

A Critical Study of Ekalavya Model Residential Schools of Odisha: An Analysis

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Abstract

Indian Constitution in the Article-45 has made provision for free & compulsory education for all children up to the age of 14 years. in Article-46- special provision are made for the development of weaker sections of the people specially SC's & ST's. Systematic & planned efforts were made by Government to achieve & fulfill this commitment. However, even after 69 years of independence the goal of universal elementary education has not been achieved so far. About 10 million children of school going age are not attending elementary schools due to various reasons. The Tribal people of India constitute 8.6% of total Indian population & their literacy is far behind the target and a long term cherished goal. This paper discuss the “**A Critical study of Ekalavya Model Residential Schools of Odisha: An Analysis**” keeping in view the position & quality of education & the Government efforts for universalizing the elementary education. The data for this paper are accumulated form different sources such as 7th **All India School Education Survey-2002**, Survey conducted by NCERT, & State report cards prepared by NUEPA, Delhi etc. Data available at OMTES, ST & SC development department Government of Odisha, SC ST RTI, Odisha. It also include educational parameter at state level are discussed & analyzed to draw the attention of researchers, policy makers, administrators, & educationalist for achieving the target of Odisha Model Tribal Education Society(OMTES) in the state.

KEYWORDS: OMTES, EMRS, Development, Education, Literacy, School, Tribes.

1. INTRODUCTION

1.1 Introduction

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Therefore, all over the world, education has been viewed as an important instrument for all round development of individuals. Education is associated with the quality of life, related to production and national integration. Realising the importance of education for a democratic country, the constitution of India enshrines certain provisions which promise ‘equal opportunity for education’ at all levels, and also guarantee the educational advancement of the scheduled caste and scheduled tribes, because they constitute the ‘core’ among the weaker section of India. The state of Odisha occupies a unique position in the tribal population. According to 2011 census ST's comprises 22.84% of the State Population. Further about 45% of Odisha is classified as scheduled area under scheduled V of the constitution which identifies special privilege for those areas where the majority of the population belongs to ST's.

The tribal in India are called ‘Adibasis’ and constitutionally called scheduled tribes - the original dwellers of the land. They are attached with nature and natural laws of life deeply.

They are fostered with the five great elements– ‘Panchmahabhutas.’ i.e. Earth, Water, Fire, Air and Sky and due to this attachment they are called ‘Adi’ and the original idea of their religion was to be free from these ‘Panchmahabhutas’ or the nature and become ‘Anadi’ [who has no beginning and no end]. Like all the ancient religion of

the world the religion of the Adibasis of India is concerned with natural phenomenon. The earth, the air, the fire, the water, the sky, the sun, the moon stars, rivers, mountains, Storm, trees, animals, etc. are their gods, meaning thereby believe in 'Animism' as 'Anima' or the soul in every natural phenomenon. The Indian sociologist G.S. Ghuriye says that the primitive tribes of India are parts of Hindu social structure. The original meaning of nature worship by the Adivasis is missing. No doubt it has perfection in the realisation of the soul and true religion. Aldous Huxley quotes Wordsworth's – 'Let Nature Be Your Teacher' and he goes on to affirm that.

"One impulse from the vernal wood

Will tell you more of men,

Of moral evil and goods,

Then all the sages can."

(The Perennial Philosophy by Huxley, P – 68)

The tribes are now at different stages of socio-economic development and socio-cultural integration. At one end of the spectrum there are tribes who are at the subsistence level practicing hunting and food gathering with simple and crude technology and on the other hand there are some other tribal groups who have advanced enough to become settled as cultivators and mining and industrial workers. The tribal people who mainly depend upon agriculture, by and large, also practice hunting, fishing, besides animal husbandry and forestry. Their artistic skills are very high quality which is manifested in their house-pattern and decoration, implements and instruments, above all, dance and music. Out of 62 tribes, in Odisha as many as 12 communities viz. , the Jwang , Paudi Bhuinya, Hill Kharia, Mankirdia, Birhor, Lodha, Saura, Dongria Kondha, Kutia kondha and the Bonda have been declared as primitive tribal groups. The tribes are classified on the basis of territory, language, occupation, physical characteristics and cultural contracts. Among them the largest varieties are found in western Odisha. Though the tribal's of Odisha are nearer to the main stream of national life than they were elsewhere in India; some of them live in complete isolation in some hilly areas for ages without any touch of modern life. They are no more left alone to lead an isolated life, but brought within the ambit of massive development activities. It is generally felt that development without education will remain a myth. Pragmatically speaking, the socio-economic development and educational development should be viewed as interdependent, both should, therefore, go hand in hand. Education has assumed a significant part of the very foundation of modern society-an avenue for social mobility, political consciousness and equality of opportunities to all citizens, which call for suitable strategy as urgent and as important as poverty, sickness or unemployment.

So, the tribals have drawn special attention of the Government of India since independence. In order to satisfy the tribal people and in a bid to solve their problems in quick and consolidated manner, states and union territories of Nagaland, Manipur, Tripura, Mizoram and Jharkhand have been created. Various facilities such as establishment of schools, provision of hostels, free supply of dress, reading and writing materials, award of stipends and scholarships, providing coaching classes to the needy children, exemptions from payment of fees in schools and colleges, provision of vocational training, supply of library and science apparatus and essential medicines etc. are provided to the tribal students for their educational development.

By untying the pages of education in Ancient Mahabharata age of India we find a unique personality of a tribal student (Adivasi disciple) having deep constancy towards his teacher (Guru) and the myth asserts i.e. –Dronacharya was the Guru of the Pandava and Kaurava princes. One day a dark-complexioned young boy approached Dronacharya and prostrated before him. Drona lifted him gently and asked him what he could do for him. The boy said, “My Lord, I have come to you to learn archery. Please accept me as your disciple.” Drona appreciated his humility and approach. He looked at him kindly and asked, “Who are you?” the boy replied, “I am Ekalavya, the son of Hisanyodanus, the king of the foresters.” Drona was sad that the boy was not a Kshatriya and belonged to a low caste. He said, “My boy, I cannot accept you as my disciple because I am committed to train the Kshatriya princes only. They will not welcome you.” Ekalavya, disappointed and broken hearted, returned to the forest. Though he was unhappy, he bore note the last ill-will towards Drona. Instead he mentally accepted him as his Guru and made an image of Drona in clay and started worshipping him in the clay image. Every day he would worship this image with great devotion and then practice archery. Soon he became a matchless archer by virtue of his deep devotion to his Guru.

Once the Pandavas and the Kauravas went on a hunting excursion to the forest with the permission of Drona. A servant followed the Pandavas with the items required for hunting. He also took a hunting dog with him. While roaming about in the forest, the dog came near Ekalavya. Seeing his dark colour the dog began to bark aloud. Ekalavya could not resist the temptation to silence it. He sent seven arrows in to the mouth of the barking dog. The arrows were interlaced and woven so skillfully that the dog could not close its mouth. It ran back to the Pandavas. They were very much astonished to see its mouth. Though ashamed of their inferior skill, they were full of praise for the deftness of hand and precision of aim of the one who had shot these arrows. Then they began to search in the forest for that unknown archer. Finally, they found him practicing various difficult feats of archery, in front of his Guru’s image. Seeing that boy, a stranger to them, they enquired who he was, Ekalavya replied, “Oh heroes, I am Ekalavya, the son of the Nishada King Hisanyodanus. Know me to be Drona’s disciple, labouring hard to master the science of archery by my Guru’s grace.” When the Pandavas returned to Hastinapura they told Drona about Ekalavya and his wonderful skill in archery.

However, Arjuna was sad at heart. He was the much loved disciple of Drona. So he approached him privately and said, “You have promised me that no pupil of yours will be my equal in archery. Then is it that this Nishada boy, who claims to be your disciple, is more skillful than me?”

