

Educational Status of Tribal Children in Ekalavya Model Residential Schools in Odia Language: Strengths, Concerns and Consolidated Frame Work for Advanced Implementation

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Abstract

Indian constitution in the Article-45 has made provision for free and compulsory education for all children up to the age of fourteen years in Article-46 special provision are made for the development of weaker sections of the people specially SC & STs systematic and planned efforts were made by Govt. to achieve and fulfill this commitment. The introduction of Eklavya Model Residential Schools (EMRS) in India since 1997-1998 is a novel experimental scheme in India to provide quality middle and high level education to meritorious tribal students in the remote tribal areas of the country. The study also presents educational achievement level of tribal students in Odia language in EMRS. Two districts have been selected: one with the highest literacy rate and the other with the lowest literacy rate as per as per 2011 census India (where EMRSs were functional). One EMRS from each of these two districts have been finally selected as the sampled school. For purposes comparison, two SC & ST schools and one JNV have been selected from the district with lowest literacy rate. Forty teachers and 52 students constitute the sample of the study. Descriptive survey method was used by the investigator. The tools used for teachers. In Odia language subject, Class IX students in JNV performed better than their grade-mates in EMRS and ST & SC schools while the EMRS students scored better than those in ST& SC schools.

KEYWORDS: Tribal education, Ekalavya Model Residential Schools, Educational Status in Odia Language.

Introduction

Education has been a key factor for all-round development of any group of people. Education is not only promotes integration of the communities with mainstream of nation but also facilities protection from all kinds of exploitation and helps in adoption to the changing life styles. For tribal people who are living in backward areas and are deprived of the basic amenities of life, education is of special significance in bringing in a visible change in their present life style. In pursuance of the Article-46 of the constitutional obligation, the central govt. as well as the state governments has laid much emphasis on the spread of education in tribal areas. Many special schemes have been formulated in order to attract tribal children to schools. Ministry of Tribal Affairs have been implementing various schemes for promotion of educational development of the tribal communities and improving the quality of their life by establishing Ashram Schools, hostel for tribal boys & girls, Educational complexes besides institution of Post Metric Scholarship, Book Bank scheme etc. introduction of Model Residential School is one such novel experiments to provide tribal students quality education in a model institution.

The concept of Ekalavya Model Residential School has been derived from the traditional Indian Gurukuls and the Gandhian philosophy of basic education in which the teacher and the taught live together and have close interaction with the purpose of helping the students

in development of complete personality and in sharpening their capacities. The educational philosophy of Ekalavya is based on spiritualism, discipline and Yoga. A new concept for educational development “Establishment of Ekalavya Model Residential Schools” was launched during 1997-98 to provide quality education to the tribal students. It was decided by the Ministry of Tribal Affairs to utilize a part of the funds under Article 275 (1) of the Constitution, for setting up of Model Residential Schools from class VI to XII in different tribal concentrated states of the country. These schools are to be operated in each state through an autonomous society formed for this purpose. In order to provide a uniform pattern of education in these schools and to enable the student to complete effectively for higher education programmes (medical, engineering etc.), these school schools have been affiliated to State board. But as per latest decision, the CBSE course has been introduced from the year 2011-12 and accordingly affiliated to CBSE Board. These Model Residential Schools have been christened as Ekalavya Model Residential Schools (EMRS) and planned on the line of Navodaya Vidyalayas but with States cantered management.

India has a rich glorious heritage, but a sizeable part of Indian population is yet to get benefits out of it. They are still tribal communities which are primitive and live in secluded areas (Verma 1996). The Tribe is defined as a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so (Nithya 2014). According to D.N. Majumdar “ A tribe is a social group with territorial affiliation, endogamous with no specialization of functions, rule by tribal officers, hereditary or otherwise united in language and dialect, recognizing social distance with other tribes or caste without any social obloquy attaching to them, as it does in the caste structure, following tribal traditions, beliefs and customs, illiberal of naturalization of ideas, from alien sources, above all conscious of homogeneity of ethnic and territorial integration” (quoted in Varma 1996). The life style is quite different from non-tribal’s (preet 1994). It is not that their societies are static, but the pace of social change in tribal society is very slow. Since they are materially and economically backward, attempts have been made by the Government to develop them. Today, the governments in all countries are paying special attention to development of the tribes (Nithya 2014). Though national leaders and constitutional makers are committed to uplift the people, a desired level of development has not been achieved yet (Chandra Guru et. al: 2015). There are 705 number of individual ethnic groups etc., notified as Scheduled Tribes in India. (ST in India as Revealed in Census 2011). In Odisha State of India, there are 60 numbers of ethnic groups as tribes (ST in India as Revealed in Census 2011). Education and human development are keys to any quantitative social change and those two factors influence demographic behavior.

