First Status Report 2018-19

Compiled By:

**ANWESHA
Concurrent Monitoring & Evaluation (ACME) Cell,
SCSTRTI, Bhubaneswar**

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Executive Summary:

Urban Education Programme-Anwesha

Urban Education Programme 'ANWESHA' is a pioneering initiative of the State Government for providing quality education to ST and SC students in best of educational institutions to nurture their inherent talent and expose them to spirit of competitiveness and excellence so that they prove themselves in their future life. The innovative scheme was launched in the year 2015-16.

By the end of 2018-19a total of 17975 students have been enrolled in 169 schools located in 17 operational districts such as Koraput, Malkangiri, Nabarangpur, Rayagada, Kalahandi, Ganjam, Gajapati, Kandhamal, Nuapada, Sambalpur, Bolangir, Baragarh, Sundargarh, Mayurbhanj, Keonjhar, Deogarh, and Angul.

Anwesha Concurrent Monitoring and Evaluation (ACME) Cell

In the four years of the operation of Anwesha scheme some bottlenecks were observed in proper implementation of the scheme. It was felt necessary to have a concurrent and independent monitoring system not only to oversee its functioning, collect relevant data, find grey areas and suggest remedial measures but also to ensure proper implementation of the scheme.

Accordingly, Anwesha Concurrent Monitoring and Evaluation (ACME) Cell was formed in the year 2018-19 with following organization structure. At the central level there is a state office with one State Co-ordinator and one Programmer. The entire operational area comprising of 17 districts is divided into four zones with one Zone Co-ordinator for each zone and the zone co-ordinator functions from the DWO office of a centrally located district.

In the first month of its operation ACME Cell prepared a data base of Anwesha students, Schools and hostels and had the following observations.

Grey areas

- Anwesha students do not have pre-primary education as that of their urban counterparts.
- They are admitted to school in July-August where as their urban counterparts join in March-April
- Reputed public schools do not admit Anwesha students. For which, district administration is forced to select second grade schools floated in near past or just a year before without affiliation or track record.
- Reputed schools which admit Anwesha students, with much reluctance, take an upper hand in all matters and show a step-motherly attitude.
- Either communication gap or misinterpretation of the guidelines or compulsion to achieve the targets, schools are selected going against the spirit of the scheme.

Suggestions

- Facility for providing pre-primary education should be created in Ashram schools.

- Instead of lottery system a proper procedure of selection of candidates for Anwesha be adopted. The bright students of pre-primary classes of Ashram schools should be nominated for Anwesha and rest should be admitted in the class-I of the same school.

- The number of students to be admitted every year should not be imposed on the districts. It should depend upon the eligible candidates nominated by ashram schools of each district.

- District authorities should be clearly instructed to select English medium schools affiliated to CBSE with proven academic track record.

- Admission of Anwesha students should be completed in March

- The provision of allowing day scholars under Anwesha scheme should be avoided

- To overcome the challenges faced due to reluctance of reputed Public Schools to admit Anwesha students, a mega infrastructure of its own or in partnership with any NGO can be created at Bhubaneswar by the government to provide quality education and accommodation of exceptional standard to selected Anwesha students.

Contents

1.Introduction

According to Census-2011 Odisha has the largest number of tribes as compared to other states of India. Out of 635 tribes of India, 62 are found in Odisha with13 Particularly Vulnerable Tribal groups (PVTG). There are 93 SC communities in the state. The ST and SC population constitute about 39.9% of the state's population. ST represents 22.85% while SC 17.13%.If we take a look at the education of such groups, as against 72.99 total literacy rate and 58.96 tribal literacy rate of India, tribal Literacy rate of Odisha is just 52.24. Similarly, SC Literacy rate of Odisha, which is 69.02is also less than the total literacy rate of India.Thus, in terms of education these communities in Odisha are lagging behind the national literacy rates.

It is an uncontested fact that education, through advancement of capacity, is a means to eradication of poverty, adding quality to life and bringing about overall economic prosperity of the country. It is the one of the mediums to bridge the gap of inequality. Accordingly, governments both at the centre and the state have been laying much emphasis on the education of the backward communities to make them at par with others. Odisha, being the house to a large number of ST/SC communities of India, has taken several steps to address the educational backwardness of these communities out of which Urban Education Programme 'ANWESHA' is one.

1.1 Urban Education Programme ANWESHA

Urban Education Programme 'ANWESHA' is a pioneering initiative of the State Government for providing quality education to ST and SC students in best of educational institutions to nurture their inherent talent and expose them to spirit of competitiveness and excellence so that they prove themselves in their future life. There are many ST/SC parents who have aspirations to get their children educated in best of the urban schools but are deprived due to their socio-economic condition and unaffordable cost of education. So, to fulfil the aspiration of such parents and provide best of educational opportunities to their wards, the Govt. in ST & SC Development Department in partnership with urban educational institutions has initiated this scheme named"Scheme for providing quality education to ST & SC students in partnership with urban educational institutions" popularly called "Anwesha". The innovative scheme was launched in the year 2015-16 adding a new dimension to educational development of backward communities inOdisha.

1.1.1 The details of the scheme:

- Name of the scheme is "Scheme for providing quality education to ST & SC students in partnership with urban educational institutions". In short it is Urban Education Programme and popularly named and referred here in after as 'ANWESHA'.

- The broad objective of the scheme is to create best educational opportunities to the students coming from the lower economic rung of ST/SC communities by admitting them into the best of public schools in urban areas.

- Duration of the scheme is 5 years (FY 2015-16 till 2019-20).

- The cost of the scheme is revised to Rs. 35345.2 lakh from existing Rs. 31916.6 lakh (As per revised EFC memorandum).

- Every year about 5000 students belonging to ST and SC communitiesfrom the state of Odisha in the ratio of 70:30 would be admitted into standard-I.

- Candidates would be selected through a lottery system by district level committees under the chairmanship of respective collectors.

- It would include both boys and girls in the ratio 50:50.

- They would be admitted in best of public schools located in urban areas.

- They would be provided free lodging and boarding facilities by the government.

- The entire cost of their education like tuition fees, uniforms, books, study materials, post school tutoring and transportation to schooland back would be borne by government.

- The schools under the scheme would be selected and empanelled by the district level committee based on the criteria such as recognition of school, availability of infrastructure, qualified teachers, student teacher ratio, academic performance etc.

- The students admitted under the scheme would be provided education till completion of class-XII.

By the end of 2018-19 a total of 17975 students have been enrolled in 169 schools located in 17 operational districts such as Koraput, Malkangiri,

Nabarangpur, Rayagada, Kalahandi, Ganjam, Gajapati, Kandhamal, Nuapada, Sambalpur, Bolangir, Baragarh, Sundargarh, Mayurbhanj, Keonjhar, Deogarh, and Angul.

1.2 Genesis of ACME Cell

In the mean while four years have passed since inception of the Anwesha scheme. It has been observed during these years that:

- Children enrolled under the scheme are in the age group of 5 to 7 years.
- They are from ST/SC communities having no exposure to urban conditions.
- They do not have pre-primary education as that of other students admitted into standard-I.
- Hostels have their own limitation, as compared to parents, in creating an atmosphere of love and affection which is very much essential for the upbringing of a child.
- It is difficult on the part of one tutor appointed to provide educational support to 50 Anwesha students to substitute the educated parents, particularly the mother who is ever prepared to attend to all the needs of her child including the educational support.
- The funds allotted for the purpose by the government and its proper utilization is also a great opportunity and challenge.

Children from backward communities without pre-primary education are admitted into class-I and exposed to an educational environment which is completely alien to them. It is needless to mention that pre-primary education helps the child to develop his/her cognitive skills and ensures physical, mental, emotional and cultural growth of the child. He/she learns how to adjust with his/her peers and interact with outsiders. Above all it introduces the child to a school-type environment and provides a bridge between home and school-based atmosphere.But, admitting them directly into class-I without pre-primary education they are forced to compete with urban children who not only have undergone pre-primary education but also have by their side aware and educated parents to extend continuous hand holding to them in preparing their lessons. It goes without saying that these urban students carry with them the vanity of their elite parents to school campus. On the other hand, Anwesha children in the age group of 5 to 7 years are staying in a hostel under the guidance of a tutor and hostel superintendent who are expected to play the role of able and caring parents and make both ends meet within the limits of the funds allotted by government.

It is quite evident that there is a wide gap between the children admitted under Anwesha scheme and their urban counterparts. They are put in the same school and same class room in which they undertake their studies with such a huge uneven field. It is quite natural to apprehend that this uneven competition may lead to formation of inferiority complex among the Anwesha children and defeat the very purpose for which the dream scheme was launched.

For these reasons, keeping the gravity of the problem in mind, it was felt imperative that in addition to the existing setup of reporting mechanism an independent monitoring and evaluation system should be in place. Therefore, the ST&SC Development Department has established the Anwesha Concurrent Monitoring and Evaluation (ACME) Cell in SCSTRTI. The intention of adding one more monitoring system is loud and clear. The government is not limiting its concern to just fact finding and taking remedial measures on the basis of suggestions generated from analysis of facts butwants some proactive measures to ensure that the scheme delivers in an effective manner.

1.3 Objectives of ACME Cell

Accordingly, to address the requirement of the situation the following broad objectives are set before the ACME Cell.

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.
- To sensitise the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme
- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarder students.
- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarder students enrolled in the scheme
- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarder students
- To map the learning outcomes of the students enrolled

1.4 Organisation of ACME Cell

At the central level there is a state office with one State Co-ordinator and one Programmer.The entire operational area comprising of 17 districts is divided into four zones with one zone co-ordinator for each zone. The four zones comprise of the following districts and the zone co-ordinator functions from the DWO office of a centrally located district as mentioned below:

Baragarh, Bolangir, Sambalpur & Sundergarh

Zone Co-ordinator's office: DWO office Sambalpur

Mayurbhanj, Keonjhar, Angul & Deogarh

Zone Co-ordinator's office: DWO office Mayurbhanja

Koraput, Nawarangpur, Malkangiri & Rayagda

Zone Co-ordinator's office: DWO office Koraput

Nuapada, Kalahandi, Kandamal, Ganjam & Gajapati

Zone Co-ordinator's office: DWO office Kalahandi

1.4.1 Roles and Responsibilities of State Co-ordinator:

- Overall co-ordination of Anwesha Programme.
- Preparation of Annual budget.
- Development of guidelines, monitoring parameters and reporting formats.
- Guide and Supervise Zone Co-ordinators.
- Guide the programmer.
- Drafting of project report based upon findings by the Monitoring team.
- Visit hostels/schools under the programme.
- Any other work assigned by the Director, SCSTRTI & Special Secretary to Government relevant to the programme.

1.4.2 Roles and Responsibilities of Programmer:

- Assist State Co-ordinator in achieving the objectives of the ACME Cell.
- Develop programmes for data entry, processing, multivariate analysis, data base management, retrieving and report generation. Maintain the data base, prepare the web-based format for online data transmission.
- Manage and modify the programme as per requirement of the project.
- Prepare a dash board monitoring system for monitoring school wise, hostel wise information relating to academic performance, accommodation, mess facility, wellbeing, safety &security etc. of boarders/students.
- Prepare individual data base of all boarders/ students.
- Should have constant touch with all zone coordinators, ensure and help them in information generation, documentation and timely updating of information through web site.
- Any other relevant work assigned by the State Co-Ordinator.

1.4.3 Roles and Responsibilities of Zone Co-ordinator:

- Support the state team in achieving the objective of ACME Cell.

- Monitor, supervise and visit the Anwesha schools/ hostels under his/her jurisdiction, properly analyze& collate the information in the shape of a report following the format to be developed by the State Coordinator and submit the same on time.

- Remain in constant touch with District Collectors of assigned Districts, DWOs, WEOs, CI/DI of schools, school/hostel functionaries and Anwesha students.

- Generate and analyze different information, organize data for reporting & retrieval and bringing out discrepancies if any etc.

- Timely furnishing of relevant information, generated by him/her or required by State coordinator

- Any other work assigned by State Co-ordinator relevant to the programme

1.5 Monitoring System

Monitoring is the primary work of the ACME Cell. It not only generates data for the creation of database and evaluation but also helps in ensuring the desired action at implementation level. It is a fact that persons at ground level are so engrossed with their work that they need to be pursued to comply the reporting formats. Besides, a person from the cell at ground level who is not a part of the implementation team is expected to have an open mind, perception from another angle, independent view and justify the 'concurrent monitoring' objective of the cell. So, the following monitoring system has been put in place.