Drona could not even recollect Ekalavya and wondered who the boy was. So he went along with Arjuna to the forest where Ekalavya was living. There he saw Ekalavya with matted locks and dressed in the skin of a leopard. He was ceaselessly shooting arrows. Seeing his Guru, Ekalavya fell full length on the ground. Then he stood before him in great reverence with joined palms. Drona asked him when he became his pupil. Ekalavya then related how he mentally accepted him as his Guru and became his disciple in spite of Drona’s refusal to teach him archery. On hearing the whole story, Drona very unwillingly said, “Oh my boy, if you are really my disciple, give the offering due to a guru.” Ekalavya was pleased on hearing this. He said, “Oh, illustrious one, what shall I give you? Command me. There is nothing that I

cannot offer to my Guru.” Drona hesitatingly said, “Give me your right thumb as the offering.”

Being ever-devoted to his Guru, Ekalavya at once cut off his thumb with a cheerful face and offered it to Drona. Then he again fell at the feet of his Guru and saluted him. Drona and Arjuna walked silently back to Hastinapura.

When Ekalavya again began to shoot with the help of his other fingers he found he lost his former deftness of hand and skill in archery. He had made true his Guru’s declaration that none would equal to Arjuna in archery. And Ekalavya has thus immortalized himself by his extreme devotion to his Guru.

1.2 Rationale of the Study and Statement of the Problem

In the model scenario of tribal education; during the Ninth Five Year Plan period the Government of India, Ministry of Tribal Affairs decided to established 100 model Residential Schools all over the Country under Article 275 (1) of the constitution for imparting quality education to the Tribal students from VI to XII standard and later the Ministry renamed the existing Model residential Schools after ‘Ekalavya’ as Ekalavya Model Residential School (EMRS). Ekalavya was the great tribal archer having personified the exemplary qualities such as undivided focus, extreme concentration, and tremendous expertise in archery and on top of all the supreme devotion to the Guru (teacher), Dronacharya. To inculcate among the present tribal students a sense of pride and to imbibe these exemplary qualities is the sole aim of the Government in the renaming of the School.

Out of 197(as per 2014-15) EMRSs all over India, there are 13 EMRSs in the state of Odisha and the most are found in the concentration of tribal populated districts. These schools started in the state of Odisha from the Academic Session 2000-2001 and onwards in different phases. After careful review of literature the investigator is sure that no study on the status of EMRSs has been conducted yet. Hence the investigator is sanguine to know the beneficial facilities of EMRSs on the multidimensional aspects of the tribal students and the problems to be investigated is stated as—

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1.3 Definition of the Operational Terms:

Ekalavya – The great disciple of the Guru (Teacher) Dronacharya of

Hostinapura of the Mahabharat age.

EMRSs - These are tribal residential schools under Article 275 (I) of the constitution for the children belonging to primitive tribal group and the first generation students. These are founded by the Ministry of Tribal Affairs, government of India; managed and controlled by a registered society, i.e. - ‘Odisha Model Tribal Education Society’ (OMTES) under ST & SC Development department, Government of Odisha.

Residential School- In this school the boarders live in the hostel whole time with free boarding , clothing and other day to day miscellaneous expenditures.

1.4 Objectives:

The following are the objectives of the present study.

1.4.1 To analyze the educational system of Ekalavya Model Residential Schools such as.

1.4.1.1 Overall class room teaching

1.4.1.2 Morning and evening coaching classes.

1.4.2 To survey the Pre- Metric Scholarship (PMS) of the students.

1.4.3 To survey the infrastructure facilities of the Schools.

1.4.4 To survey the sanitation facilities of the schools and hostels.

1.4.5 To know the present status of the teachers and their qualification.

1.4.6 To find out the degree of teacher-student, parent-teacher relationship.

1.4.7 To assert the multidimensional development of the students, such as

1.4.7.1 Scholastic development.

1.4.7.2 Socio Cultural development

1.4.7.3 Athletic development.

1.4.7.4 Aesthetic development.

1.4.7.5 Moral development.

1.5 Scope and limitation of the Study:

The present study has following scope and limitations.

1.5.1 The study will be delimited to 06 EMRS's from different regions of Odisha.

1.5.2 The study will be restricted to the districts of Mayurbhanj, Jajpur, Sundargarh, Gajapati & Rayagada only.

1.5.3 The study will be further confined to standard VI to standard X only.

II. LITERATURE REVIEW

2.1 Importance:

The importance of related literature cannot be denied in any research. Such literature provides the researcher with the foot prints of earlier travelers gone ahead on the same route. They save him or her from the pitfalls and help him in removing the hindrances which are likely to come in his / her way. Hence C.V. Good stated that;

“The orientation provided by the survey of the related research is helpful in making a straight forward statement of need for the investigation avoiding two extreme of an apologetic attitude and exaggerated claims.”

The related literature not only helps the researcher with the work done in the field, but also enables her to perceive the gap and lacuna in the concerned field of research. It is a crucial aspect of planning of the study and the time spent in such a survey is invariably a wise investment. The review of related literature is an exacting task calling for a deep insight and clear cut perspective of the overall field. It is a crucial step which invariable minimizes the risk of the dead ends, rejected topics, rejected studies, wasted efforts, trial and error activity and even more important erroneous findings based on a faulty research design. The review of related literature also promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

Not only does the published literature made by previous investigation, work as an impetus which pushes the investigator into greater and wider applicability of the problems at hand and provide new ideas, theories, explanation or hypotheses but also it helps in locating comparative data useful in interpretation.

Emphasizing the importance of survey of related literature C.V. Good and others mentioned, “The competent physicians must keep constantly abreast of the latest discoveries in the field of medicine. The successful lawyer must be able, readily, to locate the information pertaining to the case in hand.” Obviously the careful students of education, a research scholar, an investigator should become familiar with the location and use of sources of educational information.

Educational deprivation of tribal children is always ascribed to their poverty and the poor material conditions at home. In addition to these household constraints, the learning atmosphere at schools is also not supportive to them. In this section the investigator proposed to review major works on tribals in Odisha.

Dave (1954) has given detailed accounts of Ashram schools and Sevashrams Training Centers in Orissa .The general routine of the Ashram schools has been given along with staff and their pays scales. The details of stipends and scholarships, which the residents get, have also been given. He has discussed literacy among the Gracias. He has also proposed a scheme for education and has suggested imparting industrial and social education.

Patnaik’s (1957) appraisal report deals with the curriculum used in the Ashram schools existing in Orissa. The relative importance of different subjects that are taught in Ashram schools has been measured by way of taking proportion of school-time spent on each subject into consideration.

Vyas (1958) has presented a detailed accounts of ten-years progress of ashram school education in Orissa from **1947-48 to 1957-58**.It contains the history of Ashram schools and the present state of affairs .Another study has stressed certain aspects of Ashram schools which he described essential for a good Ashram school i.e. proper utilization of funds, purity atmosphere, honesty and integrity of the school staff.

Adieshiah and Ramanathan (1974) did their study on the education problems of scheduled tribes in Tamil Nadu which has relevance in Orissa. The aim of their study was 1. To collect reliable and relevant information to assess the types and extent of educational problems of scheduled tribe school and college students, 2. To make an objective evaluation of the government policies for the education of scheduled tribes. 3. To suggest measures to achieve better and quicker results with their implication to the present policy and method of implementation. The study reveals that the literacy rate of scheduled tribe in the state was as 5.19%. The tribal students formed 68.08% of total enrolment at primary, 48.04% at middle. And 95.57% at high school in the selected districts which accounted for 81.86% of the total state population of scheduled tribes. The rate of school attendance seemed to vary inversely with the size of the tribes.