A new concept for educational development “Establishment of Model Residential Schools was launched in India during 1997-98 to provide quality education to the tribal students in India. A total 197 EMRSs have been sanctioned by the MHRD, Govt. of India in various parts of the country with an intake capacity of 480 students per school, of which 129 are fully functional and the remaining 68 are under construction. These schools are set up under the Article 275 (1) of the Constitution of India on the pattern of Rajkiya Pratibha Vikas Vidyalaya (RPVV) in India. 13 EMRS have been established across Odisha State of India covering total of 11 Districts. Among them three EMRSs are in Sundargarh District and one each in Mayurbhanj, Keonjhar, Nawarangpur, Koraput, Rayagada, Gajapati, Kandhamal, Jajpur, Malkangiri and Nuapada District. The objectives of setting of EMRS in India are to

provide quality education up to Higher Secondary stage to Scheduled Tribe (ST) students in remote areas. These schools provide access to the better opportunities in education at par with the non-ST population. And this is achieved by comprehensive physical, mental and social development of students enrolled in each EMRS. Consequently they have been empowered to be changing agent, in their school, in their homes, in their villages and finally in a larger context in shaping the nation. These schools focus differentially on the educational support to be made available to that in Standards VI to XII, so that their distinctive needs can be met, support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep the standard, support the construction of infrastructure that provides education and improves physical, environmental and cultural needs of student life. The Ministry of Tribal Affairs, Government of India have suggested for management of these schools through a registered society. In Odisha Model Tribal these schools. The Board of Directors of the said Society has representatives of the ST&SC Development Department, representatives of other concerned Government Departments, Eminent Educationists, Selected Representatives and Community Leaders from among the Tribal Communities in the State. These schools have sufficient number of Post Graduate, Graduate and other trained teachers to maintain the optimum teacher pupil ration of 1:30. The time table of these schools is devised in a manner to provide sufficient time for activities, such as teaching vocational training, sports, cultural activities and other extra-curricular activities so as to ensure all round development of the children. The number of seats for boys and girls is equal. Education is entirely free. Every class is having 60 students and the total sanctioned strength of the school to be 420 students with only one stream at +2 levels. However it should be 480 if Arts/Humanities is also added at +2 levels. However it schools is to be through selection process with suitable provision or preference to children belonging to particularly vulnerable Tribal groups, first generation students, etc. these schools is primarily located in scheduled or tribal areas, keeping in view the availability of drinking water, power health facilities, communication and other minimum information facilities. However, in exceptional cases such schools may also be located outside the tribal areas in India with the prior approval of the Ministry of Tribal, Government of India, These schools to also have the facility for vocational training and for practical training in agriculture, Animal husbandry and related areas. Scholarships is to be given to all the Schedule Tribe Students pursuing their studies in EMRS. The schools is fully residential with residential quarters even for the teaching staff and also for some of the non-teaching staff, as considered necessary, OMTES is responsible for efficient management of finances, location of schools, selection of students and o formulate policies and programmes for management improvement, diversification and any other related matter with regard to the functioning of these schools.

Review of Related Literature

The survey of related literature is an essential aspect of a research report. It helps the investigator to have a clear idea of general trends and the subject of general study in all aspects and implications. Review of Related Literature serves as a guide post not only with regard to the quantum of work done in the field but also enables to perceive the gaps and fissures in the concerned field of research.

The present portion reviews the related work done at the primary, secondary level. The researcher reviewed several literatures for the present purpose. It is found that a lot of studies have been done on the problems relating to reading ability.

Panda and Mall (2011) studied on Functioning of Ekalavya Model Residential Schools and their impact on enhancement in the educational attainment and world view of tribal students.

Objective of the study:-

- To estimate impact of EMRS on the performance of the students
- To find out how far the Model Schools under the control of OMTES are capable to deliver quality education to tribal students with the right combination of curricular, co-curricular, extra-curricular, vocational, social and spiritual activities
- To sort out the lapses and hindrances in delivering the services to the tribal students
- To bring out the improvement in the organization as well as in the learning process of the students.

Method:-Interview schedules.

Major Findings:-The report includes the research findings on four aspects:

- Assessing the extent of provision of facilities to students for delivering quality education and sorting out the lapses in delivering the services to the tribal students.
- Examination of the impact of inadequacy of infrastructure in school, provision incentives and such other factors on the performance of the students.
- Assessment of the academic performance and the world view of the students.
- Finding out the extent of achievement of goal setting up by OMTES.