1.5.1 At zone level

- Zone Co-ordinators will be the main medium of monitoring at the zone level, though State Co-ordinator and his team will undertake sample visits to four schools and four hostels each month. The monitoring at zone level will be in the following manner.

- Zone Co-ordinator of ACME Cell will be in direct personal contact with the functionaries at ground level so that the loose ends can be tightened wherever observed for effective implementation of ANWESHA scheme. He should be in personal contact with District Collector, DWOs and WEOs, CI & DI of schools, Hostel Superintendent and other staffs of hostel including the tutor, School principal/headmaster and teachers and above all the small children enrolled under Anwesha scheme.

- He will visit 4 schools and 4 hostels every week, preferably accompanied by WEO, and collect required data, make physical verification of prescribed facilities, talk to boarders and all functionaries of hostel and school.

- He will compile the collected data as per the format given and send it to state office at SCSTRTI.
- In addition to collection of data to be provided to state level office of ACME Cell, he will play the role of a motivator for the persons who are responsible for proper functioning of the scheme at ground level and act as a change agent.
- He will ensure that monthly report in prescribed format is sent to the state office of ACME Cell by DWOs of districts under his jurisdiction.

1.5.2 At Central level

The state level office situated at SCSTRTI will be in overall charge of Co-ordinating the activities of ACME cell. It shall plan and ensure its effective implementation at Zone level. State Co-ordinator shall visit 4 schools and 4 hostels every month. The state level office will

- develop guidelines for all its functionaries
- develop indicators/parameters for capturing data from ground level
- develop reporting formats for online reporting by DWOs and Zone Coordinators
- compile data received every month from the ground level on the identified indicators/parameters
- Analyse and compare the data received from Zone Co-ordinators and DWOs
- generate reports every three months (quarterly basis)to be submitted to government and to district level, for required follow up action at their end. However, in case of urgency report shall be prepared on vulnerable areas as and when needed

1.6 Proposed activities of ACME Cell for the year 2019-20

Sl. No.	Name of Activities	Time-line of Activities
1	Recruitment and Selection of State Co-ordinator	By the end of March, 2019
2	Selection and placement of Programmer, Programme Assistant and Zone Co-ordinators.	17th June, 2019
3	Preparation of Tools for collection of information from the Hostels, Institution where the students are admitted and the Students enrolled. Also, finalization of the Development Indicators that need to be	20th June 2019

	monitored on concurrent basis.	
4	Visit to all the Hostels & Schools where the children are residing/admitted under Anwesha. Collection of Base Line information of all the institutions where students are enrolled, where they are staying and prepare a Base Line Report. (Generation of 1st Status Report)	31.07.2019
5	Creation of Data Base of all the students enrolled by way of collection of information through the DWOs/Zone co-ordinators and compilation of a report	15.08.2019
6	Visit to Schools/Hostels by State Co-ordinator (Four Schools and Four Hostels every month) Monthly Visit Report of the State Coordinator	Starting from July onwards and the report needs to be submitted by the 5th of every month for the preceding month
7	Visit to Schools/Hostels by Zone Co-ordinators (Four Schools and Four Hostels every week) Monthly Visit Report of the Zone Coordinator	Starting from July onwards and the report needs to be submitted by the 5th of every month for the preceding month
8	Collection of Monthly information about students, hostel and schools and updating those by the CELL to be collected through the DWOs	5thof every month for the preceding month
9	Submission of a quarterly report to Government indicating the status of functioning of all the Hostels and Schools and the recommendations to fill up the gap/grey areas (Generation of Quarterly Report)	25th of every month succeeding the quarter (July, October, January & April)
10	Submission of Annual Activity Report with Action Plan for next Academic Year.	30.04.2020

1.7 Tasks accomplished

Since inception of the Anwesha Concurrent Monitoring and Evaluation Cell the following activities have been undertaken

1.7.1 Joining by incumbents

As the proposed ACME Cell was to be given shape and its modalities of functioning was to be chalked out, before appointing other functionaries of the cell, the person to head the cell, the State Co-ordinator was appointed. He interacted with the persons in charge of the scheme at planning & policy framing level and persons at

implementation level, developed indicators for data collection, designed reporting formats for collection of data and prepared the road map the functioning of the cell. Under his supervision the rest of the functionaries of the cell were appointed.

Sl. No.	Incumbent	Date of Joining
1	State Co-ordinator	01.04.2019
2	Programmer	26.06.2019
3	Zone Co-ordinator, Mayurbhanj	01.07.2019
4	Zone Co-ordinator, Sambalpur	01.07.2019
5	Zone Co-ordinator, Kandhamal	06.07.2019
6	Zone Co-ordinator, Koraput	16.07.2019

1.7.2 Activities undertaken

The following activities have been under taken by the cell until generation of this report.

- A meeting was held for finalisation of modalities of functioning ACME Cell under the chairmanship of Director & Spl. Secy., SCSTRTI in presence of Addl. Secy., Joint Secy., Dy. Secy., ST & SC Development Department, Dy. Director, SCSTRTI, Senior Consultant HSMU and State Co-ordinator, ACME Cell.

- Three formats were designed in excel sheet for collection of a) Student Information b) Student Performance c) School and Hostel Monitoring

- Zone Co-ordinators were given an induction training to acquaint them with the aim and objective of ACME Cell and the role they have to play in achieving it.

- They were taken to a nearby ANWESHA school and hostel to give them a practical feel of the work they have to perform.

- First phase of data in the prescribed formats were collected to create a data base of students.

- Collected data were analysed sorting out anomalies detected and

- This report after creation of students' database and selected analysis.

1.8 Limitations

Database could not include the students of the current year i.e.,2019-20 as the admission process is yet to come to its final stage. It is less than a month the zone co-ordinators are pressed into action in which this report has been generated. So, there is a limitation of time factor. For data need we have mostly depended upon data sent by the schools in prescribed formats. Zone co-ordinators have verified data of such schools they could

visit during this short period. Gap analysis of facilities provided by schools and hostels has not been done as data were furnished by the providers of such facilities themselves. However, effort will be made to overcome these limitations in the reports to be submitted in future.

2. Database

As the first step it was decided to create a database of all the students enrolled under the scheme so that detailed information relating to various aspects of each students can be availed at the click of the mouse. In this chapter attempt has been made to present the database from three different angles.

a) Anwesha Students
b) Anwesha Schools
c) Anwesha Hostels

2.1 Anwesha students

A database of all the Anwesha students is prepared by collecting information from all the schools in which Anwesha students are admitted up to the year 2018-19. Anwesha scheme was launched in the year 2015-16. As students are admitted to the scheme by enrolling them at class-I level, it is expected that by the year 2018-19 there shall be students in four classes. Those who were admitted in the year 2015-16, by the year 2018-19 would be in class-IV. Similarly, students admitted in the year 2016-17, 2017-18 and 2018-19 would be in class-III, class-II and class-I respectively. But, there are students in other classes too. It is because before launch of the scheme some tribal students were admitted to public schools on an experimental basis. It is the success of that effort for which Anwesha scheme was launched to make the said benefit available to a greater

number of students of ST/SC communities of Odisha. Accordingly, it was decided to admit 5000 students every year in class-I under Anwesha scheme. The table 1.1 (Annexure-1)reveals that by the year 2018-19, in total 17975 students have been enrolled under Anwesha Scheme, out of which 13391 are ST students and 4584are SC students constituting 74.5% and 25.5% respectively of the total enrolment. If we compare it with the norm 70% ST and 30 % SC, there is a deviation of 4.5%. Similarly, there are 9633 boys and 8342 girls constituting 53.59% and 46.41% respectively of the total enrolment. If we compare it with the norm of 50% boys and 50% girls there is a deviation of 3.59%.

2.2 Anwesha Schools

Revised EFC memorandum for "Scheme for Providing Quality Education for ST & SC Students in Partnership with Urban Educational Institutions" states that the broad objectives of the scheme is to provide to the students coming from the lower economic rung of ST/SC communities the best educational opportunities available in the best of public schools in urban areas.

Public school means the school where parents pay for the education of their wards and which are mostly residential in nature. It is natural that parents will come forward to pay willingly, if in return they obtain quality education for their wards. On this premise public schools were started. Gradually, due to demand, quality education became a costly affair. Though affluent people were able to afford the cost of education of their wards in such schools it was far from the reach of the people from lower economic rung, particularly the backward communities living in remote areas. Therefore, government decided to provide quality education to these deprived sections of the society through Anwesha scheme in partnership with urban public educational institutions.

Table 1.1 (Annexure-1) reveals that by the year 2018-19 there are 169 schools in which Anwesha students are admitted. Analysis of data shows that there are some schools in districts like Rayagada, Kandhamal, Nabarangpur etc., which are not located in urban areas. However, though it violates the norm 'urban', from quality point of view, location of the school is not so important. It is the recognition, availability of infrastructure, qualified teachers, student teacher ratio and above all the academic performance of the school over the years counts much for selection of a school for the purpose. It has been observed that the schools which are ahead of other schools in terms of quality education, measured as per the above parameters, are either do not admit or reluctant to take Anwesha

students. The reason is simple. They do not want to compromise with their level of academic performance, for which they are recognised. Admitting students who cannot compete with their urban counterparts will certainly form a pool of backbenchers for the headache of the school. One cannot contest their logic because we admit students who didn't have pre-primary education as their urban counterparts. Therefore, just to achieve the enrolment targets fixed before them, district administration is forced to settle with second grade schools formed in the recent past or just a year before without affiliation or good academic track record. These schools accept these students either yielding to the pressure of the district administration or to fill up their vacant seats. Education of the students is not a priority for them.

Further, it has been observed that many Shishu Mandiras with Odia medium of teaching and affiliated to BSE, Odisha, along with Schools with English medium of teaching and affiliated to CBSE or ICSE have been selected for the purpose. This implies a communication gap at district level for which there is no uniformity in the process of school selection.

2.3 Anwesha Hostels

It is included under the scheme that residential accommodation shall be provided to the students in urban hostels with all facilities and amenities and with provision of one tutor for every 50 boarders to provide educational support to the boarders after school hours. The intention behind this provision is very clear. The students selected for the purpose belong to backward communities and hail from remote areas which lack conducive educational environment. Further, their parents are supposed to be uneducated or may be lacking the capability to provide proper educational support required for such students after school hours.

Table 1.1 (Annexure-1) reveals that there are 79 hostels in the 17 operational districts out of which 2 hostels are constructed by the government specifically for Anwesha students, 36 hostels are of the schools in which Anwesha students are admitted and 41 hostels are managed by the ST & SC department by using other school hostels or hiring buildings on rent. Though it was envisaged that own hostels of Anwesha would be

ready by the year 2016-17, by the end of 2018-19 only 2 hostels could be completed to accommodate Anwesha students. Other proposed hostels are at different stages of completion.

It has been observed that there are 678day-scholars admitted under Anwesha scheme in Bolangir (405), Angul (83), Keonjhar (26) and Kandhamal (164). It goes against the prime objective of the scheme in two ways. First, in the apprehension of the non-availability of conducive educational atmosphere and proper off the class educational support at home located at remote areas provision of hostel accommodation of such students was thought of. Second, if the parents are urban based and able to provide transportation cost of their wards to attend the school and off the class educational support then we are not selecting students targeted by the scheme. Further, the clause 'Provide Hostel facilities to the students, wherever needed' in the revised EFC memorandum under 'Scheme Components' allows such action by district authorities going against the prime objective of the scheme.

3. Observations and Suggestions

3.1 Observations

- Anwesha students do not have pre-primary education like Play school, LKG and UKG etc., as that of their counterparts, the urban students, before admission into class-I.
- Usually admission to the public schools take place in March but Anwesha students are admitted in July-August.
- Because of their inability to cope with the urban students they are kept in a different class.
- A marked highhandedness of schools is observed in certain cases. As if they are doing a favour to the administration by admitting Anwesha

students. They exhibit much reluctance to spare some time to share information required by ACME Cell.

- There is a deviation of 4.5% from the norm 70:30 proportion in which ST & SC students would have been admitted.

- There is a deviation of 3.59% from the norm 50:50 proportion in which boys and girls would have been admitted.

- There is a confusion at district level regarding empanelment of schools for admission of Anwesha students. The schools selected are not the schools known for dissemination of quality education in the area and there are schools teaching in Odia medium and schools teaching in English medium as well. Further, there are schools located in urban areas and in rural areas also.