Pande (1983) conducted an empirical study on education of Tribal's in Orissa to understand the usefulness of education in tribal Life and to find out the nature of impediments and hurdles for all Educational programmes meant for tribal people. Some of the major findings were: Majority of teachers felt that the syllabus was not suitable to the daily use of tribal children. Teachers participating in workshops, seminars etc were very poor. There was no regular inspection and supervision of school teaching for schools managed by Harijan and Tribal welfare Department, which created a lot of hindrance in the smooth management. Both teachers and students were of the opinion that the amount of stipend was very low and should be enhanced keeping in view the present condition of the society. With a view to study the usefulness of education into the tribal life in Orissa.

Tribal education cannot achieve its objectives unless it is based on the identification of educational needs, probabilities and problems of the tribal community. Two such studies were made by **Santara Binata (1984) and Raut, P.C. (1985)**. However two approaches were entirely different. While the first study focused on one tribal community, the other brought out the trends, perspectives and educational programmes in tribal education and the formulation of action, strategies in respect of the tribals in Orissa. The latter applied systems analysis for identifications of the constraints on tribal education and tried to present a system approach, model for the improvement of the situation.

Pandy (1985) has conducted a study. The study also focused to find out the nature of impediments and hurdles in the overall educational progress. The major findings of the study were that the community institutions were very rare in the villages. The medical facilities provided for the tribal education were very miserable. The majority of the teachers felt that the syllabus was not framed at par with the daily life. The study also found that the participation of teachers in workshop, seminars etc. were very poor. Moreover the students were of the opinion that the amount of stipend was very low.

Rout (1985) study was aimed to analyze the development of different aspects of educational problems of scheduled tribe students of Orissa since **1947**. The major findings of the study were that there was serious drawback noticed in respect of provision of school facilities. The major causes of drop out were socio-economic, psychological and educational factors. The study also found that the growth of literacy among tribal's was extremely pitiable and the qualification and the standards of teachers were not up to the mark.

Patel (1987) studied academic achievement in relation to cognitive and personality differentials of socially disadvantaged and advantaged secondary school children of Orissa and found that all the three group (viz. SC, ST and the advantaged children) differed significantly in their achievement in academic subjects, intelligence, self-concept , creativity, teacher estimation, linguistic competence and achievement motivation.

Bhargava, S.M. (1989) studied on the educational facilities for the scheduled tribes of Orissa. It was a survey type of study which revealed that educational facilities were better in non-tribal districts than tribal districts, in terms of school building, number of students, and size of class rooms, literary facilities like libraries and physical facilities like black boards.

Mishra (1989) made an attempt to find out the personality patterns and its relationship with academic achievement, educational aspiration and occupational aspiration of SC, ST students studying in Ashram Schools in Orissa and found that school had no significant independent effect on any on the fourteen factors of personality. The academic achievement of the students of non-Ashram school (NAS) was found to be better than that of Ashram Schools. Differences were found only on personality factors E(Obedient VS. Assertive) and F (Sober Vs Enthusiastic) and academic achievement among the different caste groups. Differences between SC and ST group were found only on personality factor E (Obedient VS. Assertive) and academic achievement. Differences between SC and non-SC/ST groups were found only on personality factors F (Sober Vs. Enthusiastic) and academic achievement. Differences between ST and non-SC/ST were found only on personality factor E(Obedient Vs. Assertive) and academic achievement. Scheduled Tribe students were found to be more assertive, self-assured, and independent minded, stern, hostile, solemn, un-conventional, rebellious, head-string and admiration demanding as compared to SC and non-SC/ST students. Scheduled caste students were found to be more talkative, cheerful happy-go-lucky, frank, expressive reflecting the ground, quick and alert than the non-SC/ST students. In academic achievement the non-SC/ST students are high achievers followed by ST and SC students. Interaction affects were found only on personality factors F, H, O2 and academic achievement.

The relationship of personality factors B (Low intelligence Vs. High intelligence) and (Affected by feeling Vs. Emotionally stable) was found to be positively related with academic achievement in case of Ashram School ST students. The Ashram School ST and non-Ashrams School SC students also exhibited positive relationship of personality factor O3 (uncontrolled Vs. Controlled) with academic achievement. Negative relationship of personality factors D (Undemonstrative Vs. Excitable) with academic achievement School ST students. Personality factor O4 (Relaxed vs. Tense) was found to be negatively related with academic achievement in case of Ashram School ST students.

Ekka, E.M.'s (1990) study on “Development of tribal Education in Orissa after independence is a descriptive study which concentrated on issues related to educational facilities, enrolment, literacy, effectiveness of various welfare schemes and the overall educational development of tribes in Orissa”. The study indicated heavy dropout poor alternation and low literacy. The researcher attributes the low level of education of tribal to their inability to derive benefits from various welfare measures planned for improving their education.

Another study in this series by **Tripathy, Prabin Kumar (1991)** is a comparative study of the cognitive functioning affective adjustment and academic achievement of scheduled tribe children attending special ashram schools and integrated upper primary schools in Orissa. The study reveals that the tribal children in integrated schools showed a more field independent cognitive style than the tribal children in tribal schools. No significant difference in terms of academic achievement was found among these three groups.

Das, Achyut's (1991) study on Innovative Education in remote tribal blocks: A search for contents and methods is an innovation which has been carried out through program in Orissa. It is an experiment in development of education, attempting a pattern of education in tribal regions of Orissa with community ownership and participation. The study suggests that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher training programmes conducted on a regular basis, and an effective supervision are helpful in promoting tribal education.

Panda, Bijoy, K. (1995) conducted a sociological study on the tribal schools in the Koraput district of Orissa. The objectives were to study the manifest and latent functions of the schools for tribal children functioning in the Koraput district of Orissa to study the organization of such schools and the impact of these schools on the community. It was found that the classroom interaction was very limited and passive. No special efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards rituals, functions, fairs, festivals and ceremonies relating to the tribal communities.

Pati, S.P. (1996) evaluated primary school curriculum for tribal children of Orissa. The objectives were:

- i. To know whether the prescribed curriculum is false/partly the same or different for the tribal and non-tribal primary school children
- ii. To explore the relevance of the prescribed primary school curriculum for the physical, cultural, mental, social and moral development of the tribal children
- iii. To ascertain whether prescribed curriculum has been prepared according to the needs and interests of the tribal and
- iv. To suggest measures for modifications of the curriculum. It was found that curriculum was same for the tribal and non-tribal primary school children. A significant percentage of teachers were of the view that the curriculum followed for the tribal primary school children had not been prepared according to the age levels of the tribal children. The surrounding environment had not at all been taken into consideration while preparing the curriculum for the tribal children.

Mehendra Kumar Mishra (1996)~ conducted a study on the scheduled tribe Children of Orissa, under the District Primary Education Programme, regarding student and teacher related problems etc. The study revealed that only 12% to 30% tribal children attended schools. The reasons for the mass non- attendance are helping parents at home, teacher's punishment, uncomfortable school environment and lack of positive environment or inspiration.

Pradhan, Nityananda and Panda, Anil Kumar (1996) in a research paper on moral judgment of tribal secondary school children in relation to their gender attempted to study the independent and interactive effects of tribal and non-tribal difference and gender on moral judgment: and examine the attainment of autonomous level of moral judgment of secondary school children. The findings of the study were 1. Tribal children were found to be significantly higher as compared to their non-tribal counterparts on moral stage score 2. There was significant difference between boys and girls on moral judgment. Interaction effect of gender and tribal and non-tribal status was not significant.

Sridhar (1996) described in his study that most of the tribal communities are linguistically heterogeneous in their mother tongue owing to the diverse number of tribal communities present in the country. Sometimes the tribal communities live in such areas where the dominant language is more than one. Hence, the language understanding of the tribal communities may also differ. In this study the study area, Sundargarh district comprises of good number of tribal population. They live in areas where the dominant language is more than one. Along with their tribal lingua franca, they are familiar with another dialect of the state language (Sundargadi or Sambalpuri in this case). This is the reason why they are relatively less vocal and lack sufficient confidence while communicating in the state language. All these factors are the foremost causes behind the weak communication skills amongst the tribal students which further leads to their appalling performance when appraised.