Pradhan Ashok and Deshlahara Gulshan (2013) studied in Health Awareness of Non-Communicable disease among the students of Ekalavya Model Residential School, Taregaon.

Objective of the study:-

- To get knowledge for the awareness about various non-communicable disease among the students.
- To know whether the students are having correct knowledge about these disease.
- To know about the different modes of communication which acts as a source for imparting knowledge about various non-communicable diseases.
- To know which is the most frequently used mode of communication for various non-communicable diseases.

Method-

Census Method.

Findings:

- This study revealed that maximum awareness (78.62%) was none of cancer disease and minimum (22.17%) about hyper-tension
- More misconceptions (19.67%) was found in case of heart attack while about obesity a minimum of (2.68%) students have misconception .
- Data showed that the village book and television are the most frequently used mode of communication
- Anganawadis and magazines were not useful in imparting knowledge about these non communicable diseases.

S. Marandi- M.Ed, Thesis (2013) Studied on status and problems of Ekalavya Model Residential School- A Case study”

Object of the Study:

- To Study the status of Ekalavya Model Residential School in Mayurbhanj District With regard to:
- Availability of Physical facilities, Enrolment of Students, Procedure of admission, procedure of admission, position of teaching staff, Syllabus followed, Availability of teaching aids, Evaluation procedures, Achievement of Students, Organization of Co- Curricular activities, Management of the institution.
- To Study the problems faced by head of the institution for the management of the institution.
- To Study the problem faced by teachers to provide instruction in different school subjects.
- To study the problems faced by Students in their hostels an schools
- To Suggest measures of the improvement of Ekalavya Model Residential School.

Method

Case Study method was used in the present study.

Major Findings:-

The following are the main findings of the study :

- The background information of the head of the institution revealed that the head of the Institution was male. The age of head of the institution was 63 years. The educational qualification of the head of the institutions had M.A., B.Ed and 40 years of teaching experience and had 5 years of experience as head of the institution.
- The back-ground information of teachers revealed that 50 percent of teachers of Ekalavya Model Residential School of Mayurbhanj district were male and other 50 Percent were female. Most of them were in age group of 34 to 39 years and majority of them has M.A., B.Ed, qualifications and 5-9 years of teaching experience.
- The back-ground information of students revealed that 100 percent students had ST category. Maximum number of Guardian (75 percent) had occupationally farmer.
- The Ekalavya Model Residential School of Mayurbhanj district was situated in

rural area.

The school was established in between the year 2000-2001.

- • The Ekalavya Model Residential School of Mayurbhanj District had classrooms, Principals room, staff common room, playground, boundary wall staff quarters, garden, kitchen room, hostel, drinking water facility, toilet facility. library, computer room, electricity connection, office room, store room, laboratory facilities.
 - Adequate number of classrooms, first aid box furniture, hostels room, book library, News paper/magazines, store rooms, aids and equipments, toilets sports equipments/material, computer room, internet facility, staff quarters, telephone, book bank.
 - Almost all (100 percent) teachers were appointed in contractual basis.
 - The head have agreed that separate hostels for boys angles are available in school campus.
 - The Ekalavya Model Residential School had pucca buildings including hostel.
- All the hostels of Ekalavya Model Residential School of Mayurbhanj district had availability of sufficient number of rooms and dining hall.
- The head of the institution reported that there are presence of superintendent and cook m their school hostel. There was no matron in hostel.
- Cots, chairs-tables and racks were available in the hostel.
- Sufficient bathrooms, latrines, urinals, wash basins have in their school.
- Hostel rooms were dormitory halls.
- Head of the institution reported that all superintendents daily visit the hostel.
- Head of the institution reported that foods are provided three times daily in the hostel and Government also provided all required materials/incentives to students.
- The head of the institution reported that Government provide Scholarship to all students.
- Regarding the affiliation of the school the Ekalavya Model Residential School (EMRS) are affiliated to Board of Secondary Education (BSE) Odisha.
- Cuttack for class-X, in the year 2004-05 and Affiliated to Council of Higher Secondary Education (CHSE) Odisha, Bhubaneswar for class-XII, in the year 2008-09.
- Regarding the availability of teaching learning materials the school have black board, map. globes, diagrams and bulletin boards.
- Almost all the teachers (100 percent) were used teaching learning materials while teaching, low cost teaching aids were also prepared.
- Head of the institution reported that government provides Rs. 1,00,000 per