- Certain schools which provide accommodation to Anwesha students in their own hostel perform many other activities but charge electricity for entire building.

3.2 Suggestions

Taking into consideration the difficulties felt in the proper implementation of the Anwesha scheme the following suggestions are made to overcome them.

3.2.1 Clear cut guidelines and selection of schools

It has been observed that there is a confusion relating to some guidelines of Anwesha scheme at district level, specifically some terms. It should be spelt out specifically what it actually means to us. The term 'Public school' is confused to select both English medium schools and Odia medium schools. The term 'urban area' is confused to select schools located both at urban as well as rural areas. The term 'quality education' is confused to select schools just established in near past or just a year before without any affiliation and above all without a track record of good academic performance. The objective of launching Anwesha scheme is to provide students of backward communities quality education and expose them to the spirit of competitiveness. The successful experience of Berhampur experiment which forms the basis of launch of the Anwesha scheme aims to admit students in best of English medium schools affiliated to CBSE. This should be spelt out in specific terms. Best English medium school means a school with proven academic record. For quality education it is immaterial whether the school is located in urban or rural area. Therefore, it should be clearly intimated to district level that school selected should be an English medium school affiliated to CBSE with proven academic record.

To overcome the problem created due to reluctance of good public schools to admit Anwesha students, their step motherly attitude towards such students and high-handedness in sparing some time to share required information for the purpose of monitoring, creation of a school affiliated to CBSE can be thought of in Bhubaneswar itself with all facilities of best of education and accommodation for Anwesha students.

3.2.2 Selection of Candidates for Admission into Anwesha Scheme

The prevailing procedure is to choose through a lottery system the required number of candidates as allotted for the district by the department to achieve the targeted number of students for the year i.e., 5000. This procedure overlooks the merit of the candidates. Quality education should be provided to deserving candidates not to all who afterwards not being able to cope with the syllabus either drop out or become a victim of inferiority complex. Therefore, the following procedure may be adopted.

- We have a provision of well spread out ashram schools for the education of backward communities staying in remote areas. There should be a provision of pre-primary education in all these ashram schools. Children at the age of 3 years should be admitted to those schools and kept under the guidance of trained teachers for two years to provide them pre-primary education and acclimatize them with the school atmosphere.

- The teacher dealing with such students at pre-primary level shall nominate the bright students from among them to be admitted to Anwesha scheme and intimate the district administration through the head master of the school. Other students shall be admitted in class-I of the same ashram schools.

- On the basis of the number of nominated students, received from ashram schools, and number of students those can be admitted to empaneled schools, the district administration shall seek permission from the department for their inclusion in Anwesha scheme.

- For allotment of students to different Schools lottery method may be used.

- Quality should not be compromised for quantity.

- This selection procedure should be over before start of the session in public schools so that Anwesha students are admitted to these schools along with the other urban students.

- By this procedure the benefit under the programme can be given to the deserving candidates without being siphoned off by the clever people.

3.2.3 Hostel Facilities

- It has been observed that there are many students admitted under Anwesha scheme as day scholars. This goes against the spirit of the scheme. So, this should be done away with immediately.
- Anwesha own buildings should be completed in war footing.
- As far as practicable rented buildings should be avoided. In case of need available other government buildings like school hostels may be utilized instead.
- Instead of granting money separately towards rent of the building, hostel cleanliness & sanitation, electricity, water and contingency expenses etc., a lumpsum amount for hostel expenses per student be sanctioned as it is done in case of certain schools. This will help to get rid of hefty electricity bills charged by some schools.

Annexures

I -State Abstract of Student admitted under Anwesha Scheme up to 2018-19.

II –School wise Anwesha Students Position of All Districts

III- District Wise Hostel Information

Annexure I
State Abstract of Student admitted under Anwesha Scheme up to 2018-19.

Sl. No.	District Name	red School	red Hostel	Dept.	Anwesha School	Number of Students

							ST			SC			Total		
							B	G	Total	B	G	Total	B	G	Total
1	Koraput	12	4	4	0	0	424	328	752	136	143	279	560	471	1031
2	Malkangiri	4	4	4	0	0	424	370	794	83	79	162	507	449	956
3	Rayagada	18	8	8	0	0	631	596	1227	222	238	460	853	834	1687
4	Nabrangpur	10	3	2	1	0	474	368	842	162	133	295	636	501	1137
5	Kalahandi	13	13	0	0	13	540	293	833	214	180	394	754	473	1227
6	Nuapada	2	2	0	0	2	255	263	518	117	101	218	372	364	736
7	Kandhamala	11	5	3	0	2	604	467	1071	200	150	350	804	617	1421
8	Ganjam	15	9	5	0	4	212	221	433	106	70	176	318	291	609
9	Gajapati	5	3	1	0	2	271	204	475	28	12	40	299	216	515
10	Sambalpur	6	4	2	0	2	338	336	674	132	138	270	470	474	944
11	Sundargarh	16	2	2	0	0	827	783	1610	164	152	316	991	935	1926
12	Bargarh	6	4	4	0	0	237	232	469	122	109	231	359	341	700
13	Balangir	18	6	0	0	6	386	290	676	281	212	493	667	502	1169
14	Mayurbhanj	19	5	0	1	4	795	767	1562	242	245	487	1037	1012	2049
15	Deogarh	4	2	2	0	0	134	107	241	26	24	50	160	131	291
16	Anugul	1	1	0	0	1	249	204	453	91	89	180	340	293	633
17	Keonjhar	9	4	4	0	0	403	358	761	103	80	183	506	438	944
Total		169	79	41	2	36	7204	6187	13391	2429	2155	4584	9633	8342	17975
Percentage of Total Students									74.50 %			25.50 %	53.59 %	46.41 %	100%

Annexure II

School wise Anwesha Students Position of All Districts

KORAPUT DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Bikash Vidyalaya, Gandhinagar, Koraput	62	27	20	12	121
2	Sri Ramakrushna Vidya Mandir, Koraput	28	29	8	19	84
3	Saints School, Koraput	23	30	12	2	67
4	Swami Vivekananda Banabharati Vidyapitha, Koraput	13	1	0	0	14
5	Red Wood English School, Jeypore	32	37	27	19	115
6	Novel Sidharth English Medium School, Jeypore	20	27	27	40	114
7	St. Xavier High School, Jeypore	51	32	12	15	110
8	Deomali Public School, Semiliguda	61	37	10	9	117
9	Netaji English Medium School, Semiliguda	51	61	7	6	125
10	Jeevan Jyoti Convent School, Semiliguda	9	9	0	1	19
11	Sinai Public School, Laxmipur	67	33	11	16	127
12	Siddheswari Public School, Laxmipur	7	5	2	4	18
	Total	**424**	**328**	**136**	**143**	**1031**

NABARANGPUR DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Mother Teresa Publipc School, Nabarangpur	38	26	9	9	82
2	Bapuji Public School, Nabarangpur	35	22	14	14	85
3	Unique Public School, Nabarangpur	26	20	12	13	71
4	Gurukul Public school, Nabarangpur	72	57	30	26	185
5	Theodore Public School, Nabarangpur	15	11	5	3	34
6	SLN Public School ,Umerkote	33	20	6	1	60
7	Gurukrupa Public School, Umerkote	136	104	43	37	320
8	Parents Pride Public School, Nabarangpur	60	59	28	18	165
9	New Rainbow Public school, Nabarangpur	42	33	11	9	95
10	Rhyming Bird Public School, Umerkote	17	16	4	3	40
	TOTAL	**474**	**368**	**162**	**133**	**1137**

MALKANGIRI DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Deepti Convent School, Malkangiri	75	60	36	25	196
2	IMST, English Medium School, Malkangiri	89	85	5	22	201
3	Saraswati Shishu Vidya Mandir, Malkangiri	204	218	30	22	474
4	Kendriya Vidyalaya, Malkangiri	56	7	12	10	85
	Total	**424**	**370**	**83**	**79**	**956**

RAYAGADA DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Cen. Public School	67	74	8	17	166
2	Odisha State B. School	54	63	19	31	167
3	NVR Edu. Institution	42	34	5	6	87
4	St. Xavier School	34	34	39	27	134
5	Viganan Vidyalaya	25	18	22	22	87
6	Mother Teresa Edu. Inst.	74	52	8	6	140
7	Preran School	38	43	22	30	133
8	Dream India School	13	23	3	3	42
9	Bachpan Public School	17	9	8	13	47
10	Sacred Heart School	11	22	4	6	43
11	Deepti Convent	19	19	2	3	43
12	Empower Public School	19	11	20	3	53
13	KIDES GEE	53	64	18	15	150
14	Mahatama Gandhi Int. Publ	41	38	17	33	129
15	Gandhi Public Schhol, Gunupur	55	30	1	0	86
16	Saibani Public School, Gunupur	19	7	0	0	26
17	Vidya Niketan Public School	26	18	6	3	53
18	Aryan English Medium	24	37	20	20	101
	Total	**631**	**596**	**222**	**238**	**1687**

KALAHANDI DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Caleb Central School,Kesinga	75	35	31	25	166
2	Divya Jyoti Public School, Bhawanipatna	194	105	36	35	370
3	Scholar Model School ,Dharamgarh	60	29	70	67	226
4	Synergy International School, Bhawanipatna	73	45	10	12	140
5	Swami Vivekananda Public School, Bhawanipatna	39	29	10	7	85
6	Netaji Raid Force Integral School, Junaghar	10	7	7	6	30
7	ST. Daniel Public School, Bhawanipatna	20	4	5	1	30
8	Delhi Public School, Bhawanipatna	16	10	6	2	34
9	SMI Concept School, Bhawanipatna	5	4	8	7	24
10	ABC School, Bhawanipatna	1	0	11	12	24
11	Times Academic Gurukul, Bhawanipatna	11	7	4	1	23
12	Academic Hight Public School ,Bhawanipatna	9	6	7	3	25
13	Young Blood Public School,Kesinga	27	12	9	2	50
	Total	**540**	**293**	**214**	**180**	**1227**

KANDHAMALA DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Chidananda English Medium School, Phulbani	4	3	11	3	21
2	SS Nursery English Medium School, Phulbani	45	14	12	34	105
3	HANSIKA English Medium School, Phulbani	120	95	56	29	300
4	Carmel English Medium School , Phulbani	0	0	5	4	9
5	Kaling Sishu Vihar SEVA English Medium School, Tikabali	162	157	68	52	439
6	EDEN Public Shool, Kalinga, G.Udayagiri	63	36	10	8	117
7	Mount Carmel English Medium School, G.Udayagiri	108	88	13	5	214
8	Good Shephered English Medium School, G.Udayagiri	72	45	6	5	128
9	St. Vincent English Medium School, G.Udayagiri	6	6	2	0	14
10	Patakhanda Public School, Balliguda	23	19	10	4	56
11	St. Johns English Medium School, Balliguda	1	4	7	6	18
	Total	**604**	**467**	**200**	**150**	**1421**

NUAPADA DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Gyanjyoti K. R. Vidyalaya	138	151	71	63	423
2	Gyanjyoti K. R. Vidyalaya	117	112	46	38	313
	Total	**255**	**263**	**117**	**101**	**736**

GANJAM DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	D.A.V Public School, Berhampur	15	6	3	4	28
2	Modern Oxford Public School, Berhampur	5	2	1	1	9
3	Gurukul International Public School, Berhampur	17	15	21	14	67
4	St. Xavier High School, Meenakhi Nagar, Berhampur	59	55	12	12	138
5	St. Xavier High School, Ambapua, Berhampur	19	11	6	3	39
6	Horobino Public School, Berhampur	3	1	1	0	5
7	K.C Public School, Berhampur	12	6	4	2	24
8	Dawn Breeze Internationl Berhampur	31	35	9	5	80
9	St. Ann's English Medium School, Bhanjanagar	0	38	0	14	52
10	St. Xavier High School, Bhanjanagar	36	13	44	14	107
11	Kendriya Vidyalaya, Berhampur	5	18	1	0	24
12	Kendriya Vidyalaya, Gopalpur	4	20	4	1	29
13	Kendriya Vidyalaya, Digapahandi	0	0	0	0	0
14	Kendriya Vidyalaya, Aska	2	1	0	0	3
15	Kendriya Vidyalaya, Bhanjanagar	4	0	0	0	4
	Total	**212**	**221**	**106**	**70**	**609**