Pathy, M.K. and Khedanga, Umesh, P. (1997) conducted a study on mastery learning in language among tribal children. The objective was to assess the existing levels of language competency among the tribal children based on the language competencies as enlisted in the MLLs document. The study revealed that 77% tribal children were not found competent in language.

Dash, J. (1999) studied trends and problems of higher education of scheduled tribes in Orissa. The objectives were to analyze the development of education of scheduled tribes in an historical perspective; to find out the inequality in enrolment of different communities and to analyze the special facilities available for education of scheduled tribes. The findings showed that due to low enrolment and higher rate of dropout, equality of opportunity in enrolment achieved by scheduled tribes at subsequent stages of education was very low. Representation of scheduled tribes in higher education, universities and technical and professional courses was the lowest. It was revealed that the tribal habitations were greater victims of non-provision of schooling facilities.

Atasi Monhanty (2001) studied about the performance characteristics of a difference between tribal and non-tribal subculture groups on reading, linguistic and class room achievement. The sample comprised of 250 Oriya medium primary school children from the state of Orissa studying in standard 2, 4 and 6. The findings revealed that non-tribal pupils performed better than their tribal counter parts in reading comprehension but the tribal's did better on linguistic tasks. The difference in the performance was attributed to difference in the home environment and exposure to various opportunities for both the groups.

Atasi Mohanty (2003) studied reading and achievement behavior patterns of tribal and non-tribal children: implications for teaching-learning process. This study investigated the performance characteristics and difference between tribal and non-tribal sub-culture groups on reading, Meta linguistic and classroom achievement. The findings revealed that non-tribal children performed better than their tribal counterparts in reading comprehension but the tribal did better on meta-linguistic tasks. The difference in the performance was attributed to differences in the home environment and exposure to various opportunities for both the groups.

The results of the study conducted by **Sinha (2005)** shows that 97% of the tribal girls and their parents do not have favorable attitude towards the education of girls. The descriptive study was conducted by interviewing a random sample of tribal girls between the ages 11 -14 years, their parents and teachers from various tribal villages of Orissa. The study revealed that lack of family support and prevailing negative attitude of parents towards the education of girls are the major constraints of education of girls in the tribal society.

An analysis done by **Pradhan and Pattnaik (2006)** aimed at exploring the quality of education in 142 Ashram Schools which was meant for the tribal students of Koraput district. The prime objective of the study lay at surveying the grass root level realities of these schools Appropriating to variables like teaching-learning process, social and physical environments of school, infrastructure, daily life activities, and teaching work force. The results revealed many problems that tribal students have been facing in the schools which are why they haven't been able to build a strong base for themselves. In the initial years of schooling most of the tribal students of these schools have been facing problems in understanding and/or communicating with their friends and teachers in Odia language. Although this problem reduces considerably in the later years, the learning achievement in English of majority of the tribal students was found to be poor. The schools also lacked teaching-learning materials, particularly science and mathematics equipment. The tribal students also demanded extra coaching in English and Mathematics as they found these subjects difficult to understand. Also students faced problems in learning Hindi and Sanskrit as the schools lacked teachers specializing in these subjects. Hence this study clearly depicts the problems that lead to a weaker base of the tribal students at school which is why they face difficulties in later stages of their career, particularly in tertiary education.

Sailabala Debi, Mahesh, E. (2008) studied Development of Education of Scheduled Tribes in Orissa: The Role of PESA Act. The present study aims at examining the educational status of tribals in a scheduled state viz., Orissa and also makes an attempt to study the role of PESA Act in the development of education of the tribals. The main findings of the study are: i. The literacy rate of male, female and total population of scheduled tribes in the scheduled districts are lower than the non scheduled districts with an exception to the district of Sundergarh. ii. About 27 percent of the habitations with predominantly scheduled tribe population do not have a primary school within a radius of one kilometer. iii. The enrolment in primary schools indicates that girls are generally behind the boys in all types of regions (Scheduled district and non-scheduled district). iv. The percentage of female teachers in the state is much below the required number. Across region the same pattern is observed as it is much below than the state as a whole.

v. The percentage of tribal teachers is only 8.4 percent in the state and only 16

percent in tribal dominate areas. vi. The PESA Act of 1996 after more than a decade does not seem to empower the tribals to realize their basic rights particularly in respect of education and health.

The study of **Debi & Mahesh (2009)** aims at examining the educational status of tribals in Orissa and also makes an attempt to study the role of The Panchayats Extension to Scheduled Areas (PESA) Act, 1996 in the development of education of the tribals. The study analyses the results using (i) Sopher's disparity Index, (ii) Co-efficient of Equality and (ii) Gender parity index. The analysis of the results mainly concentrates to two groups of districts i.e. (i) Scheduled districts (more than 50 % tribal population) and (ii) Non-Scheduled districts (Less than 50% tribal Population). The main findings of the study are: (a) the literacy rate of male, female and total population of scheduled tribes in the scheduled districts is lower than the non scheduled districts with an exception to one of the scheduled districts (Sundergarh). The tribal female literacy rate was found to be as low as 7.5 percent in Malkangiri district (scheduled district), which is really a matter of serious concern; (b) about 27 percent of the habitations with predominantly scheduled tribe population did not have a primary school within a radius of one kilometer; (c) the gender parity index indicates that it is the lowest in the Scheduled Districts and highest in non-scheduled districts. The survival rate (47 percent) of ST children is found to be the lowest when they reach class-V while the same is 65 percent among others; (d) the percentage of tribal teachers is only 8.4 percent in the state and only 16 percent in tribal dominate areas, which are considered to be below the prescribed norm (e) the PESA Act of 1996 after more than a decade does not seem to empower the tribals to realize their basic rights particularly in respect of education, health etc.

Atal Bihari Das (2010) studied Status of Education of Scheduled Tribes in KBK Districts of Orissa. The present study makes an attempt to discuss the issues relating to quantitative and qualitative aspects of growth of elementary education in Orissa with a special reference to the scheduled tribes of KBK districts. The main findings of the study are: i. The literacy rates of male, female and total population of scheduled tribes in the KBK districts are lower in the state. ii. The female literacy rate was found to be the lowest (7.5%) in Malkangiri district (KBK District). iii. About 17 percent of the habitations with predominantly scheduled tribe population do not have a primary school within a radius of one kilometer. iv. The girls in primary schools are generally behind the boys in respect of enrolment. The percentage of out of school is found to be highest in KBK districts in case of both STs and NSTs.

Recently a research study was conducted by Puhan & Malla (2012) in Indian context to study the attitude of tribal parents to the education of their daughters by sampling tribal people from Keonjhar district of Odisha. They posed the research questions: (a) How do tribal parents define the significance of girls' education in Keonjhar district? (b) What type of role they wish to contribute for their daughters' education? (c) What type of role they are now contributing for their daughters' education? (d) What could be possible measures to enhance tribal parents' role for their daughters' education? A total number of 300 tribal parents and 50 literacy workers constituted the sample for the study. Data were collected through descriptive survey method with the help of questionnaires, interview schedule and focus group discussions. The study revealed that majority of parents have favourable attitude toward the education of their daughter. The result of the study showed that 70% of the

tribal parents realize that they are counted as backward session of the society due to lack of proper education.

Almost half of the respondents held that education will help tribal women in giving proper care to their children and also contribute to the economic development of the family.

