known for its interdisciplinary nature speaks volumes about the school's academic rigor and the dedication of both students and educators.

Furthermore, the academic session 2018-2019 witnessed Prabha achieving a perfect score of 100/100 in History, showcasing diverse talents and achievements. In the academic session 2017-2018, Sudhir Verma secured a perfect score of 100/100 in Hindi, further emphasizing the holistic and comprehensive nature of the education provided at EMRS Kalsi.


CLASS- 10													
S.No.	CLASS	STUDENTS REGISTERED	STUDENTS APPEARED	PASSED	PASS %	COMPARTMENT	I	II	III	ABOVE 90%	BETWEEN 80 TO 90%	BETWEEN 70 TO 80%	BELOW 70%
1	X	60	60	60	100%	NIL	57	3	NIL	2	25	17	16




Navya Chauhan
93.0 %



Mannu Rana
90.33 %



Garima Bhandari
89%



2022-23

CLASS-12													
S.No.	CLASS	STUDENTS REGISTERED	STUDENTS APPEARED	PASSED	PASS %	COMPARTMENT	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ABOVE 90%	BETWEEN 80 TO 90%	BETWEEN 70 TO 80%	BELOW 70%
1	XII ARTS	20	20	20	100%	NIL	20	NIL	NIL	1	8	8	3
2	XII SCIENCE	32	32	32	100%	NIL	32	NIL	NIL	2	8	16	6
3	XII (OVERALL)	52	52	52	100%	NIL	52	NIL	NIL	3	16	24	9

The collage features a central image of a school building with a sign that reads "GOVERNMENT P. N. S. K. S. P. S. K. S

Notable Achievements in Competitive Exams: EMRS Kalsi has also proven to be a fertile ground for nurturing talent that excels in competitive examinations. A total of 16 students from different academic sessions successfully secured positions in various reputed IITs across the country. This not only speaks to the academic excellence of the students but also underscores the effectiveness of the school's leadership in preparing students for rigorous national-level competitions.

In addition to the success in engineering entrance examinations, six students from EMRS Kalsi earned coveted positions in various reputed MBBS institutions. This achievement reflects the school's commitment to providing comprehensive education and preparing students for diverse career paths in the medical field.

Beyond the numbers, these achievements reflect the school's dedication to nurturing talent and providing an environment conducive to academic success. The focus on individual growth, coupled with the collective achievement of students, paints a vivid picture of the impact of effective leadership on academic outcomes.

A Republic Day Triumph: A special moment that further underscores the school's commitment to excellence is the representation of EMRS Kalsi at the 2023 Republic Day Celebration. Ms. Sudha Painuli, along with a student from EMRS Kalsi, Astha Joshi, and five other Eklavyans from different EMRSs played

a pivotal role in representing the Ministry of Tribal Affairs Tableau on the EMRS Scheme, which secured the prestigious 1st Prize at the Kartavya Path.

Innovative Educational Initiatives: The introduction of "*Theatre in Education*" became a pioneering initiative, where theatre experts conducted special workshops, and students showcased literary plays during the Annual function. This not only enhanced creativity but also provided a platform for students to express themselves beyond traditional academic settings.



Environmental Consciousness:

The "Eklavya Birthday Garden" initiative encouraged students to plant and nurture fruit or medicinal saplings on their birthdays. This initiative not only fostered environmental awareness but also instilled a sense of responsibility towards nature. Importantly, it involved parents or guardians, creating a collaborative approach to instilling values.



Before



After

Skill Development Workshops: Recognizing the paramount importance of skill development, EMRS Kalsi took a proactive approach to nurture the holistic development of its students. Various workshops are meticulously organized, spanning a diverse range of disciplines such as painting, arts and crafts, scouting and guiding activities, computer education, LED bulb making, and photography. These workshops went beyond the conventional classroom setting, exposing students to practical, real-life problem-solving scenarios. The LED bulb-making workshop, for instance, equipped students with technical know-how and instilled a sense of responsibility and innovation. As they returned to their villages, students actively

addressed local energy challenges, distributing light bulbs and making tangible contributions to their communities. EMRS Kalsi's commitment to holistic education was evident in the practical skills acquired by its students, empowering them to make meaningful societal contributions.