GAJAPATI DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	St.Joseph Convent School,Pkd	58	42	7	3	110
2	Centurion Public School,Pkd	27	75	4	2	108
3	Priyadarsini Convent Schoo,Pkd	70	23	6	1	100
4	Vikash Vidya Niketan English Mediuam,Pkd	69	22	8	2	101
5	Suriya Techno School,Ranipentha(Pkd)	47	42	3	4	96
	Total	**271**	**204**	**28**	**12**	**515**

SAMBALPUR DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	ST John's School	26	27	12	9	74
2	Daniel Public School	46	45	14	14	119
3	Vikas The Concept School	33	28	9	17	87
4	Aditya Residential School	78	80	32	34	224
5	Delhi Public School	84	77	39	35	235
6	Seven Hill Residential School	71	79	26	29	205
	Total	**338**	**336**	**132**	**138**	**944**

BARGARH DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Vikash Residential School, Bargarh	21	21	11	18	71
2	Cement Nagar English Medium School, Bargarh	26	10	14	5	55
3	Zenith Lion's Gurukul, Padampur	82	87	36	35	240
4	Padampur Public School, Padampur	64	61	35	25	185
5	Rainbow Public School, Bargarh	17	18	7	8	50
6	Vidya Sagar Academy, Bargarh	27	35	19	18	99
	Total	**237**	**232**	**122**	**109**	**700**

SI. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Little flower School, Balangir	3	2	8	5	18
2	Little Heart School, Balangir	0	0	1	1	2
3	New Wings Public School, Balangir	0	0	1	2	3
4	Academic Height Public School, Balangir	0	0	20	16	36
5	Oriental Public School, Balangir	50	38	36	32	156
6	Dream India School, Balangir	1	0	7	6	14
7	Balangir Public School. Balangir	5	1	8	8	22
8	Phoenix International School, Balangir	0	0	5	2	7
9	Viswatma Vidya Mandir, Balangir	0	0	1	3	4
10	DAV Public School, Titilagarh	147	85	27	21	280
11	Prabhabati Public School, Titilagarh	8	3	9	5	25
12	JMJ English medium School, Kantabanji	8	8	27	13	56
13	Lion public School, Kantabanji	12	2	23	10	47
14	Disha English Medium School, Kantabanji	27	32	13	11	83
15	St. Xavier's High School, Kantabanji	0	1	4	3	8
16	Omm International School, Patnagarh	100	92	57	51	300
17	IDM Public school, Balangir	1	0	8	3	12
18	Sri Aurobinda Integral Center, Patnagarh	2	1	0	1	4
19	Roshni Public School,Balangir	0	0	1	4	5
20	Royal International School, Tusra	2	4	1	0	7
21	ST Anne's School Titilagarh	1	0	0	0	1
22	SaraswatiSishu Vidya Mandir, Tusura NAC	**6**	**3**	**8**	**4**	21
23	SaraswatiSishu Vidya Mandir, Titilagarh	6	3	2	0	11
24	SaraswatiSishu Vidya Mandir ,Kantabanji	3	1	8	4	16
25	SaraswatiSishu Vidya Mandir, Loisingha	1	0	0	1	2
26	SaraswatiSishu Vidya Mandir, Jarasingha	0	0	1	1	2
27	SaraswatiSishu Vidya Mandir, Deogaon	0	0	1	0	1
28	SaraswatiSishu Vidya Mandir, Salebhate	0	0	1	0	1
29	SaraswatiSishu Vidya Mandir, Balangir	2	12	1	3	18
30	SaraswatiSishu Vidya Mandir, Patnagarh	1	2	2	2	7
	Total	386	290	281	212	1169

SUNDARGARH DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	ASSEMBLY OF GOD	74	82	16	11	183
2	GOOD SHEPHERD PUBLIC	66	48	24	19	157
3	S.B XAVIER SCHOOL	60	67	15	18	160
4	ODISHA PUBLIC SCHOOL	73	74	26	21	194
5	SUNDARGARH PUBLIC	43	37	11	11	102
6	XAVIER INTERNATIONAL	20	39	8	8	75
7	RIVER STONE INTERNATIONAL	23	24	12	7	66
8	DAV Public School	0	0	0	0	0
9	Saraswati Vidya Mandir	37	16	1	1	55
10	Indo English School	63	66	5	11	145
11	Sri Aurobindo's School	79	62	16	15	172
12	Sri Sathya Sai Vidya Vihar	56	43	3	6	108
13	Kalinga Public School	99	93	5	9	206
14	City English School	56	53	4	6	119
15	Chinmaya Public School	70	70	10	4	154
16	Deepika EM School	8	9	8	5	30
	Total	**827**	**783**	**164**	**152**	**1926**

MAYURBHANJ DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Aryan International Smart School, Baripada	11	5	0	0	16
2	Sacred Sunshine Secondary School, Baripada	46	37	13	13	109
3	ST Anne's Convent School, Baripada	37	34	16	6	93
4	ST. Mary's Convent School, Baripada	32	27	14	13	86
5	ST. Xavier's High School, Indapahi, Baripada	65	76	27	29	197
6	Venkateswar School, Baripada	35	40	8	6	89
7	Richard's Mission School	8	8	3	3	22
8	Sparsh Public School, Rairangpur	9	7	3	4	23
9	VENKATESWARSCHOOL, RAIRANGPUR	71	66	25	29	191
10	Little Flowers' School	56	52	21	23	152
11	Kerala Public School	69	74	29	24	196
12	Bright angel public school	70	55	21	22	168
13	D.M.PUBLIC SCHOOL,KARANJIA	36	36	11	14	97
14	Similipal E.M. school	39	40	11	12	102
15	St. Xavier Public School, KJA	10	9	5	6	30
16	Vikash Convent School	61	60	16	24	161
17	Morning Star Public School	66	61	8	8	143
18	ST.MARY'S SCHOOL	67	70	9	9	155
19	ST. Joseph's Convent School	7	10	2	0	19

	Total	795	767	242	245	2049

DEOGARH DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Bal Bharati EM School	34	31	8	5	78
2	Divine Public School	39	29	9	4	81
3	Chinmya Vidyalaya	44	33	6	9	92
4	Vidya Vikash EM School	17	14	3	6	40
	Total	134	107	26	24	291

KEONJHAR DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Shree Gurukul	53	9	10	4	76
2	Nirmala Convent	15	19	3	7	44
3	DAV Public School	13	8	4	24	49
4	St. Xavier High	66	70	15	13	164
5	Green Field	33	89	22	5	149
6	Pranaballav	13	49	0	5	67
7	Gayatri Central	58	33	3	2	96
8	Chandrasekhar	65	28	19	17	129
9	Kerala English	87	53	27	3	170
	Total	403	358	103	80	944

ANGUL DISTRICT

Sl. No.	Name of the School	No. of Students ST		No. of Students SC		Total
		Boys	Girls	Boys	Girls	
1	Delhi Public School	249	204	91	89	633
	Total	249	204	91	89	633

Annexure III

District Wise Hostel Information

District Wise Hostel Information - Koraput

District Name	Sl. No.	Hostel Name & Address with Contact Person	Total No. of Boarders	Hostel Status	Total No. of Students	School Name with Address
Koraput	1	Hostel Complex, Near MANAS, Koraput "Asst. Lady Supt.-8895858544/ Matron-8480146283"	286	Dept. Hostel	121	Bikash Vidyalaya, Koraput
					84	Sri Rama Krushna Vidya Mandira, Koraput
					67	Saints School, Koraput
					14	Swami Vivekananda Banabharati Vidyapitha, Koraput
	2	200 Seated Hostel inside the Govt.Boys High School, Jeypore "Asst. Lady Supt.-9937648050 / Matron-8658993038"	339	Dept. Hostel	115	Red Wood English School, Jeypore
					114	Novel Sidharth English Medium School, Jeypore
					110	St. Xavier High School, Jeypore
	3	200 Seated Hostel inside the Govt.Boys High School, Sunabeda-1 Matron-9078722469	260	Dept. Hostel	117	Deomali Public School, Semiliguda
					125	Netaji English Medium School, Semiliguda
					18	Jeevan Jyoti Convent School, Semiliguda
	4	Hostel Complex at Laxmipur (On the way to Narayanpatna) "Asst. Lady Supt.-943822269/ Matron-8895683720"	145	Dept. Hostel	127	Sinai Public School, Laxmipur
					18	Siddheswari Public School, Laxmipur

District Wise Hostel Information- Nabrangpur

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Nabarangpur	1	Anwesha Hostel, Nabarangpur, **Kali Kinkar Pattnaik 9439560466**	Anwesha Hostel	Mother Teresa Publipc School, Nabarangpur	82	**717**
				Bapuji Public School, Nabarangpur	85	
				Unique Public School, Nabarangpur	71	
				Gurukul Public school, Nabarangpur	185	
				Theodore Public School, Nabarangpur	34	
				Parents Pride Public School, Nabarangpur	165	
				New Rainbow Public school, Nabarangpur	95	
	2	Anwesha Hostel-1, Umerkote **Sachin Das** Mob. No. 9178321010	Dept. Managed	Gurukrupa Public School, Umerkote	200	**200**
	3	Anwesha Hostel-2, Umerkote Dhanurjaya Nayak Mob. No.9437849664	Dept. Managed	Gurukrupa Public School, Umerkote	120	**220**
				Rhyming Bird Public School, Umerkote	40	
				SLN Public School , Umerkote	60	

District Wise Hostel Information - Malkangiri

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Malkangiri	1	Malyabanta Boys Hostel' Malkangiri Sri. Laxminarayan Rath 9437771254	Dept. Managed	Deepti Convent School	86	
				IMST English Medium School	117	
				Saraswati Sishu Vidya Mandir	183	386
	2	Saheed Laxman Nayak Boys Hostel, Malkangiri Sri. Sameer Kumar Basantia 9556727554	Dept. Managed	Deepti Convent School	67	135
				Kendriya Vidyalaya, Malkangiri	68	
	3	Sileru Boys Hostel, Malkangiri Sri Bhaben Chandra Barman 9938413759	Dept. Managed	Saraswati Sishu Vidya Mandir	66	66
	4	Saptadhara Girls' Hostel, Malknagiri Smt. V. Indira Gandhi 8895262768	Dept. Managed	Deepti Convent School	129	
				IMST English Medium School	132	535
				Saraswati Sishu Vidya Mandir	255	
				Kendriya Vidyalaya, Malkangiri	19	

NB : Girls of all schools are accommodated in **Saptadhara Girls' Hostel,**

District Wise Hostel Information - Rayagada

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No. of Boarders	Total No. of Boarders
Rayagada	1	Girls hostel, Rayagada Arundhati Panda 9437748522	Dept. Managed	Deepti Convent	24	97
				Sacred Heart School	21	
				Viganan Vidyalaya	13	
				Odisha State B. School	19	
				Preran School	20	
	2	Congress Bhawan Hostel	Dept. Managed	Odisha State B. School	28	80
				Viganan Vidyalaya	17	
				Sacred Heart School	8	
				Preran School	18	
				NVR Edu. Institution	9	
	3	ANWESHA hostel Near Saltax Biswamitra Suna 8917567227	Dept. Managed	Odisha State B. School	38	178
				Dream India School	28	
				Viganan Vidyalaya	29	
				Sacred Heart School	11	
				Bachpan Public School	33	
				Preran School	39	
	4	ANWESHA hostel Saipriya nagar Gouri Pidikaka 7008894183	Dept. Managed	Deepti Convent	21	206
				Odisha State B. School	44	
				Preran School	31	
				NVR Edu. Institution	27	
				Dream India School	14	
				Sacred Heart School	25	
				Viganan Vidyalaya	30	
				Bachpan Public School	14	
	5	ANWESHA hostel Kumtelpeta Siba Panda 9437783466	Dept.Managed	Preran School	20	117
				Odisha State B. School	33	
				Viganan Vidyalaya	22	
				Sacred Heart School	14	
				Deepti Convent	16	
				NVR Edu. Institution	12	
	6	ANWESHA hostel Bel Hostel,Near Old Bus Stand,Gunupur Jhuleswar Mishra 9437074359	Dept.Managed	KIDES GEE	89	342
				Vidya Niketan Public School	53	
				Gandhi Public Schhol,Gunupur	67	
				Mahatama Gandhi Int. Publ	68	
				Saibani Public School,Gunupur	12	
				Empower Public School	53	
	7	ANWESHA hostel Near Tahasil Sitaram Panigrahi 8249314482	Dept.Managed	KIDES GEE	61	154
				Gandhi Public Schhol,Gunupur	18	
				Mahatama Gandhi Int. Publ	61	
				Saibani Public School,Gunupur	14	
	8	ANWESHA hostel Ariyan Gudari Aswin Khadang 8328829370	Dept.Managed	Aryan English Medium	101	101