A study by **Sahu (2013)** highlights the collaboration between government schools and private organizations that aids towards maximum enrolment of tribal children in schools, thus enhancing hope amongst the tribal's regarding a better future for their children. The paper also highlights that the schools are unable to reduce the inequalities amongst students which results out of social inequalities. It revolved around the fact that education is something which would empower the tribal people and quality education would definitely add on to their better future. The study which was conducted in the tribal areas of Sundargarh and Keonjhar suggested that necessary arrangements need to be made in schools to provide basic facilities in schools; more teachers need to be appointed, encouragement to private sectors to participate in strengthening the infrastructure of the government schools. Moreover innovative approaches need to be introduced in order to include more tribal students in school education. Introduction of tribal teachers in the schools will be a better initiative to help more tribal children come forward and enroll in schools. Another important idea that the paper suggests is that government should take initiative to prepare the syllabus texts in tribal language so that tribal children will have an easy access to the text and thus enhance their learning capabilities. The paper concludes that properly and effectively educating the tribal children is a challenge which could be achieved with collective effort of stakeholders of the society which constitute the village community, private organizations, teachers, government functionaries and the people in general. These all initiative will lead to a better environment for the tribal students that would definitely make them ready to face the challenges in times to come. In the later stage of their career they need to be flexible enough to meet the demands of the changing environments and situation. At least through a better education at the primary and secondary level, they could be made ready to communicate and connect with the changing environment and changing people.

SUMMARY OF REVIEW:

The review of available literature related to the focal areas of present study reveals that tribal education, attitude towards education, parent involvement in education, parent-child relationship, child rearing practices, and parenting skill are areas where researches are still actively continuing all over the world. The contributory role of this family related factors to the academic achievement of children do not appear to be well explored, particularly in the context of the education of socially and culturally disadvantaged groups like *adivasis*. Studies in any of these aspects are highly outnumbered in Indian context, and it seems to be a totally unexplored and untapped area of research from an educational perspective. Not even a single study has been reported in Indian context where attempts are made to investigate the role of family related, parent specific factors such as their educational attitude, involvement in children's education, relationship with children, child rearing practice, or parenting skill in the academic achievement of children from a socially deprived group like Scheduled Tribes. The review helped the investigator to identify the issues and challenges arising from numerous research attempts made in the context of providing universal education to all including the most neglected „*adivasis*“. The review has also helped him considerably, in deciding the specific

objectives as well as in the formulation of hypotheses for the current investigation. Decisions regarding the selection and development of the most appropriate tools for data collection, sample and appropriate methodology for executing the present study, and finally the interpretation of results were influenced by the review of related literature.

III. METHOD AND DESIGN OF THE STUDY

3.1 Importance

“Any attempt to classify types of educational research poses a difficult problem. The fact that physically every text book suggests a different system of classification provides convincing evidence that there is no generally accepted scheme. To systematize a method of presentation, some pattern is desirable. At the risk of seeming arbitrary and with recognition of the danger of over-simplification a frame work is suggested that might classify understanding of basic principles of research methodology. It should be noted that the system of classification is not itself but only has value in making the analysis of research process more comprehensible.”

Generally we use Normative Survey, Experimental, Historical and Philosophical Methods in educational research. In the present study the investigator has used the Observation Method & Descriptive Research Method.

3.2 SAMPLING

“In every branch of science we lack the resources to study more than a fragment of the phenomenon that might advance our knowledge.”

In this study through random sampling the investigator has taken six schools from different districts. 120 students, 20 from each school, 48 teachers, and 8 from each school, 24 parents, 4 from each school and 6 Principals from the sample schools are taken under the study. The following schools are sample schools;

- | | |
|-------------------------------|------------------|
| 1. EMRS, Dhanghera, | Dist- Mayurbhanj |
| 2. EMRS, Rampilo, | Dist- Jajpur |
| 3. EMRS, Bhabanipur | Dist- Sundargarh |
| 4. EMRS, Laing (Mandira Dam), | Dist- Sundargarh |
| 5. EMRS, Chandragiri | Dist- Gajapati |
| 6. EMRS, Siriguda | Dist-Rayagada |

3.3 Method of Study

In this study the investigator has used the descriptive research method and Observation Method on the different phenomenon and aspects of the sample schools which are brought under investigation.

3.4 Tools

In Normative Survey Method the investigator needs the help of some tools and techniques to collect data for investigation. Here the investigator has used different information schedules to gather information about the schools i.e.

- Information schedule on infrastructure facilities of EMRS's
- Information schedule for students
- Information schedule for parents/ guardians

- Information schedule for teachers
 - Information schedule for Principals
- And the investigator has used direct observation technique on the multidimensional aspects of the schools.

3.5 Procedure of the Data Collection

The investigator visited the schools taken as samples and met the school authorities. She administered the information schedules on students, teachers, guardians and Principals. Here the direct observation technique was used on the day today activities of Ekalavya School system to collect significant data.

The investigator took into account the following items, i.e.

- The guide lines, office orders, charts supplied by the Govt.
- School reports and records
- School magazines and wall magazines
- Kitchen garden and school garden
- Collection of photo graphs on kitchen garden and school garden
- Sanitation facilities of the hostels
- Infrastructure facilities of schools and hostels
- School result books
- Regularity, punctuality, discipline, cleanliness and sense of responsibility of the students.
- Collection of photo graphs on different cultural activities such as drama, music, dance, drawing and painting.
- Outdoor activities such as games, sports, gardening and other adventure activities.

3.6 Technique

After getting the relevant data the investigator analyses the data only through the percentage calculation.

IV. ANALYSIS AND INTERPRETATION

4.1 Importance

“Analysis of data means categorizing, orderly manipulating and summarizing of data to obtain answer to the research questions, the purpose of analysis is to reduce data of research problem to be studied and stated.”

It involves in breaking up the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. In this study the investigator has analyzed the Ekalavya School system objective wise.

4.2 Classroom & Remedial Teaching:

After careful analysis of the information through schedules and through direct observation of the sample schools it is known that in each school the sanctioned student strength is 420 (from class VI to XII). Each class consists of 60 students and the number of seats of boys and girls is equal (30 each). In all EMRS's the class room teaching is very interesting and satisfactory at the level of students' understanding. Unit tests are conducting regularly and timely. Home work (HW) is given to the students' daily and their copies are corrected properly and minutely. As EMRS's are