- annum for teaching aids.
- The evaluation procedures adopted by the school was Unit test, monthly test,
- Half yearly Examination and Annual Examination.
- The techniques of evaluation adopted by the school test, written test
- and practical test in the Ekalavya Model Residential School.
- The head and teachers (100 percent) reported they take remedial measures to improve the academic achievement of the students.
- The head and teachers reported that modes of reporting the results of students
- are monthly test has reported bimonthly.
- Regarding the HSC examination results of the students 7 percent get third division, 27 percent get second division, 60 percent get first division. Regarding the C.H.S.E examination results of the students 15 percent get third division, 51 percent get second division, 32 percent get first division. Morning assembly, celebration of national days, celebration of birth days of great men, gardening, NSS, tribal dance, drawing, yoga, drama, exhibition, quiz, fancy dress were organized in 100 percent school. The head and teachers reported availability of sufficient games and sports materials in Ekalavya Model Residential School. The school publish wall magazines and calendar.
- The head of the institution reported that the Ekalavya Model Residential School are managed by Tribal Rural Welfare Department. Regarding the
- participation of students in various Co-curricular activities it was found that the number of students participated in school level competitions were more. But some of the students also participated in state level competitions.
- The school had PTA/MTA, SMC/SDC Furthermore in PTA and SMC meeting discussions were held on regard.ng improvement of weak students, development of school, achievement of students, Problems of students in schools and hostels, special care of back benchers and status of school.
- Regarding the status of supervision during the session 2011 -12. It was found that Welfare Extension Officer visited four times in a year, circle inspector twice in a year, collector and DWO once m a year. BDO and SDO also visited Ekalavya Model Residential School.
- Problems faced by head and teachers of the institution!^ scarcity of water, electricity disruption, lack of medical facility, insufficient teachers,' communication problem, language problem.
- Problem faced by students were lack of guest room, lack of telephone in hostel, no television m hostel and students common room.
- Suggestions given by teachers and head of the institution to improve the status of Ekalavya Model Residential School in Mayurbhanj, district include : provision of telephone connection in hostel provision of vocational training for teachers, regularization of teaching and non-teaching staff, more staff members, organization of cultural activities in the hostel.

Geddarn (2015) studied on “A study of Ekalavya Model Residential Schools (EMRS) in Tribal Education.”

Objectives:-

- To find out the design of the programme appropriate to meet the stated objectives of EMRS.

- To study the felt needs of the community.
- To find out the bottlenecks if any in proper implementation of the scheme, structure of the programmes.
- To study the schemes which are augmenting the education among Sts to support to increase the literacy rate of STs. Whether there is any impact of these schemes in decreasing the dropout rates of STs.

Method:-

Questionnaire method was used

Findings:-

- It was found that occasionally some teachers were sent for training for 3 to 4 days at local level.
- It was found very difficult to manage the schol due to lack of subject teachers
- In maximum of the schools the principal post were found to be vacant.
- It is observed that the TLM is found to be inadequate.
- Library facility is one of the important aspects for ensuring quality teaching and learning but it had not been given due importance by any school.
- Infrastructure is provided either in Old buildings or new buildings but the facilities were inadequate and there was no requisite budgetary provision for regular and immediate maintenance for buildings, toilets, Hostels, Kitchen, Dormitories, and rooms of the hostels.
- The quantity and quality of food (Boarding facilities) is very much essential and need to be ensured for residential schools children. The quality of food supplied to the students and Per capital expenditure was for class 5 to 7 students it was Rs. 473/- and for 8 to 10 the class Rs. 535/- per month per student. Food expenses for each child should be on par with Navodya Vidyalaya.
- To accommodate the students in EMRs, either dormitories are built or rooms are provided. But in Majority of the EMRS, study-rooms were not clean, bed with cot was not available, more number of students were accommodated in one room. Bath- rooms and Toilets were inadequate and windowpanes were broken. This was causing distress to the students and health concerns for the parents when the children were reported sick.
- The food cooked in unhygienic environment had been observed. Dining halls were also not fully furnished. Children found taking food in their dormitories, sitting on the floor near their cots.
- The students of EMRS should have been provided with good quality Uniforms with warm clothes for winter, soon after their admission but it was reported that there was delay.
- It was found that the pass percentage in Class X was satisfactory whereas in the higher secondary classes, performance needed lots of improvements