District Wise Hostel Information - Kalahandi

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Kalahandi	1	Caleb Central School Hostel, Kesinga	School Managed	Caleb Central School,Kesinga	166	166
	2	Divya Jyoti Public School Hostel, Bhawanipatna	School Managed	Divya Jyoti Public School, Bhawanipatna	370	370
	3	Scholar Model School Hostel, Dharamgarh	School Managed	Scholar Model School , Dharamgarh	226	226
	4	Synergy International School Hostel, Bhawanipatna	School Managed	Synergy International School, Bhawanipatna	140	140
	5	Swami Vivekananda School Hostel, Bhawanipatna	School Managed	Swami Vivekananda Public School, Bhawanipatna	85	85
	6	Netaji Raid Force Integral School Hostel, Junaghar	School Managed	Netaji Raid Force Integral School, Junaghar	30	30
	7	ST. Daniel Public School Hostel, Bhawanipatna	School Managed	ST. Daniel Public School, Bhawanipatna	30	30
	8	Delhi Public School Hostel, Bhawanipatna	School Managed	Delhi Public School, Bhawanipatna	34	34
	9	SMI Concept School Hostel, Bhawanipatna	School Managed	SMI Concept School, Bhawanipatna	24	24
	10	ABC School Hostel, Bhawanipatna	School Managed	ABC School, Bhawanipatna	24	24
	11	Times Academic Gurukul School Hostel, Bhawanipatna	School Managed	Times Academic Gurukul, Bhawanipatna	23	23
	12	Academic Hight Public School Hostel, Bhawanipatna	School Managed	Academic Hight Public School , Bhawanipatna	25	25
	13	Young Blood Public School Hostel, Kesinga	School Managed	Young Blood Public School, Kesinga	50	50

District Wise Hostel Information - Nuapada

District Name	Sl. No.	Hostel Name & Address with Contact Person	Total No. of Boarders	Hostel Status	Total No of Students	School Name with Address
Nuapada	1	GKRV, NUAPADA	423	School Hostel	423	Gyanjyoti K. R. Vidyalaya, Nuapada
	2	GKRV, Khariar Road	313		313	Gyanjyoti K. R. Vidyalaya, Khariar Road

District Wise Hostel Information - Kandhamala

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No. of Boarders	Total No of Boarders
Kandhamala	1	Vision India, House of Hope Kalinga	Dept. Managed	EDEN Public Shool, Kalinga, G.Udayagiri	117	117
	2	Mount Carmel English Medium School Hostel, Badenaju,G.Udayagiri	School Hostel	Mount Carmel English Medium School, G.Udayagiri	214	214
	3	Good Shephered English Medium School Hostel, G.Udayagiri	School Hostel	Good Shephered English Medium School, G.Udayagiri	85	85
	4	Anwesha Hostel Phulbani	Dept. Managed	SS Nursery English Medium School, Phulbani	102	
				HANSIKA English Medium School, Phulbani	300	402
	5	Anwesha Hostel Tikabali	Dept. Managed	Kaling Sishu Vihar SEVA English Medium Shool, Tikabali	439	439

N.B.

Sl. No.	Day Scholar	
1	Good Shephered English Medium School, G.Udayagiri	43
2	SS Nursery English Medium School, Phulbani	3
3	Carmel English Medium School , Phulbani	9
4	Chidananda English Medium School, Phulbani	21
5	St. Vincent English Medium School, G.Udayagiri	14
6	St. Johns English Medium School, Balliguda	18
7	Patakhanda Public School, Balliguda	56
	Total	**164**

District Wise Hostel Information - Ganjam

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No. of Boarders
Ganjam	1	Nimakhandi Ashram School Hostel, Berahmpur	Dept. Managed	D.A.V Public School, Berhampur	24	50
				Modern Oxford Public School, Berhampur	9	
				K.C Public School, Berhampur	17	
	2	Gurukul School Hostel, Berhampur	School Managed	Gurukul International Public School, Berhampur	153	153
	3	St. Xavier High School Hostel, Meenakhi Nagar, Berhampur	School Managed	St. Xavier High School, Meenakhi Nagar, Berhampur	182	182
	4	Special Urban Hostel Complex, Ambapua	Dept. Managed	St. Xavier High School, Ambapua, Berhampur	56	236
				Kendriya Vidyalaya, Berhampur	96	
				Kendriya Vidyalaya, Gopalpur	84	
	5	Dawn Breeze Internationl School Hostel Berhampur	School Managed	Dawn Breeze Internationl Berhampur	80	80
	6	St. Ann's English Medium School Hostel, Bhanjanagar	School Managed	St. Ann's English Medium School, Bhanjanagar	63	63
	7	U.B High School Hostel, Bhanjaragar	Dept. Managed	St. Xavier High School, Bhanjanagar	169	185
				Kendriya Vidyalaya, Bhanjanagar	16	
	8	Nimapali Ashram School Hostel	Dept. Managed	Kendriya Vidyalaya, Digapahandi	14	14
	9	Technical High School Hostel, Aska	Dept. Managed	Kendriya Vidyalaya, Aska	21	21

District Wise Hostel Information - Gajapati

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Gajapati	1	Urban Education Hostel	Dept. Managed	St.Joseph Convent School,Paralakhemundi	110	318
				Centurion Public School,Paralakhemundi	108	
				Priyadarsini Convent School,Paralakhemundi	100	
	2	Vikash Vidya Niketan English Mediuam School Hostel, Paralakhemundi	School Managed	Vikash Vidya Niketan English Mediuam,Paralakhemundi	101	101
	3	Suriya Techno School Hostel , Ranipeta	School Managed	Suriya Techno School,Ranipeta	96	96

District Wise Hostel Information - Mayurbhanj

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Mayurbhanj	1	Urban Education Hostel, Baripada Krushna Kumar Lenka - 9337247150	Anwesha	Aryan International Smart School, Baripada	16	590
				Sacred Sunshine Secondary School, Baripada	109	
				ST Anne's Convent School, Baripada	93	
				ST. Mary's Convent School, Baripada	86	
				ST. Xavier's High School, Indapahi, Baripada	197	
				Venkateswar School,Baripada	89	
	2	Boys HighSchool Rairangpur ,Hostel Sadasiba Mohapatra - 9438248948	Dept. Managed	Richard's Mission School,Rairangpur	22	584
				Sparsh public school,rairangpur	23	
				VENKATESWARSCHOOL, RAIRANGPUR	191	
				Little Flowers' School	152	
				Kerala Public School	196	
	3	Urban Education Hostel, Karanjia Ranjan Kumar Sethi - 6371665396	Dept. Managed	Bright angel public school,Karanjia	168	558
				D.M.PUBLIC SCHOOL,KARANJIA	97	
				Similipal E.M. school	102	
				St. Xavier Public School,KJA	30	
				Vikash convent school	161	
	4	Bahubandha Ashram School Hostel, Udala Kavita Mohapatra - 9937805577	Dept. Managed	MorNining Star Public School	14	59
				ST.MARY'S SCHOOL	45	
	5	Rented building, Udala Kavita Mohapatra - 9937805577	Dept. Managed	MorNining Star Public School	129	258
				ST.MARY'S SCHOOL	110	
				ST. Joseph's Convent School	19	

District Wise Hostel Information - Deogarh

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Deogarh	1	Urban Education Hostel (Raja Basudev High School) Sudhir Kumar Pradhan 9438000526	Dept. Managed	Bal Bharati EM School	78	158
				Divine Public School	80	
	2	Urban Education Hostel(Revenue Rest Shed) Sudhir Kumar Pradhan 9438000526	Dept. Managed	Chinmya Vidyalaya	92	131
				Vidya Vikash EM School	39	

NB: One Boy of class IV of Bal Bharati English Medium school and one Girl of class II of chinmaya Vidyalaya are permanent absentees

District Wise Hostel Information - Kenojhar

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Kenojhar	1	Dehuriposi Ashram School Hostel Tanuram Modi 8763053948 BhagyashreeNanda 8093696424	Dept. Managed	Shree Gurukul	73	73
	2	Anwesha Hostel Kenjhor Santosh Kumar Sahoo 9437598011	Dept. Hostel	Nirmala Convent	42	386
				DAV Public School	43	
				St. Xavier High	156	
				Green Field	145	
	3	Trilochanpur School Hostel, Ghasipura Kenjhor Rabindra Nath Barik 8895436850	Dept. Hostel	Pranaballav	67	67
	4	Anwesha Hostel Champua Jayaram Munda - 9556570314 Arnapurna Jena - 9078981437	Dept. Hostel	Gayatri Central	95	392
				Chandrasekhar	128	
				Kerala English	169	

N.B : 26 students are residing outside.

District Wise School Information - Anugul

District Name	Sl. No.	Hostel Name & Address with Contact Person	Total No of Boarders	Hostel Status	Total No of Students	School Name with Address
Anugul	1	Delhi Public School Banarpal Asst Lady Superintendent (Girls Hostel) FREEDA TIRKEY 9938519770 Superintendent (Boys Hostel) MADAN APAT 8249120844	Boys - 289 Girls - 261	School Hostel	633	Delhi Public School

District Wise Hostel Information - Sambalpur

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Sambalpur	1	Aditya Residential School Hostel Sanjib Seth - 7606046924(Boys) Janaki Bhue - 9556576873(Girls)	Managed By School	Aditya Residential School	224	**224**
	2	Daniel Public School Hostel Tikelal Tandi - 7894998477(Boys) Surekha Naik - 9668899958(Girls)	Managed By School	Daniel Public School	119	**119**
	3	Anwesha Hostel Panchagochhia Sambalpur(Boys Hostel) Head master Jamadarpali Ashram School **Prasant Kumar Pradhan - 9937633667**	Dept. Managed	Delhi Public School	123	**300**
				Seven Hill Residential School	97	
				ST John's School	38	
				Vikas The Concept School	42	
	4	Anwesha Hostel Jamadarpali Sambalpur(Girls Hostel) Head master Jamadarpali Ashram School **Manisha Swain - 8249521657**	Dept. Managed	Delhi Public School	112	
				Seven Hill Residential School	108	
				ST John's School	36	
				Vikas The Concept School	45	**301**

District Wise Hostel Information - Sundergarh

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Sundargarh	1	Urban Education Complex Sundargarh	Dept. Managed	ASSEMBLY OF GOD	165	887
				GOOD SHEPHERD PUBLIC	153	
				S.B XAVIER SCHOOL	154	
				ODISHA PUBLIC SCHOOL	183	
				SUNDARGARH PUBLIC	95	
				XAVIER INTERNATIONAL	74	
				RIVER STONE INTERNATIONAL	63	
	2	Urban Education Complex Rourkela	Dept. Managed	DAV Public School	21	1019
				Saraswati Vidya Mandir	69	
				Indo English School	142	
				Sri Aurobindo's School	185	
				Sri Sathya Sai Vidya Vihar	107	
				Kalinga Public School	198	
				City English School	118	
				Chinmaya Public School	149	
				Deepika EM School	30	

NB :	1	As per student information collected from DWO office the total number of students in Sundargarh is 937 but due to TC taken and drop out the number has been reduced to 887.
	2	As per student information collected from DWO office the total number of students In Rourkela is 989. But Urban Education Complex Rourkela reflects Total No of Boarders as 1019. It is because it includes the students enrolled before lunch of the Anwesha Scheme in the year 2015-16.