Cultural Preservation: A testament to the school's commitment to preserving tribal culture is the small museum on its premises. Dedicated to the local tribal culture, students actively contribute by collecting and displaying traditional articles. This initiative serves as a bridge between generations, ensuring the rich cultural heritage is not lost. This effort reflects a small yet impactful step toward the preservation of our vulnerable traditional and cultural heritage, fostering a sense of pride among students for their cultural ethos.



The outcome of these initiatives was a positive shift in the school's academic and cultural landscape. Students not only excelled academically but also developed a holistic understanding of their cultural roots and the world around them.

7. Time Taken to bring the change, the processes involved, the failures, the successes, and most importantly; the learning

The transformative process at EMRS Kalsi was not instantaneous. Over the years, the school dedicated time to implement, refine, and adapt its initiatives. Failures, encountered along the way, served as valuable learning experiences, prompting the school to introspect and adjust strategies. Successes, such as academic achievements and innovative programs, became motivators for continuous improvement.

Time Frame: The journey of transformation began in 2010 when EMRS Kalsi was established. The school has undergone continuous improvement over more than a decade, with significant milestones achieved in the ensuing years. Collaborative efforts between the school, State Authorities, and NESTS have been instrumental in the continued development of EMRS Kalsi.

8. Role of School Leadership, behavior modeling, and example setting by the head of school and other factors relevant to the transformation, other key influential personalities/groups – their feelings/views (expressed in verbatim as quotes)

Leadership at EMRS Kalsi has been exemplified by visionary figures. Dr. Badoni, as the founder Principal, provided the initial vision and direction, transforming institutions into dynamic training centres. His extensive experience in esteemed institutions paved the way for innovative approaches to education.

Ms. Sudha Painuli, the current Principal, has continued the legacy of transformative leadership. Her commitment and leadership were recognized with the National Award to Teachers in 2020, symbolizing not only individual recognition but also the collective success of EMRS Kalsi.

Behaviour Modeling: Leadership at EMRS Kalsi transcended not merely administrative responsibilities. The teaching staff at Eklavya actively exemplified a commitment to values such as inclusive education, cultural preservation, and community engagement. Through hands-on participation in various initiatives, they not only set examples for their colleagues but also inspired students to embrace these principles in their own lives.

Community Engagement: The leaders actively engaged with the community, understanding the cultural nuances and expectations. Regular communication channels were maintained, ensuring a collaborative approach to education that extended beyond the school premises. One such example is the forming of the Parent-Teachers Council.

Media Recognition: Key influential personalities and groups, including local media and educational authorities, expressed support and contributed to the school's success. Media houses like local newspapers (Garhwal Post) and national publications (Hindustan, Amar Ujala, Dainik Jagran) covered stories, recognizing the transformative impact of EMRS Kalsi.



9. Theory of Change - – which means the turning points for the school head/leader, the reflections on what worked and why, or the ‘mantra’ for change.

The turning points for school leaders involved a focus on innovative educational approaches, community collaboration, and infrastructural development. The "mantra" for change included a steadfast commitment to the vision, collaborative leadership, and adapting strategies based on reflective learning. EMRS Kalsi's success is attributed to a shared sense of purpose and a belief in continuous improvement. The Mantra of EMRS Kalsi is “*Keep moving whether it is success or failure*” and relying on it the school believes to keep putting efforts until success is achieved.

Innovative Educational Approaches: The introduction of innovative educational approaches, such as "Theatre in Education," reflected a departure from conventional norms. The leaders recognized the need for creative expression and holistic development, leading to a paradigm shift in the school's educational philosophy.

Community Collaboration: Active collaboration with the community was integral to the transformative process. The school leaders understood the cultural pressures, values, and expectations, tailoring initiatives to align with the community's needs.

Infrastructural Development: Strategic infrastructural development addressed the challenges posed by the school's remote location. The leaders leveraged available resources and sought external support, ensuring that the lack of infrastructure did not hinder the quality of education.

Reflective Learning: A culture of reflective learning permeated the leadership approach. Failures were not viewed as setbacks but as opportunities to refine strategies. Successes served as benchmarks, motivating the leaders to set higher standards for academic excellence and holistic development.

EMRS Kalsi's journey stands as a testament to the transformative power of effective education leadership. The theory of change adopted by the leaders reflects a commitment to innovation, collaboration, and continuous improvement, creating an educational institution that goes beyond conventional norms.