- Due to lack of teachers' quarters teachers could not stay in the schools and frequently they availed leaves for which the teaching learning process was affected.
- A low paid teacher, Contract, Guest Teachers, Retired persons managing the EMRS is not at all helpful for ensuring the quality of education.
- The administration and performance of Tribal Welfare Residential Societies in Andhra Pradesh was not quite satisfactory as expected. It was observed that the Tribal welfare Department was not having the requisite expertise and skilled manpower to look after the EMRS
- The arrangement of the black boards in the class rooms was appropriate but the maintenance of the boards was poor
- Drinking water facility was available in all the six states but the quality of drinking water was found to be poor. Reverse osmosis Units were arranged for purification of water, but the maintenance of the Unit was found to be poor
- The play grounds needed developments and the availability of sports and games material was found inadequate
- Pupil Teacher ratio was inadequate and therefore more teachers are required in all the EMRS. Teachers in subjects like science and mathematics were in great demand.
- The Per- student per day expenditure of a student in EMRS is Rs. 42,000/- which is low to provide quality education on par with Navodaya Vidyalaya Schools that is around Rs. 90,000/- per child per year

Patra(2016) studied on “A Critical study of Ekalavya Model Residential Schools of Odisha: An Analysis”

The objectives of the study were -

- To analyze different aspects educational system of Ekalavya Model Residential Schools in terms of class room teaching, coaching classes, Pre- Metric Scholarship, infrastructure facilities, sanitation facilities, teachers qualification, teacher-student, parent-teacher relationship, Scholastic & non scholastic development.

Methods:

The investigator followed descriptive survey as well as observation method for his investigation.

Major findings were:

- The classroom and remedial teaching of EMRSs of Orissa is qualitative and effective at the levels of tribal student's understanding.
- In some cases the students face little problems to follow the language of the teachers.
- The amount of Pre-Metric Scholarship (PMS) of the boarders is not adequate.
- The infrastructure facilities of the schools are satisfactory. The hostel buildings, school building area of the school campus are sufficient, but in case

of hostels expect the rooms, all other infrastructure facilities relating to study atmosphere is miserable and far from satisfactory.

- EMRSs provide better hygienic facilities to the students. But in some schools sufficient pure drinking water is not available to them.
- In some schools and hostels the disinfectants are not used regularly in urinals and lavatories.
- The teaching staffs were highly qualified and have mastery in their content areas.
- All teaching staffs were contractual employees getting negligible consolidated payment.
- The teacher student relationship is very homely, lovely and friendly and the parent-teacher relationship is cordial and familiar.
- The teachers are the source of inspiration and living ideal of the students.
- The students are obedient and they try their level best to satisfy their teachers.
- In every year some students of each school get scholarship.
- The students are very much interested in the aesthetic activities like dance, song, art, drawing, painting, and tribal folk dance.
- They are interested in yogic exercises.
- The students are interested in organising cultural activities.
- They give much interest in outdoor co-curricular and adventurous activities.
- Some students are sound in literary activities and some have the excellence in scholastic aspects.
- The students give much interest in gardening, plantation and kitchen garden
- Most of the students are disciplined and they practice some morals in their daily life.

Jain (2016) Studied on assessment of adjustment of Tribal Adolescent of Ekalavya Model Residential School Shahpur, Betul,

Objectives:

- To study the difference in the sub-area of adjustment amount the tribal adolescent of EMRS (Shahpur) with reference to gender difference.

Method:

Descriptive survey the research method of investigation was applied for the study.

Major finds of the study:

The major findings of the study are as follows:

- There is signification difference between the tribal girls and boys of EMRS (Shahpur) in their adjustment as whole.
- There is no significant difference between the tribal girls and boys of EMRS (Shahpur) in their adjustment of family.
- There is no signification difference between the tribal girls and boys of EMRS (Shahpur) in their adjustment of health.
- There is no significant difference between the tribal girls and boys of EMRS

- (Shahpur) in their social adjustment.
- There is no significant difference between the tribal girls and boys of EMRS (Shahpur) in their emotional adjustment.

Das & Das- 2016 Studied on Ekalavya Model Residential School Issues and Challenges with reference to Hostel Facilities.

Object of the Study

To study the facilities available in the hostels of Ekalavya Model Residential School in Odisha.

- To study the problems faced the students in their hostels.
- To suggest majors for the better hostel facilities in the Ekalavya Model Residential School in Odisha.

Method

Descriptive survey method was used in the present study.