District Wise Hostel Information - Baragarh

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Baragarh	1	Nagenpali Sevashram, Baragarh Laxmi Bhoi - 9937133066	Dept. Managed	Vikash Residential School, Bargarh	33	67
				Rainbow Public School, Bargarh	34	
	2	Padhanpali Sevashram School, Baragarh, Govinda Pati- 9861862094, 9583862094	Dept. Managed	Vikash Residential School, Bargarh	30	63
				Vidya Sagar Academy, Bargarh	33	
	3	Bardol Ashram School Hostel Digambar Swain-7008059851	Dept. Managed	Vidya Sagar Academy, Bargarh	56	102
				Cement Nagar English Medium School, Bargarh	46	
	4	Govts Girls High School Hostel , Padampur Pradip Kumar Meher -9937676156	Dept. Managed	Zenith Lion's Gurukul, Padampur	221	406
				Padampur Public School, Padampur	185	

District Wise Hostel Information - Balangir

District Name	Sl. No.	Hostel Name & Address with Contact Person	Hostel Status	Boarders (School Wise)	No of Boarders	Total No of Boarders
Balangir				Little flower School, Balangir		All other Students are day Scholar(405)
	1	**Little Heart School, Balangir**	School managed	**Little Heart School, Balangir**	**2**	
				New Wings Public School, Balangir		
				Academic Height Public School, Balangir		
	2	**Oriental Public School, Balangir**	School managed	**Oriental Public School, Balangir**	**156**	
				Dream India School, Balangir		
				Balangir Public School. Balangir		
	3	**Phoenix International School, Balangir**	School managed	**Phoenix International School, Balangir**	**7**	
				Viswatma Vidya Mandir, Balangir		
				DAV Public School, Titilagarh	**280**	
				Prabhabati Public School, Titilagarh		
				JMJ English medium School, Kantabanji		
				Lion public School, Kantabanji		
				Disha English Medium School, Kantabanji		
				St. Xavier's High School, Kantabanji		
	4	**Omm International School, Patnagarh**	School managed	**Omm International School, Patnagarh**	**300**	
	5	**IDM Public school, Balangir**	School managed	**IDM Public school, Balangir**	**12**	
				Sri Aurobinda Integral Center, Patnagarh		
				Roshni Public School,Balangir		
	6	**Royal International School, Tusra**	School managed	**Royal International School, Tusra**	**7**	
				ST Anne's School Titilagarh		
				Saraswati Sishu Vidya Mandir, Tusura NAC		
				Saraswati Sishu Vidya Mandir,Titilagarh		
				Saraswati Sishu Vidya Mandir,Kantabanji		
				Saraswati Sishu Vidya Mandir,Loisingha		
				Saraswati Sishu Vidya Mandir,Jarasingha		
				Saraswati Sishu Vidya Mandir,Deogaon		
				Saraswati Sishu Vidya Mandir,Salebhate		
				Saraswati Sishu Vidya Mandir, Balangir		
				Saraswati Sishu Vidya Mandir,Patnagarh		

Urban Education Programme ANWESHA

GAP ANALYSIS
30.10.2019

Anwesha Concurrent Monitoring and Evaluation Cell
SCSTRTI

Contents

Executive Summary

Urban Education Programme 'ANWESHA' is a unique educational intervention of the government of Odisha. It is an effort to tap the hidden talents which would have otherwise been withered in the wilderness, and expose the same to a spirit of competitiveness and excellence through quality education. Because of the successful outcome of a pilot project launched in the year 2007-08 in Berhampur under Ganjam district, the present scheme was launched in the academic session 2015-16 to make the said benefit available to a wider section of students of backward communities.

The scheme was launched with the following provisions:

- Best of public schools in district headquarters/urban centers should be selected and empanelled by a district level committee under the chairmanship of District Collector
- Selected schools should admit ST/SC students beyond the 25% reservation stipulated for reserved category under RTE, Act.
- Students would be admitted at class-I level
- Seats for admission into class-I would be apportioned to ST:70%, SC:30% and within each category 50% Girls and 50% Boys.
- The BPL category ST&SC students could only be selected.
- Annual school fees subject to a maximum of Rs. 25,000/- per student which includes school fees, tuition charges, library charges; the cost of text books, writing materials, uniform and school bus charges (transportation) would be borne by the government.
- Accommodation & food and post school tutoring would be provided by the government on need basis.
- Every year at least 5,000 students would be admitted under the scheme.

Now the scheme is in the last year of its originally estimated tenure (i.e., 2015-16 to 2019-20) and functioning in 17 districts with 20531 students admitted in 177 schools and 94 hostels. So, it is felt necessary to assess the benefits derived from the scheme and analyze whether the scheme has delivered what was expected of it and be continued as such or some changes are needed. Therefore, this study is an attempt to point out the gaps and analyze the same to suggest measures to bring about necessary changes in the method of intervention in the future.

Anwesha Concurrenet Monitoring and Evaluation (ACME) Cell is established in SCSTRTI by the ST & SC Development Department in the year 2019-20 as an independent monitoring and evaluation system with following objectives.

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.
- To sensitize the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme
- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarder students.
- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarder students enrolled in the scheme
- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarder students
- To map the learning outcomes of the students enrolled

The ACME Cell through the regular visit of its State Co-ordinator and four Zone Co-ordinators to schools and hostels where Anwesha students are admitted endeavours to ensure proper implementation of the Scheme besides independent reporting of facts.

This GAP analysis is based on the monitoring reports received from the zone co-ordinators, findings of state co-ordinator from his personal visit and interaction with ground level functionaries of Anwesha scheme. The gap is analyzed taking expectation from the scheme as the standard and they are grouped and analyzed under three broad heads such as:

- Student Management
- School Management and
- Hostel Management

Following are the observations from the study and suggestions for effective implementation of the scheme

Observations:

1. Scheme has not given emphasis on selecting students fit to be exposed to a spirit of competitiveness through quality education in Public school. As a result there are slow learners who being unable to catch up with the curriculum of Public Schools either fail in the class examination or drop out.
2. Students are admitted in class-I of the Public Schools without Nursery, L.K.G, and U.K.G education which their counterparts have. As a result they become back

benchers in the class or subjected to differential treatment by the school administration.

3. The Anwesha students are admitted in the month of July-August where as their urban counterparts get admitted in March-April. By the time Anwesha students reach the school other students of their class have already appeared their first unit test. Thus, they miss the first three months of teaching in the school.

4. There is a confusion at the district level regarding the term Public School for which English medium as well as Odia medium schools and schools affiliated to Board of Secondary Education Odisha, CBSE as well as ICSE have been selected for admission of Anwesha students.

5. It is observed that schools not located in urban areas are also selected.

6. The schools are selected without following the norms specified in the guidelines. Schools without affiliation to any examining boards are selected. There are schools which are recognized by Department of School and Mass Education to impart education only up to class-V. Newly opened schools are selected without any track record of good performance.

7. There are schools where the major portion of the students in a class is Anwesha students. It indicates as if schools are opened to take the advantage of Anwesha scheme and education is not their primary objective.

8. Hostel accommodation was an important aspect of the pilot project as the targeted beneficiaries are drawn from remote areas. But in the present scheme hostel accommodation is relegated mentioning in its guidelines that hostel accommodation is to be provided wherever needed. Thus there are many day scholars getting education under the present scheme. As the schools are located in urban areas the students those who can commute to school certainly are not from rural areas.

9. Food provided is neither adequate nor of proper quality. The PMS sanctioned appears to be insufficient. The ingredients used for cooking is not of proper quality. Shabbiness prevails all around the kitchen.

10. Students attend classes wearing unclean and untidy uniform. They are sent to the school without attending to all their needs and preparing them well for the school. The tiffin they carry to school is of inferior quality and insufficient.

11. Cleanliness is a problem with almost all the hostels

12. There is no regular visit of medical team, Doctor or ANM to the most of the hostels.

13. Hostel building are not constructed keeping in mind that these will be used by small children. They are found in bad shape due to lack of proper maintenance.

14. Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the querries of class-V students. Gents tutors are teaching girls in the hostels.

15. Twelve out of 94 hostels are found with less than 50% status rating score.

Suggestions:

The Urban Education Programme- ANWESHA is not a normal educational intervention of the government to make available education to all in the targeted areas. It is a quest to tap the hidden talents, which would have been lost otherwise in the wilderness, and expose the same to a spirit of competitiveness and excellence through quality education. Therefore it is not at all meant for all and sundry. In the pursuit of quantity, quality should not be sacrificed.

In the light of observation made in the above analysis following suggestions are made.

1. The number of students to be selected should be decided at district level taking into consideration the intake capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without any compromise in quality. However, a target for each district should be fixed by the Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

2. Selection of students should be completed before October.

3. Selected students should reach their respective hostels before start of October.

4. Selected students should be imparted a bridge course to acquaint them with minimum education required to understand teachings in class-I of Public Schools for 6 months from October to March.

5. Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.

6.   The slow learners should be admitted in Odia medium schools of the ST & SC Department.

7.   Instead of mentioning just Public schools, guidelines should specify in clear cut terms the type of schools to be selected for admitting Anwesha students. It should be specific whether Odia medium schools imparting quality education and qualifying all the norms of school selection can be included or not.

8.   If an institution is known for imparting quality education and satisfies all the norms of school selection except location then the school should be selected after obtaining approval from the state authorities.

9.   For the sake of uniformity schools affiliated to CBSE and with good track record of pass percentage at class-X Board Examination should be selected. Admission to schools not qualifying the norms should stop immediately.

10.   The number of Anwesha students in a class should be limited to 25 or 30% of the total students in the class.

11.   Provision of day scholars should be discontinued. Students only from rural areas who are unable to get the opportunity of urban education and economically incapable to afford such education be selected.

12.   Accommodation should be the first priority of the scheme to make available the benefits of the scheme to the targeted population (the students)

13.   PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be warned to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.

14.   Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of specific students. One cannot attend to all the three works as they happen at the same time.

15.   Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific LCCA who will be responsible for the boarders under her charge she should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

16. In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.

17. Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels a lady assistant superintendent must be appointed to look after the girls.

18. Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders under his/her charge in a register.

19. There should be constant monitoring of the facilities at school and hostel level by district and state authorities.

20. The hostel superintendents should be given training on hostel management, safety and security, food and mess management, maintenance of records etc.

21. Above all quality should not be sacrificed in the pursuit of quantity.

1. Introduction

It has been the constant endeavour of the government both at the center and the state to uplift the backward communities extending all possible help to them. It is an uncontested fact that education which results in capacity building is a sure means to eradication of poverty and adding quality to life. Therefore governments are taking various measures on the education of the backward communities. Odisha, being the house to a large number of ST/SC communities of India, has taken several steps to address the educational backwardness of these communities out of which 'Urban Education Programme - ANWESHA' is one.

Urban Education Programme 'ANWESHA' is a unique educational intervention of the state government. It is an effort to tap the hidden talents which would have otherwise been withered in the wilderness, and expose them to a spirit of competitiveness and excellence through quality education. Because of the successful outcome of a pilot project launched in the year 2007-08 in Berhampur under Ganjam district, the present scheme 'Urban Education Programme - ANWESHA' was launched in the academic session 2015-16 to make the said benefit available to a wider section of students of backward communities. Now the scheme is in the last year of its originally estimated tenure i.e., 2015-16 to 2019-20.

So, at this juncture, it becomes essential to assess the benefits derived from the scheme and analyze whether the scheme has delivered what was expected of it and be continued as such or some changes are needed. Hence, a modest attempt has been made to find out the gaps, if any,in the process of implementation of the scheme and suggest measures to bring about necessary changes to overcome them.

1.1   Objectives:

- Assess the performance of the scheme
- Find out GAPs, if any
- Suggest measures to overcome the GAPs

1.2   Methodology:

Gap analysis is based on comparison of actual against standards. Government has made provision of many facilitiesfor successful implementation of the scheme. Thus,for the purpose of gap analysis the prescribed provisions of various facilities are taken as standard against which actual provisions and facilities extended to students are measured to find out the gaps. For the purpose, various parameters are created under two broad heads such as:

- School Management and
- Hostel Management

Each parameter is assigned a status (Good, Average or Poor) based on fulfillment of certain criteria listed under each parameter. For calculation of overall status rating of a school or hostel which reflects the overall performance of the school or hostel the following procedure is followed. Each 'Good' status is assigned with 2 points, 'Average' status with 1 point and 'Poor' status with zero point. Percentage of the points secured by a school or hostel as compared to the highest points possible is the overall status ratingof the school or hostel. Besides analyzing the performance of schools and hostels, effort has been made to analyze the student selection process and their preparedness for public school education. This is covered under the head student management.

1.3   Limitations:

Status 'Good/Average/Poor' is assigned to each parameter based on fulfillment of certain criteria listed under each. Allcriteria are taken on equal footing without giving special weight to anyone.Further, the criteria listed may not be exclusive. The data collected are based on the observations through personal visit to the institutions by the sate/zone co-ordinators; interaction with principals of schools, superintendents of hostels and students. So, bias of the observer cannot be ruled out. Specifically, when there are schools which have accepted Anwesha students with much reluctance and schools which have been created keeping an eye on the profitability angle of admitting Anwesha students the bias is bound to be more pronounced.