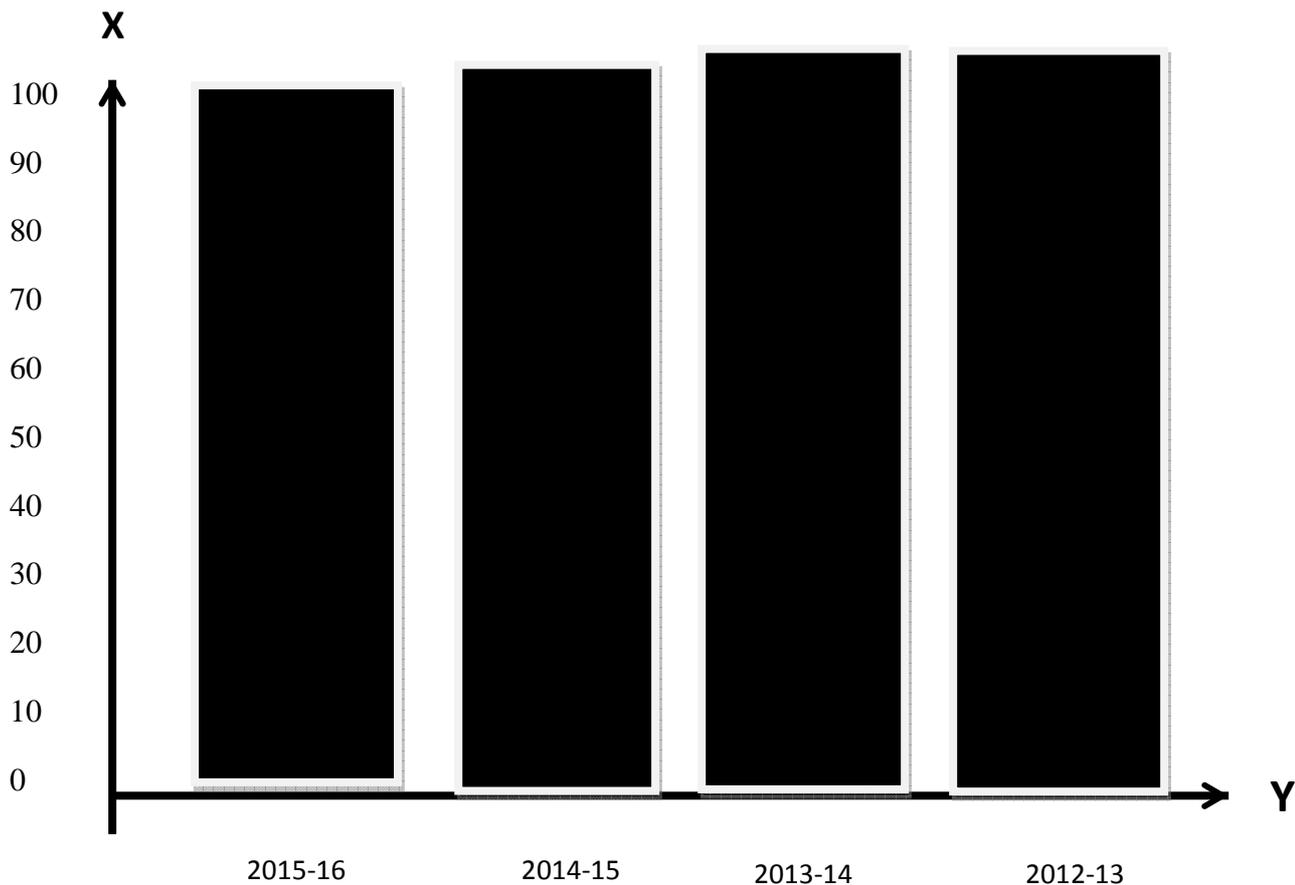
residential, in evening and sometimes in morning remedial classes/ coaching classes are taken by the subject teachers in their respective subjects. In most of the schools the students are less participative in class room teaching. Some teachers opine that most of the students are very shy in nature and sometimes the students face problems to follow the teachers' Language (most of the teachers belong to the coastal belt). Most of the parents view that quality teaching is being imparted in the model schools.

Table-1**(Year wise pass-rate in AHSC examination)****(In Percentage)**

Sl. No	School	Session 2015-16	Session 2014-15	Session 2013-14	Session 2012-13
1	EMRS, Dhanghera Mayurbhanj	100%	97%	84%	96%
2	EMRS, Rampilo Jajpur	100%	98%	100%	98%
3	EMRS, Bhawanipur Sundargarh	100%	100%	98%	100%
4	EMRS, Laing Sundargarh	70%	91%	100%	87%
5	EMRS, Chandragiri Gajapati	89%	85.45%	95%	91%
6	EMRS, Siriguda Rayagada	98%	89%	98%	97%
Average Percentage		92.83%	93.40%	95.83%	94.83%

The Average percentage of the sample Schools

$$\frac{92.83+93.40+95.83+94.83}{4} = 94.22\%$$



Educational session

(Figure No. 1)

The table No-1 and the respective histogram present the matric results of the schools for last four years. From the first session of appearance of the AHSC examination till last educational session the average pass rate of each school is above 90 percentages; the Table No 2 indicates the average percentage of the opinions of teachers, students and guardians in support of better teaching and coaching in EMRS's is 91.55. So these indicate good academic performance of the tribal students which directly signifies better teaching and coaching in EMR Schools.

Table-2

(Opinion in support of better teaching and coaching)

(In Percentage)

SL. No.	School	Teacher	Student	Guardian
1	EMRS,Dhanghera Mayurbhanj	89	95	90
2	EMRS,Rampilo Jajpur	90	90	90
3	EMRS,Bhawanipur Sundargarh	95	85	100

4	EMRS,Laing Sundargarh	95	80	100
5	EMRS,Chandragiri Gajapati	85	90	95
6	EMRS,Siriguda Rayagada	94	95	90
Average Percentage		91.33	89.16	94.16
The Average percentage of the sample schools :				
$\frac{91.33+89.16+94.16}{3} = 91.55\%$				

4.3 Provision of dietary and miscellaneous expenses for boarding

With reference to the Appendix (F), it is evident that The Print Shop the Odisha Model Tribal Education Society (OMTES) Provides Pre Matric Scholarship (PMS) to the boarders per month @ Rs.1070/- for boys and girls. The PMS meets the fooding, clothing (Rs. 2000/-per student), toiletries (Rs. 750/-per student per year) Incidental expenses, reading writing material, School Bags (Rs.1300/- per Student per Year) Co-Curricular Activities Rs. 100000/- per School, Scout & Guide Rs.50,000/- per School & other miscellaneous expenditures. But an extra amount Rs.25/- is given only for girls for toiletries.

Table-3

(Opinion of the students in the support of adequate fooding, clothing, and toiletries)

(In percentage)

S.L. No.	School	Fooding	Clothing	Toiletries
1	EMRS,Dhanghera Mayurbhanj	70	60	90
2	EMRS,Rampilo Jajpur	60	62	92
3	EMRS,Bhawanipur Sundargarh	65	64	85
4	EMRS,Laing Sundargarh	60	63	90
5	EMRS,Chandragiri Gajapati	66	59	90
6	EMRS,Siriguda Rayagada	66	55	90
Average Percentage		64.5	60.5	89.5
The Average percentage of the sample schools				

$$\frac{64.5+60.5+89.5}{3} = 71.50\%$$

Table no 3 indicates that 64.5 percentages of boarders have given their opinion in support of adequate fooding; for clothing and toiletries the percentage is 60.5 and 89.5 respectively. But the average percentage of opinion of boarders in support of adequate amount of PMS in the sample schools is only 71.50 which indicate that all boarders are not satisfied with their fooding, clothing and toiletries or with the amount of the PMS provided.

4.4 Infrastructure facilities of the schools and hostels

Through the direct observation of the sample schools it is found that the construction of buildings of schools, hostels and staff quarters are well designed, attractive and fit for all sessions. It is found that in some schools the quality of construction is very low. The buildings are constructed by the Government agencies like IDCO or OCC or ITDA. After opening of the +2 science stream in all schools the provision of class rooms are having plenty of area, good lighting, ventilation and the furniture are adequate to the students. In some schools glass panes are fitted for admission of better light and in all schools the students look after the class room equipment's and its cleanness. All the schools do not have adequate assembly hall (a big hall) where all the classes of the school can assemble at a time and various co-curricular activities can be organized. In all schools there are not students 'common rooms, reading rooms and library hall, sufficient staff quarters and adequate play grounds. And no school has a dispensary to attend to the minor ailments of students and to provide them first-aid.

In hostels of all schools the rooms are sufficient for the boarders and they are provided utensils, blankets and mosquito nets. Most of the hostels have dormitories, kitchens, store rooms and dining rooms and office rooms and non has students' common room, reading room, guest room, visitors' room, medical room and fuel go downs.