Major Findings

- Almost all the heads of the institutions and assistant hostel superintendents (100 per cent) stated that there is availabilities of hostel facilities for both boy and girls separately.
- The total number of seats available in the hostels of EMRS is 420.
- Almost all the heads of the institution and assistant hostel superintendents (100 per cent) stated that hostels are buildings with concerns roofs. The rooms in the hostel are dormitory.
- Almost all heads of the institutions and assistant hostel superintendents (100 per cent) stated that there is accommodation available for Morton. Warden and sweeper-cum- watchman but no accommodation was for assistant hostel superintendent in the hostel. There is no availability of common room and guest room in the hostel.
- Regarding the facilities available in the resident rooms of hostel almost all heads of the institution, assistant hostel superintends and student (100 Per cent) stated that out is available for boarders but there is no chair, table, rack and wall framed alright.
- There is no sufficient number of bathroom, Latrine, urinals, dining hall for the students as stated by head of the institutions and assistant hostel superintendents.
- Safe drinking water facilities were not available in most of the EMRS.
- Almost all beads of the institution and assistant hostel superintendents stated that they used to visit the hostel regularly.
- Almost all heads of the institution and assistant hostel superintendents stated that the students of EMRS supplied with foods in the break fast such as biscuits, chuda and Sugar boiled peanut, suzi, upama etc. rice, dal, curry, non-veg. curry as per menu in lunch and rice, dal, curry in the dinner.
- Almost all the heads of the institution, students, and assistant hostel superintendents (100 per cent) stated that morning assembly, sports,

exhibition, quiz, fancy dress, drawing dance, drama, yoga, music (Like tabala, casio, guitar), terracotta, celebration of national days, celebration of birth days of grate men, gardening and other co-curricular activities are organized in the hostel.

- Majority of heads of the institution, students and assistant hostel superintendents (100 per cent) stated that sufficient games and sports materials were not available.
- Almost all the heads of the institutions and assistant hostel superintendents stated that for the smooth management of the hostel ST and SC Development Department provides financial assistance. The students are provided with Rs. 2000/- for their dress per annum and Rs. 1070 for flooding and Rs. 75/- for toileting per month. All students are provided with mosquito net.
- As stated by the head of the institutions and assistant hostel superintendents all the hostels are regularly supervised by integrated Tribal Development. Agency District Welfare Office, Collector, Sub- Collector, Welfare Extension office and other departmental officials.
- 100 Per cent of assistant hostel superintendents reported that they faced problem due to lack of adequate medical facilities adjacent to school as well as transport facilities readily available.
- The problems faced by the boarders in the hostel includes: rooms are not clean, bed with cot is not available, more number of students are accommodated in one room, bathrooms and toilets are inadequate, window panes are broken, the food cooked in unhygienic environment & dining halls are not well finished.
- Detailed response are contained with regards to up keep of hostels and facilities in the EMRS, 100 per cent of the students urged for (a) improved bathrooms toilets, (b) Safe drinking water facilities, (c) well ventilated hostel rooms, sick room (d) more furniture (e) more space for playing, eating and reading.
- Additional demands they put forward were for transport facilities for going to hospital (85 per cent), Sports materials (70 per cent) and telephone facilities (60 per cent) and visitors room (70 per cent).

Das and Das (2016) Studied on Problems Associated with Ekalavya Model Residential Schools (EMRS) in Odisha

Objectives of the Study

- To ascertain the problems faced by head of the institutions for the management of the institutions.
- To study the problems faced by the teachers to provide instruction in different subjects.
- To study the problems faced by the students in their schools and hostels.
- To suggest measures for successful management of the Ekalavya Model Residential Schools.

Method

Descriptive Survey Method was used in the present study.