2. Genesis of the Scheme

Before analysis of the performance of the scheme and finding out gaps, if any, it is essential to discuss about the objectives behind launching of the scheme 'Urban Education Programme–Anwesha'and necessity of having in place a concurrent monitoring mechanism 'Anwesha Concurrent Monitoring and Evaluation (ACME) Cell'.

2.1 Urban Education Programme– Anwesha:

The present scheme the Urban Education Programme - Anwesha is the outcome of a pilot project named "Creation of Urban Hostel Complexes and Exemption of Tuition Fees for ST & SC Students to study in Public Schools". The pilot scheme was launched in the year 2007-08 in Berhampur, Ganjam. The Urban Hostel at Berhampur started functioning with a modest 21 students who were admitted in KendriyaVidyalayas at Ambapua&Golabandha. By the academic session 2015-16, there were 220 students under the schemestudying in from class-I to class-IX. The scheme emphasized two things. First one was to fulfill the ambition of poor parents who cannot educate their deserving wards in public schools due to unaffordable cost of such education. Second one was making provision of hostels to accommodate students who were admitted into the scheme as they hailed from rural/remote areas. It provided an atmosphere conducive to studies which was not available at their rural homes located in remote areas. The hostel provided an atmosphere to groom the students to fit into public school environment, provided off-school hand holding and developed their abilities to face the competition. Therefore, the students not only performed well academically but also excelled in co-curricular and extra-curricular activities of the school.

Because of the success of the pilot project the present scheme "Scheme for providing quality education to ST & SC students in partnership with urban educational institutions", in short, Urban Education Programme-ANWESHAwas launched to make the said benefit available to a larger section of studentsof the state.The scheme was launched in the year 2015-16 with following objectives (Letter No. 11990/SSD dt. 11.06.2015):

- To provide opportunities to ST/SC children from rural areas to get education in best of the public schools and take benefit of the quality education and facilities provided by the public schools.
- To enable shaping up inherent talent of the selected students and expose them to the spirit of competitiveness and excellence.

Besides the above objectives the salient features of the scheme were as follows:

- Best of public schools in district headquarters/urban centers should be selected and empanelled by a district level committee under the chairmanship of District Collector with PA, ITDA of the district, District Education Officer, DI of schools, DSWO as its members and District Welfare Officer as its member convener. The schools should be selected based on the criteria such as recognition of the school, availability of infrastructure, qualified teachers, pupil teacher ratio, academic performance etc.

- A partnership should be reached between the district administration and the school through negotiation and their willingness to provide quality education to ST/SC students. School should enter into a MOU with the respective DWOs, specifying the roles and responsibilities of both the parties.

- Selected schools should admit ST/SC students beyond the 25% reservation available to reserved category under RTE, Act.

- ST/SC students would be admitted in class-I level

- Seats for admission into class-I would be apportioned to ST:70%, SC:30% and within each category 50% Girls and 50% Boys.

- The BPL category ST&SC students could only be selected.

- Annual school fees which includes school fees, tuition charges, library charges subject to a maximum of Rs. 25,000/- per student; the cost of text books, writing materials, uniform and school bus charges (transportation) would be borne by the government.

- Accommodation & food and post school tutoring would be provided by the government on need basis.

- Every year at least 5,000 students would be admitted under the scheme

At present, as revealed by the Table-2.1 below, 20531 students are pursuing their studies in class-I to class –V in 177 schools and accommodated in 94 hostels located in 17 operational districts such as Koraput, Malkangiri, Nabarangpur, Rayagada, Kalahandi, Ganjam, Gajapati, Kandhamal, Nuapada, Sambalpur, Bolangir, Baragarh, Sundargarh, Mayurbhanj, Keonjhar, Deogarh, and Angul.

Table-2.1
Anwesha Program at a Glance

Sl No.	District	No. of Schools	No. of hostels	Students
1	**Koraput**	12	4	1250
2	**Malkangiri**	4	4	651
3	**Rayagada**	22	12	2199
4	**Nabrangpur**	10	3	1276
5	**Kalahandi**	14	13	1521
6	**Nuapada**	3	5	999
7	**Kandhamala**	11	5	1197
8	**Ganjam**	14	10	820
9	**Gajapati**	5	3	690
10	**Sambalpur**	6	4	1054
11	**Sundargarh**	16	6	1736
12	**Bargarh**	6	4	802
13	**Balangir**	21	7	1481
14	**Mayurbhanj**	19	7	2496
15	**Deogarh**	4	2	390
16	**Anugul**	1	1	633
17	**Keonjhar**	9	4	1336
Total		177	94	**20531**

- Source: Primary data

2.2 ACME Cell

The following features of the'Urban Education Programme-Anwesha'make it deserve special attention

- Students are in their very tender age as they are admitted in class-I. They even do not know their necessities let alone raising a voice to get them.

- They stay away from home and parents at the cost of parental care and affection.

- Atmosphere in which they are put is completely different from their home conditions.

- They did not have any previous experience of socialization such as adjusting with his/her peers and interacting with outsiders

Hence, it is of utmost importance that all possible steps are taken to make them feel at home

For these reasons, keeping the gravity of the problem in mind, it was felt imperative that in addition to the existing setup of reporting mechanism an independent monitoring and evaluation system should be in place. Therefore, the ST&SC Development Department has established the Anwesha Concurrent Monitoring and Evaluation (ACME) Cell in SCSTRTI. The intention of adding one more monitoring system is loud and clear. The government is not contented with just fact finding and taking remedial measures on the basis of suggestions generated from the analysis of facts butwants some proactive measures to ensure that the scheme delivers in an effective manner.

2.2.1 Objectives of ACME Cell:

Accordingly, to address the requirement of the situation the following broad objectives are set before the ACME Cell. Out of which two are devoted to fact finding, one is for sensitizing people involved at ground level and three arefor ensuring proper implementation of the scheme.

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.

- To sensitize the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme

- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarder students.

- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarder students enrolled in the scheme

- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarder students

- To map the learning outcomes of the students enrolled

2.2.2 Organization of ACME Cell

At the central level there is a state office with one State Co-ordinator and one Programmer.The entire operational area comprising of 17 districts is divided into four zones with one zone co-ordinator for each zone. The four zones comprise of the following districts and the zone co-ordinator functions from the DWO office of a centrally located district as mentioned below:

Zone   **I.**Baragarh, Bolangir, Sambalpur &Sundergarh

(Zone Co-ordinator's office: DWO office Sambalpur)

II. Mayurbhanj, Keonjhar, Angul& Deogarh

(Zone Co-ordinator's office: DWO office Mayurbhanja)

III. Koraput, Nawarangpur, Malkangiri &Rayagda

(Zone Co-ordinator's office: DWO office Koraput)

`**IV.** Nuapada, Kalahandi, Kandamal, Ganjam&Gajapati

(Zone Co-ordinator's office: DWO office Kalahandi)

2.2.3Monitoring System

Monitoring is the primary work of the ACME Cell. It not only generates data for the creation of database and evaluation but also helps in ensuring the desired action at implementation level. It is a fact that persons at ground level are so engrossed with their work that they need to be pursued to comply the reporting formats. Besides, a person from the cell at ground level who is not a part of the implementation team is expected to have an open mind, perception from a different angleand independent viewjustifying the 'concurrent monitoring' objective of the cell. Further, presence of an external person not

only breaks the monotony of persons at ground level but also acts as a catalyst to put them into action. So, the following monitoring system has been put in place.

- At zone level

Zone Co-ordinator of ACME Cell remains in direct personal contact with the functionaries at ground level. He collects therequired data from the primary source. He compiles the collected data as per the format given and sendsthe same to state office at SCSTRTI. In addition to that he plays the role of a motivator for the persons who are responsible for proper functioning of the scheme at ground level and acts as a change agent.

- At Central level

The state level office which is situated at SCSTRTI, Bhubaneswar,is in overall charge of co-ordinating the activities of ACME Cell. It develops guidelines, indicators/parameters for capturing data from ground level and framesreporting formats for online reporting by zone co-ordinators. After receipt of data it analyzesthe same and generates reports every three months (quarterly basis)to be submitted to government and to district level for follow up action at their respective end. However, in case of need, reportsare prepared on specific aspects as and when needed. State co-ordinator also visits the schools and hostels on a regular basis to supervise the work of Zone Co-ordinators, to have direct contact with people working for the implementation of the scheme and take stock of the situation at ground level.

ACME Cell started functioning in full fledged manner after its four zone co-ordinators are pressed into action towards the mid July 2019. Within a month and odd of data collection and monitoring it came out with its first status report in the third week of August 2019. Thereafter, the present study isanattempttoanalyze the gaps in the implementation of the scheme and come up with necessary suggestions.

3. Endeavors and Expectations

For the purpose of gap analysis it is essential to set the standards against which actual performances are to be measured.Each step taken is associated with some expectations. In the present case the government has made provision of many facilities with the expectation of achieving something. Thus theprescribed provisions of various facilities and desired outcome taken as the standard against which actual provisions of facilities and outcome of the intervention are measured to find out the gaps.Therefore, it becomes essential to list such prescribed provisions and desired outcomes to undertake the GAP analysis.

3.1 Provision of Facilities:

- Every year about 5000 students belonging to ST and SC communitiesfrom the state of Odisha would be selected through a lottery system by district level committees under the chairmanship of respective collectors and admitted to class-I.

- Selection and empanelment of best public school for admission of students.

- Public schools should be located in urban areas.

- Provision of three pairs of school uniform one including Saturday uniform two pairs of shoes, socks, belt, tie etc.

- Provision of School bag, Tiffin box, Water bottle etc.

- Provision of two pairs of home dresses.

- Provision of text books and writing materials like exercise books, pencil, pencil box/compass box, pencil cutter, eraser, pen etc.

- The entire cost of all fees of the school including tuition fees, transportation to schooland back would be borne by government without any cost to the parents.

- Free lodging and boarding facilities by the government wherever needed.

- Provision of Lady-cook-cum-assistants (LCCAs) for parental care.

- Provision of tutors to look after the off school educational handholding

3.2 Expectations

- Expose the students coming from the remote areas and lower economic rung of ST/SC communities to a spirit of competitiveness and excellence by providing them education in the best of public schools in urban areas.

- The ST and SC studentsshould be selected   in the ratio 70:30

- Boys and girls should be in the ratio 50:50.

- The schools under the scheme would be selected and empanelled by the district level committee based on the criteria such as recognition of school, availability of infrastructure, qualified teachers, student teacher ratio, academic performance etc. The schools selected should be the best in their field.

- Timely supply of Text books, study materials to students

- Provision of proper quality and size school uniforms and civil dresses Accommodation is provided with provision of proper living condition

- Food provided is adequate and of desired standard

- Proper transportation facility to boarders from hostel to school and back

- Proper off-school hand holding to boarders to reflect upon and practice the lessons taught in the school and complete home assignments.

- Academic performance of the students should be up to the mark

On the basis of the above provisions/facilities and expectations various parameters are designed as point of measurement. Each parameter is evaluated based on certain underlying criteria.

4. GAP Analysis

To compare the actual against the standards and find out GAPs the analysis is divided into three broad heads.

- Student Management
- School Management and
- Hostel Management

4.1 Student Management

Students are the beneficiaries under the scheme. If we analyze the basic idea behind the pilot project which resulted inlaunching of the present schemeand read in between lines the objective of the present scheme we can visualize that the saidintervention isnot directed towards the slow learners but the bright students from the backward communities. The reason is obvious.The bright students are competitive and can excel if they are given quality education in best of the educational institutions. But, because of the fact that they were staying in remote corners and their parents are not aware or/and not able to meet the cost of education in public schools their talentis left unnoticed, unattended and unused for the country.Thus, following are the basic idea behind the scheme as far as the targeted students are concerned.

- Studentsbelong to rural areas of the state andthey do not have access to public schools of urban centers due to their residential disadvantage and lack of awareness and/or economic incapacity of their parents.
- Students deserve to be exposed to a spirit of competitiveness and excellence
- They should be selected following a proper procedure and admitted to public schools in due time to get quality education.