Table-4

(Adequacy of sanitary and hygienic system and infrastructure facilities)

(In percentage)

SL. No.	School	Bathroom And Laboratories	Drinking Water	Ventilation And Cleaning	Infrastructure Of School	Infrastructure Of Hostel
1	EMRS,Dhanghera Mayurbhanj	70	60	90	90	30
2	EMRS,Rampilo Jajpur	75	50	85	95	25

3	EMRS,Bhawanipur Sundargarh	70	40	85	90	25
4	EMRS,Laing Sundargarh	70	50	80	90	30
5	EMRS,Chandragiri Gajapati	70	50	85	90	25
6	EMRS,Siriguda Rayagada	71	50	85	91	25
Average Percentage		71	50	85	91	26.66

The average percentage in sanitary facilities of the sample schools

$$\frac{71.0+50+85}{3} = 68.66\%$$

In table No. 4, taking the remarks of the students and observing the school complex and hostels; 91% positive remarks go to adequate infrastructure facilities of the school, whereas only 26.66% is in support of the infrastructure of the hostels. So it indicates that the infrastructure facilities in the hostels of the sample schools are very negligible.

4.5 Sanitary and Hygienic facilities of the Schools and Hostels

All EMRS are situated in healthy surroundings and well-ventilated areas. The schools are away from unhygienic conditions such as noise, dampness, dust, smoke and others. Some schools are situated in natural surroundings adjacent to the hill, river and forest.

The School building, classrooms, playgrounds and hostels are neat, clean and attractive and conducive to child's natural growth and development. The lavatories and bathrooms in schools and hostels are neat and clean. In some schools the boarders opine that the disinfectants such as bleaching powder and phenyl etc. are not used and utilized regularly in school and hostel lavatories. In hostels, they use dustbins for the waste papers, fruit skins and other waste materials. By direct observation it is found that the borders have good hygienic habits. They do not spit and blow their nose everywhere. Proper use of toilets and urination at proper places are found among the boarders. All of them wear proper, neat uniform at the school time.

The classrooms are well ventilated and the students inhale fresh air, the classrooms are spacious and there is no scope for any type of suffocation. When the natural light is inadequate on cloudy and other such days, artificial lights are arranged in the classrooms. But in most of the schools and hostels, there is not plenty of pure drinking water. In some schools there is not provision of drinking water in the playgrounds and there is not any provision of water filters and water coolers either. Table No. 5 indicates 85 % students give their opinion for adequate ventilation and cleaning, 50% in support of adequate drinking water, 71% in support of adequate bathrooms and lavatories. The average percentage of sanitary facilities of the sample schools is 68.66%.

4.6 Status of the Teaching staff

The recruitment of the teaching staff in all EMRSs is made by Orissa Model Tribal Education Society (OMTES) Selection board. They are selected through career assessment and facing interview by a group of subject experts. The nature of the service of the staff is contractual and on consolidated basis. A Trained Graduate Teacher (TGT) usually gets Rs. 13500/- initially.

Through the information schedules of the teachers and through direct observation, it is found that the teaching staffs have mastery in their respective subject. All are energetic spirited in working.

Table-5
(Teachers qualification)
(In Percentage)

Sl No.	School	Required Qualification	Low Qualification	High Qualification
1	EMRS,Dhanghera Mayurbhanj	00	00	100
2	EMRS,Rampilo Jajpur	00	00	100
3	EMRS,Bhawanipur Sundargarh	10	00	90
4	EMRS,Laing Sundargarh	00	00	100
5	EMRS,Chandragiri Gajapati	5	00	95
6	EMRS,Siriguda Rayagada	5	00	95
Average Percentage		3.33	0	96.66

Table No. 5 indicates the qualification of the teaching staff. Most of the teachers have the qualification of Master Degree and above, even some of them have a doctoral degree to their credit. 96.66% of the teachers are highly qualified, none of them are found in low qualification and only 3.33% have the exact required qualification.

4.7 Teacher -Taught and Parent-teacher Relationship

As EMRS's are residential in nature and after careful observation of the sample schools and information schedules it highly signifies that the teacher student relationship is homely, lovely, friendly and cordial. The environment of the schools is like the peaceful family atmosphere and the atmosphere is that of an Ashram or hermitage. There exists intimacy, closeness, and lively contact between the teachers and taught. The teachers are crystal nucleus and the loving centers in the lives of the students. They are examples before the students and they take up the tasks with a spirit of dedication and ardent serviceable urge towards the pupils. Most of the teachers are extremely sympathetic, tolerant, considerate and loving to the students.

Similarly, there is found much regard, devotion and reverence of the student's towards their teachers. The teachers are like mother and father to the students. The students discuss with their teachers taking their day to day problem and get solutions. Most of the students belong to below poverty line, primitive tribal groups and the first generations. They get life spirit and inspiration from their teachers from classroom to world rooms.

In each quarter, guardians' meeting is called in the school; in the meeting discussion are made among teachers, parents, and Principal regarding the development of the school and students. There is close relationship between parent and teachers. The parents feel the teachers as their family members. They give respect and obey the teachers' advice. The teachers also personally contact the parents regarding the problems of the child. However sometimes they go to student's home to study the family background of the child and also understand the child. In some class, the parents invite the teachers to their family festivals.

Table-6
(Sound Relationship between teachers and students)
(In Percentage)

Sl No.	School	Teacher	Parents	Students	Observation
1	EMRS,Dhanghera Mayurbhanj	89	95	90	95
2	EMRS,Rampilo Jajpur	88	94	90	90
3	EMRS,Bhawanipur Sundargarh	84	85	85	90
4	EMRS,Laing Sundargarh	82	84	89	90
5	EMRS,Chandragiri Gajapati	85	90	90	92
6	EMRS,Siriguda Rayagada	83	92	90	90
Average Percentage		85.16	90	89	91.16
Average Percentage of sound relationship between teacher and taught of the sample Schools					
$\frac{85.16+90+89+91.16}{4} = 88.83\%$					

Table No.6 indicates the opinion of teachers, parents, students and self-observations of the investigator regarding the sound relationship between the teachers and taught. The average percentage of opinion is 88.83%, which asserts a sound relationship between teachers and students.

4.8 The Multidimensional Development of the Students

By the direct observation of the schools and analysis of the information schedules it is

evident that the time table of the sample schools is so divided as to allocate sufficient time for various activities such as teaching, gardening, kitchen garden, sports, cultural activities and other extracurricular activities so as to ensure all round development of the borders. Special attention is given to the students for their scholastic development. For doubt clearing remedial coaching classes is taken. Special care an attention are given by the subject teacher to the superior and gifted children, those whose who are appearing the scholarship examinations like NTS, NRTS etc.

By observing the examination records of the schools it is found that of the examinees get scholarship in class VII and a few others in class X. In the class examinations the average percentage of scoring is satisfactory in most of the schools. Some show extraordinary achievements e.g. Appendix-G (A copy of the answer sheet in English, Class VII) may be referred for excellence of scholastic development. In School magazines (Appendix-K) and Well magazines they are found creative in Odia, Hindi, English and their folk language. The student of the sample school show keen interest in socio-cultural activities, they organize different activities like dream, one-act play, dance, and song in the observation of National days, Annual Days, and other observational days of the school.

They also participate in different competitions like Debate, Song, Dance, Quiz, Jhota, and other literary items. The worship of God and Goddess like in **Ganesh Puja & Saraswati Puja** in the school is very amazing and interesting. In their decorations, they bring the natural scene which very much represents the beauties and bounties of nature.

In outdoor life the student participate in camps of different adventurous activities like river swimming, boating, rock-climbing and mountain climbing etc.

In those camps, the students of EMRS show better performance at national level. After school hour's different games are played under the guidance and supervision of the P.E.T. Games like Volleyball, Football, Hokey, Cricket and Badminton etc. are played by the boys. Most of the girl student plays Basketball, Hokey, Badminton etc. In some schools, athletic items are practiced like running, Jumping, Disc-throwing, hammer or weight-throwing etc.

In most of the sample school the P.E.T of the respective schools practice Yoga exercises in the early morning in open air fields, which are helpful for their health and development. In some schools, the student displays combined yoga exercises in different postures on the culture days or observational days.