Major Findings

- Physical facilities are available in Ekalavya Residential Schools like classroom hostel toilets, Kitchen, Staff quarters, dormitories, Science laboratory, computer laboratory, library, sports room, and auditorium / conference room. But additional space required for classroom, hostel, toilets, staff quarters, computer laboratory, library, kitchen, playground sports room as reported by 40 per cent of teachers and heads of the institution.
- It is reiterated that the adolescent girls attending the nature call in the fields and taking bath in open. For want of space in the dining hall, they find the food in plates and eat it in open verandas/ dormitories, as reported by 100 per cent of students.
- During the visit to school, it was informed that buildings for conference hall/ auditorium, computer laboratory, library, science laboratory, sports room and sick room in the hostels are required in most of the schools and the budget should be made available for this purpose.
- Underground tanks, pump house, sewage treatment plant, security/ guardroom, sanitation, health care and first aid, facilities were not available in most of the EMRS.
- Safe drinking water facilities were not available in most of the EMRS.
- View solicited from students indicated that they very much looked for coaching for Spoken English. Mathematics and Professional course (100 per cent good quality uniform, Shoes, I-card. Mosquito net (100 per cent) science laboratory equipment (70 per cent).
- Additional demands they put forward were for transport facilities for going to hospital (85 Per cent): sports materials (70 per cent).
- Detailed responses are contained in as regards upkeep of hostels and facilities in the EMRS, 100 per cent of the students urged for improved bathrooms/ toilets. Safe drinking water facilities well ventilated hostel rooms sick room more furniture more space for playing; eating and reading.
- Additional staff quarters need to be constructed for women teachers as reported by teacher (100 per cent)
- Play ground is very essential in residential schools. Hence it needs development.
- Library facilities were not given due importance in my EMRS.
- 100 per cent of students demanded that they need sick room and dispensary attached to the school. It was found that fever (Malaria) and cold (70 per cent) were main ailments with which the children suffered. Other communicable diseases common to the children were loose motion, Diarrheal, stomach and headache. A few of them were also treated for boils, mumps, chickenpox and jaundice.
- Information regarding the teaching staff and principal revealed that the EMRS (100 per cent) were managed by staff engaged on contract basis.
- Principals were findings it very difficult to manage the schools without required number of subject teachers (regulars).
- The teaching learning process in EMRS in Odisha is found to be conventional type. For effective teaching learning process. Procurement of teaching- learning materials (TLMs) is found to be inadequate in 80 per cent of schools as reported by teachers.
- Trained physical Education Teachers required in 36 per cent of schools with sufficient games and sports materials.

- IN- Service training programmes were required by teachers (100 per cent) regarding CCE/CCA and ICT for quality improvement in teaching and evaluation.
- 100 per cent of Hostel Superintendent reported that they faced problem due to lack of adequate medical facilities adjacent to school as well as transport facilities readily available.

Sahoo and Rout (2018) Studied on Integration of ICT in Ekalavya Model Residential Schools: A case Study.

Objectives of the Study

- To find out the availability of ICT resources in Ekalavya Model Residential School under study.
- To study the extent of integration of ICT in teaching of curricular subjects in Ekalavya Model Residential School under study.
- To study the problems in integration of ICT in teaching learning process in Ekalavya Model Residential School under study.

Method :-This study is a case study which comes under descriptive research.

Findings:

- All the teachers stated that they use ICT occasionally in their courses. The most frequently used hardware by the teachers in their courses was computer and then printer. The least frequently used hardware by the teachers in their course is camera and mobile.
- All the teacher respondents replied that they most frequently use “word processing” to the maximum level, “Internet” for the information search at the second level, and then “receiving/sending e-mail” at the third level.
- The information obtained from the teachers about the frequency of ICT use in curricular and co-curricular areas revealed that it is used in curricular areas such as English, Mathematics, science and Environmental studies/ Social Science. Furthermore, the findings confirmed that ICT had not been used frequently in the teaching of co-curricular subjects which is disappointing the potential of ICT as a tool in enhancing the students’ knowledge and skills to learn the Art and craft, Health and physical education, yoga and Work experience.
- It is found that all the teachers use ICT for downloading learning materials from website. Whereas, a very less number of teachers upload learning materials in website.
- The outcome of FGD with students revealed that students use computers in groups in the computer lab for doing calculations in mathematics, watching geographical locations in geography, making PowerPoint slides, drawing pictures in MS Paint, completing the assigned projects with the help of Internet for searching and downloading required materials. However, it was also stated that the students also use computers for playing different games, listening music sometimes and watching videos. It was also stated that ICT was used in accomplishing different extra-curricular activities like debates, discussion, and song and dance

competition, cultural programmes by students in different occasions and during sports.

- It is stated “shortage of hardware and other materials like computer, printer, camera etc.; Lack of subject/content specific software for classroom deliberation; old computer sets frequently irritate them in working; and lack of basic knowledge and skills of most of the teachers in operating hardware having indifferent attitude of subject teachers are the significant problems for the use of ICT”.
- Furthermore, inadequate number of computer teachers, frequent power cut of electricity supply, less time allotment for students in a slot etc are prevalent problems in the smooth integration of ICT in EMRS.
- The use of ICT in teaching and learning benefits in empowering the students to take the responsibility of learning on their own part. Further, it provides greater opportunity for cooperative and collaborative learning among the learners as well as teachers. It was also quoted “ICT provides diverse learning situations to the teachers as well as students”.

Need of the Study

A recent survey conducted by Indian Council of Social Science Research (ICSSR) as presented in Times of India (2014) has revealed that 75 percent tribal are no more enrolling in schools. The samples of the survey which started in September last year, pictured a grim educational level of the tribal children with 75 per cent drop out of boys in 4th and 5th standards while girls were found not even enrolling in schools, Laya (2003) found that there is a need to strengthen tribal literacy levels by promoting opportunities for reading at the grassroots level. Tribal institutions of secondary education are irrelevant and do not educate. The main reason for this is that the content of education does not take into account their traditional knowledge systems, an understanding of their own environment which is rich in natural resources, relevant skills to provide access and control of their environment and a recognition of their own identify as tribal communities. Mainstream educational institutions tend to create an alienated group of youngsters with few opportunities to use their capacities. There is a need to review the relevance of curriculum and methodologies of education currently in the tribal context. More specifically we need to campaign for a policy, which takes into consecration the learning needs of tribal youth dropouts at the schools and pre university levels. Sujata (1999) found that in language, a little more than one fourth of community schools had achievement mean scores ranging between 20 to 30 percent, while less than 4 percent of them had an achievement mean score of 70 to 76 percent. A lot of research study has been conducted in the field of tribal education. But very few studies conducted on educational statues of children particularly in Odia language in EMRS. Thus, the investigator decided to conduct this study to examine and analyze the educational statues of tribal children studying in EMRSs in Odia language and to find out strengths, concerns and challenges of implementation of EMRS program and draw implications for policy making on education of tribal children.

Statement of the problem

Educational Status of Tribal Children in Ekalavya Model Residential Schools in Odia Language: Strengths, Concerns and Consolidated frame work for advanced Implementation.

Objectives of the present Study

- To assess the educational status of tribal students in Odia language in Class IX at EMRSs, JNV and ST & SC schools.
- To find out the difference in Odia language achievement of tribal students in EMRSs, JNV and ST & SC schools.
- To study the strengths, concerns and challenges of implementation of EMRS programme.

Hypotheses of the Study

- Ho1:- There exists no significant difference in Odia language achievement of tribal students in EMRS and ST & SC schools.
- Ho2:- There exists no significant difference in Odia language achievement of tribal students in EMRS and JNV schools.
- Ho3:- There exists no significant difference in Odia language achievement of tribal students in JNV and ST & Sc schools.

Research Questions

- What is the educational performance of tribal students in EMRSs, ST & SC schools and JNV schools ?
- Which schools tribal students do perform better in Odia Language ?
- What are the strengths of EMRS programme for tribal students ?
- What are the challenges of implementation of EMRS programme for tribal students ?

Methodology

Two EMRSs have been used as sample for the present study for comparing the educational statuses with JNV and SSD schools. Two districts have been selected: one with the highest literacy rate and the other with the lowest literacy rate as per 2011 census (where EMRSs were functional). One EMRS from each of these two districts have been finally selected as the sampled school. For purposes of comparison, two SC & ST schools and one JNV have been selected from the district with lowest literacy rate. Forty teachers and 52 students constitute the sample of the study. Descriptive survey method was used by the investigator.

Tools Used

The tools used for the study is achievement test in Odia language (Class IX) and one language expert and interview schedule for teachers to find out the strengths, concerns and challenges of implementation of EMRS programme. The test is validated by one subject expert.

Findings

- Every year special coaching classes are conducted to prepare students for competitive examinations
- Student's evaluation is continuous and comprehensive and co-curricular activities are also a part of the study evaluation..

- Educational tour was arranged. Education in CBSE pattern with both Hindi and English medium was adopted
- Different activities like debate competition, writing competition etc. were conducted. to develop the competitive spirit among the students.
- Opportunity to improve the moral, physical and mental level of the tribal students. EMRS helped to discover and develop the inner qualities of the students. Hence, in the school, activities like sports and game different cultural activities were organized.
- There was no provision of staff nurse and doctor
- Stipend provided to the students was not enough to compensate the monthly boarding charges.
- Insufficiency of regular teaching and supporting staffs, no facilities for professional coaching, no training programme for teaching staffs were conducted. Students were very weak in English subject
- Teachers were getting very poor salary. No service condition for teachers. No summer vacation was given to teachers.

Conclusion

Challenges for Implementation for EMRS Programme :- It can be concluded that for improving educational status of tribal children in EMRS, Regular teaching and supporting staffs should be appointed immediately. Activities should be arranged to develop the students' Odia Knowledge. Regular pay scale with service condition should be provided to teachers. After every five year promotion policy should be given to the teachers. Adequate TLM should be supplied in each classroom of EMRS.

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