The students perform better in art and athletic like drawing, painting, cardboard modeling, clay- modeling and different models using thermo cols. The art and paintings of the students are most lively.

Gardening is found as the best hobby of student in all schools. At the leisure time, Gardening period and out of school times they devote much attention to decorate their gardens. In some school they decorate the garden by different flower plants, decorative plants and develop green grass lawn, which draws the attention of everyone.

Amusing and attractive gardens of the school add to the scenic beauty of the campus. The students practice meditation in the early morning after leaving the

bed. In both morning and evening prayer they recite the universal prayers and Vedic hymns (Appendix –H). Daily new quotations relating to moral sayings of great men are displayed on the school and hostel display boards (Appendix-I) for the moral development of the students.

Table No-7
(Aesthetic Development of the Students)
(In Percentage)

SI No.	School	Dance	Song	Art	Yoga	Game	Athletic
1	EMRS,Dhanghera Mayurbhanj	40	30	20	70	50	20
2	EMRS,Rampilo Jajpur	52	29	17	62	55	25
3	EMRS,Bhawanipur Sundargarh	48	35	25	50	52	28
4	EMRS,Laing Sundargarh	50	25	30	55	56	20
5	EMRS,Chandragiri Gajapati	55	36	40	65	50	22
6	EMRS,Siriguda Rayagada	54	35	35	60	55	26
Average Percentage		49.83	31.66	27.83	60.33	53	23.5
Average Percentage in Aesthetic Development (Dance, Song, & Art) of the Students							
$\frac{49.83+31.66+27.83}{3} = 36.44\%$							

In Table No.7 the year average percentage of sample school in aesthetic development is 36.44%, in Yoga 60.33%, in Games 53% and in Athletics 23.5%, which signifies miserable indication in the their aesthetic, yoga , game and their athletic activities.

Since all the EMRS are residential in nature , the boarders give their time in kitchen garden and plantation under the guidance of the agriculture teacher .They develop different seasonal green vegetable and different variety of leaves in their kitchen garden. Herbal plantations are done in some schools, which are useful in our day to day life.

V. FINDING, CONCLUSION, EDUCATIONAL EMPLCATION AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Findings of the Study

After a analyzing and interpreting the data, the followings findings of the study are found;

- 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-Matric 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 are highly qualified and have mastery in their content areas.
- All teaching staffs are 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.

5.2 Conclusion

Under Article 275(1) of the Constitution, the Ministry of Tribal Affairs provides Grant- in Aid uniformly to all EMRSs of India. But uniform management is not going on in all EMRSs. It varies from state to state. Recently the Ministry had organized a workshop on 22nd and 23rd Sept. 2008 in Hour, Krishnagiri district, Tamilnadu to discuss and review the p[performance of EMRSs running in the country. From the workshop it is known that the states like Maharastra, Chhatisgarh, Andhra Pradesh, Tripura and Tamilnadu, the service of the teaching staff is regular. Some states give high remunerations like Rs. 32000/-, Rs.36000/-, Rs. 40000/- in Maharashtra, Gujarat, Madhya Pradesh and Mizoram respectively. In Maharashtra the amount of PMS per boarder is Rs. 1250/-per month for each. But in the State of Orissa the OMTES gives teachers consolidated pay of Rs. 13,500/- per month which affects the mental states of the teachers and the PMS of the boarders is only Rs. 1070/- per month which is inadequate for their food, clothing and other miscellaneous expenses.

So it is better that the EMRSs should be managed by Ministry of Tribal Affairs, Government of India, in uniform pattern for further development of the EMRSs of Orissa.

5.3 Educational Implications

The educational implications of the study may be summed up as follows:

- “Building are to education as body is to the mind”. Poor buildings hinder in popularizing education. The nice buildings of EMRSs have psychological effect on the minds of the children.
- Good nutrition is vital for physical and emotional wellbeing. It gives us the vigour and stamina we need both to carry on and to enjoy our daily activities. The following table shows the balanced diet needed by the adolescence.

Table No-8
(Balance Diet for Adolescents)

SI No.	Type of Food	BOYS				GIRLS	
		13 to15 yrs.		16 to 18 yrs.		13 to 18yrs.	
		Veg. Gms	N-Veg Gms	Veg. Gms	N-Veg Gms	Veg Gms	N-Veg Gms
1	Cereals	430	430	450	450	350	350
2	Pulses	70	70	50	50	70	50
3	Green Leafy Vegegables	100	100	100	100	150	150
4	Others	75	75	75	75	75	75
5	Root & Tubers	75	75	100	100	75	75
6	Fruits	30	30	30	30	30	30
7	Milk	250	150	250	150	250	150
8	Fats & Oils	35	40	45	30	35	40
9	Meat & Fish	-----	30	----	30	----	30
10	Eggs	-----	30	----	30	----	30
11	Sugar & Jaggery	30	30	40	40	30	30
12	Ground Nut	----	----	50	50	----	----

(Sources : Rao, M.V.R; Board to Good Nutrition)

- By comparing the diet chart supplied by the State Government with above balance diet chart for the adolescent, it is evident that the diet chart of the boarders should be improved and more amount of PM should be provided by the OMTES.

- The secondary Education Commission recommends that with a view to establish personal contact between the teacher and the taught and to exert a wholesome influence on the pupil, the optimum number of students that should be admitted to any class should be 30 and the maximum should not exceed 40. But in the guidelines of the setting up Tribal residential schools there will have 60 students in each class. So, for more development of the teaching process in EMRSs each class should be divided into 2 sections.
- As EMRSs are residential in nature, whatever possible husband-wife teams should be posted. That will ensure high participation by such teachers in school education.
- The residential nature of the EMRS would help to develop human relationship, homely environment, comradeship, brotherly feeling, clean and healthy living, qualities of citizenship and civic life and social understanding etc. among primitive tribal boarders.
- Provision should be made for plentiful supply of pure drinking water inside the hostel building, school building and on the playground. If good drinking water is not available the health of children will suffer. It is better to have water pumps and water coolers.
- There must be required lavatory accommodation. Lack of proper lavatory accommodation is injurious not only in its direct effects but in its ultimate tendencies. The cleaning and washing of the lavatories or urinals must be done daily.
- Required furniture and study equipment should be provided to the boarders for better study environment.
- Mathematics, languages and social studies laboratories should be developed in the schools.
- Required sports and games articles should be provided to the students for better practice, & yogic exercises should be encouraged among the students for their better health.
- School assembly Hall should be constructed, which can serve as a focusing centre of all forms of extra- curricular life.
- The junior division of National Cadet Corps (NCC) should be introduced in all schools to provide service training to young men and women as to stimulate interest in the defence of the country.
- For social service training, Boy Scout, girls guide should be launched.
- Study tours and school excursions should be arranged to avail opportunities for sense perception, exploration and raw experiences.
- Students should be encouraged in dancing (Local folk dance etc.) and aesthetic development and future prospects in their occupation.

5.4 Suggestion for Further Studies

The suggestion for further studies is as follows

- A study may be undertaken to find the status of EMRS of Orissa from Upper Primary to Higher Secondary level.
- A similar study may be conducted to find out the status of EMRSs in India.
- Teaching of Odia Language in Ekalavya Model Residential School's of Odisha: An Analysis.

- Teaching of English Language in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Hindi/Sanskrit Language in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Social Science in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Physical Science in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Biological Science in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Mathematics in Ekalavya Model Residential School's of Odisha: An Analysis.
- Teaching of Computer Science in Ekalavya Model Residential School's of Odisha: An Analysis.
- A comparative study may be conducted with EMRS of the other states.
- A study may be undertaken comparing the status and provisions of other residential schools like Jawahar Navodaya Vidyalaya (JNV) and other state residential schools like Ashram School, Kanyashram, Sevashram etc.

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