4.1.1 Observations:

In the back drop of the above following are the actual observations.

a)Student Selection and Admission:

At present following guidelinesare used for selection and admission of students under the programme:

- Each year 5000 ST/SC students are to be admitted in class-I under the programme. On the basis of previous years statistics the ST and SC Development Department decides the number of students to be admitted in each operational district to achieve the yearly target of 5000 students.
- The student from ST and SC communities are selected in the ratio 70:30 maintaining equal proportion of Boys and Girls from each community.
- Students from BPL category or backward classes according to Socio Economic Caste Census (SECC)2011 can avail the opportunity.
- Advertisement is made by the District administration inviting application from the parents of eligible candidates.
- Students in the age group of 5 -7 years apply for admission
- The students are selected by the District Level Committee through lottery system.
- The number of students to be admitted to various Urban Public Schools is decided by the District Level Committee depending upon the intake capacity of each school.
- The ST & SC students are admitted to public schools beyond the 25% reservation under RTE Act

This procedure overlooks the merit of the candidates. Quality education should be provided to deserving candidates not to all those who not being able to cope with the syllabus of the public schools either drop out or fail in the examination and become a victim of inferiority complex.

One can not dispute the fact that all the students are not of same level of intelligence. Depending upon the level of intelligence the understanding capacities of students differ. As the scheme intends to expose the students to a spirit of competitiveness and excellence through best of education available, it is certainly not for the average students. But, under the scheme no emphasis is given to choose the meritorious students worthy of the scheme.

Most of the students selected under the scheme either fail or secure miserable marks in the examination conducted by the schools. The glaring example is the Deepti Convent school, Malkangiri where 26 students are retained in class-I. Principal of the schools expressed her difficulty in handling slow learners as almost 80% students do not attend classes.

Performance of the students of some other schools is given in table 4.1.1 which reflects that the average pass percentage of the students of Sacred Heart School, Rayagada is as low as 13%.

Even in our hostels, tutors segregate bright students from slow learners and treat them separately. It is for sure that students who are unable to digest the lessons of English medium schools can never be competitive. In this way we are doing injustice to these innocent small children who could have done well in the primary schools located in their neighborhood studying in Odia medium. Therefore, only the deserving students should be given the opportunity. Because, for other students of backward communities there is provision of education in well spread out network of primary schools created by the ST & SC Development Department

b) Pre-School Education: Anwesha students before admission into class-I do not have pre-primary education such as education in Nursery, LKG and UKG classes as that of their urban counterparts. This is the reason for which they fail to catch up with the other students of the class in which they are admitted. So, the school administration is forced to put them in a separate class. This discrimination in turn may lead to development of an inferiority complex in them. Therefore, before allowing them to compete with other students they should be given minimum education required to get admission in class-I of public schools.

c) Timely Admission: It has been observed that selection and admission of Anwesha students do not coincide with the admission of other students of the schools. While admission process for the other students of the school is over by March, admission of Anwesha students takes place in July–August. As of now, admission of Anwesha students is yet to be completed in some schools as some students have not joined the schools to which they are allotted by the DWOs. Table 4.1.2 reveals that ST & SC Development Department has fixed district wise target to reach the yearly target of admitting 5000 students. Basing on the intake capacity of schools DWOs have selected 4577 students to take admission in various schools. But by the time this report is prepared only 3971 students have taken admission and 606 students are yet to take admission. So, by the time Anwesha students join school other urban students would have completed some lessons. This is one of the reasons for which Anwesha students fail to catch up with other students forcing the school

administration to put them in a separate section. Therefore, the timing of admission of Anwesha students should coincide with that of the other students of the school.

Table 4.1.1

Schools not performing well

SlNo	DistrictName	School Name	Avg Pass Percentage
1	Rayagada	Sacred Heart School	13
2	Rayagada	Cen. Public School	35
3	Kenjhor	Nirmala Convent	20
4	Mayurbhanj	Sparsh public school,rairangpur	36
5	Sundergarh	SUNDARGARH PUBLIC	32
6	Rayagada	Dipti Convent school	44
7	Mayurbhanj	ST. Mary's Convent School, Baripada	40

NB: Source – Primary data

Table 4.1.2

District wise target and admission of Anwesha students during 2019-20

Sl.No.	District	Allotted	Selected	Admitted
1	Koraput	320	316	312
2	Malkangiri	200	152	138
3	Rayagada	450	431	431
4	Nabrangpur	250	400	388
5	Kalahandi	300	300	300
6	Nuapada	300	273	273
7	Kandhamala	400	350	074
8	Ganjam	240	228	228
9	Gajapati	200	189	189
10	Sambalpur	350	302	237

11	Sundargarh	500	410	210
12	Bargarh	140	137	137
13	Balangir	350	317	317
14	Mayurbhanj	500	448	448
15	Deogarh	100	98	098
16	Anugul	100	83	083
17	Keonjhar	300	316	316
Total		5000	4577	4179

NB: Source – Primary data

4.1.2 Inference

It is observed that Scheme has not given emphasis on selecting students fit to be exposed to a spirit of competitiveness through quality education in Public school. As a result there are some slow learners who being unable to catch up with the curriculum of Public Schools either fail in the class examination or drop out.

Students are admitted in class-I of the Public Schools without Nursery, L.K.G, and U.K.G education which their counterparts have. As a result they become back benchers in the class or subjected to differential treatment by the school administration.

The Anwesha students are admitted in the month of July-August where as their urban counterparts get admitted in March-April. By the time Anwesha students reach the school other students of their class have already appeared their first unit test. Thus, they miss the first three months of teaching in the school.

Therefore, to overcome the above problems the following changes in the selection process of students may be adopted.

➢ The number of students to be selected should be decided at district level taking into consideration the intake capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without

any compromise in quality. However, a target for each district should be fixed by the Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

- Selection of students, admission to hostels should be completed before October.
- Selected students should reach their respective hostels before start of October.
- Selected students should be imparted a bridge course to acquaint them with minimum education required to understand teachings in class-I of Public Schools for 6 months from October to March.
- Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.
- The slow learners should be admitted in Odia medium schools of the ST & SC Department.

4.2 School Management

School is the medium through which targeted population of the scheme can be given the best of education to nurture their inherent talent and expose them to a spirit of competitiveness and excellence. Therefore, selection of the proper school is of utmost importance.

As per the guidelinesissued by ST & SC Development Department the school should be a

- ➢ Public School,
- ➢ located in District Headquarters/other Urban centres of the district and
- ➢ should be selected by the District Level Committee taking following aspects into consideration.
  - Recognition of the school
  - Availability of infrastructure
  - Qualified teachers
  - Pupil teacher ratio
  - Academic performance

Through negotiation with the schools willing to participate under the scheme a partnership should be reached by the district administration. A MOU should be signed by the DWO of the concerned district and the school indicating their respective roles and responsibilities.

4.2.1 Observations

Public School: Though the guideline is silent about the meaning of a public school, it implies a school of repute imparting quality education at a price. But, nowhere is it clearly defined except mentioning that it may be a private, aided or government managed school including Kendriya Vidyalaya, Navodaya Vidyalaya etc. This is the reason for which the term is confused at the district level and Odia medium schools have been selected for admission of Anwesha students.There were 12 English medium schools under the scheme. Out of which 11 schools were in Balangir and one school was in Malkangiri. All the Odia medium schools of Balangir were disengaged where as one school at Malkangiri- SaraswatiSishuVidyamandir is still there with 438 Anwesha students out of which 28 have been admitted into class-I during the academic session 2019-20.

Location: Guidelines indicates that the school should be located in District Headquarters or Urban Centers. Urban Center means a NAC, Municipality, Corporation or an area with minimum population of 5000. But there are schools which are not located in urban centers. In this regard it may be said that development of a quality education institution may not be location specific. Therefore, if the educational institution satisfies the norms of imparting quality education this location aspect may be compromised.

Selection of School: As per guidelines schools should have been selected basing on Recognition of the school, availability of infrastructure, qualified teachers, pupil teacher ratio, academic performance etc. It has been observed that most of the schools selected are without affiliation to any board. Table 4.2.1 shows that 43 schools have been selected without affiliation. Table 4.2.2 shows that 52 Schools are recognized up to class VIIIout of which … Schools are recognized up to Class V only.It appears from Table 4.2.3 and Table 4.2.4 that as if schools are created to enroll the Anwesha students. Table 4.2.3 shows 16 schools are opened in the year 2015 or after. Table 4.2.4 shows that in 177 schools of the entire state in Anwesha students constitute 43% of the

total students in the class-I to V.If school wise and class wise data is analysed the proportion of anwesha students as compared to other students becomes much more than the state percentage of 43%. (Annexure-I)

Unless a school presents its students in class X examination (Board Examination) it is difficult to assess the performance of a school. But table 4.5 shows that only 12 schools have presented their students in class X examination. Reluctance of reputed schools to admit Anwesha student is obvious for the following reasons:

- Anwesha students are not well dressed. Their uniforms are dirty. In some cases tie, socks or belt is missing. Some schools even allege that a smell comes out of the Anwesha students for which the school has to make them bathe in the school to avoid complain from their counterparts in the school even from their parents. The quality and amount of tiffin the Anwesha students carry to the school is mediocre and never at par with other students in the school leading to an unhealthy comparison.

- Due to lack of pre-primary school education Anwesha students do not catch up with the other students and the school will not want to compromise with their reputation of obtaining good results in the examinations.

- They, as such, have a good demand in the locality and can admit students at a much higher school fee than the maximum amount the government has allotted for the purpose i.e., Rs. 25000/-

4.2.2 Inference:

- Due to confusion in the interpretation of the meaning of Public School both English medium and Odia medium schools were selected at district level. To expose the students to a spirit of competitiveness Anwesha students should be admitted in such schools which were affiliated to CBSE only as in all national level competitive examination after senior secondary level usually questions from CBSEcourse are set.

- If a school qualifies other parameters of selection the stipulation that a school should be located in an urban centre may be compromised.

- Should be an English Medium school affiliated to CBSE only

- The school should have affiliation/recognition at least from class-I to Class-X.

- Minimum five batches of students should have appeared class X Board Examination with an average result of 80%.
- The school should have adequate physical infrastructure as prescribed by CBSE for grant of its affiliation.
- The student-teacher ratio of the school should be as per the prescribed norms of CBSE
- The number of Anwesha students in each section should not exceed 30% of the total strength of the section

Table No- 4.2.1

Schools Without affiliation

Sl.No	District	School Name	Establishment Year
1	Sundergarh	ODISHA PUBLIC SCHOOL	2010
2	Sundergarh	SRI SATHYA SAI VIDYA VIHAR	1995
3	Mayurbhanj	ARYAN INTERNATIONAL SMART SCHOOL, BARIPADA	2015
4	Kenojhar	Gayatri Central Academy Champua	2007
5	Mayurbhanj	Sacred Sunshine Secondary School	2015
6	Balangir	Academic Heights Public School	2012
7	Mayurbhanj	Bright Angel Public School	2004
8	Mayurbhanj	D.M.PUBLIC SCHOOL	2001
9	Mayurbhanj	Similipal English Medium School	2011
10	Mayurbhanj	Little Flowers' School	2000
11	Mayurbhanj	RICHARD'S MISSION SCHOOL	2001
12	Mayurbhanj	VENKATESWAR SCHOOL	2010
13	Mayurbhanj	St. Joseph's Convent School	2013
14	Nuapada	GKRV,Kharia Road	2015
15	Nuapada	GKRV,Nuapada	2004
16	Nabarangpur	GURKRUPA PUBLIC SCHOOL	2014
17	Nabarangpur	ABC'S Academy New Rainbow	2014
18	Nabarangpur	Techno Gurukul	2014
19	Rayagada	Aryan English Medium School	2011
20	Kalahandi	ACADEMIC HEIGHTS PUBLIC SCHOOL	2015
21	Rayagada	Dream India School,Rayagada	2015
22	Rayagada	EMPOWER PUBLIC SCHOOL	2017
23	Rayagada	Kid's Gee	2012
24	Rayagada	Mahatma Gandhi International	2015
25	Rayagada	N.V.R.Educational Institution	2001
26	Rayagada	ODISHA STATE BRIGADE SCHOOL	2002
27	Rayagada	Sree Saibani Public School	2006
28	Koraput	Siddheswari Public School	2012

29	Koraput	ST. XAVIER HIGH SCHOOL	2014
30	Koraput	Sinai Public School	2004
31	Koraput	Sri Ramakrushna Vidya Mandir	2010
32	Koraput	St. Xavier High School	2014
33	Koraput	Saints School	2002
34	Koraput	Bikash Vidyalaya	1994
35	Nabarangpur	Mother Teresa Public School	1997
36	Nabarangpur	Parents' Pride Public School	2017
37	Nabarangpur	Rhyming Bird EM School	2012
38	Nabarangpur	Theodore Public School	2003
39	Rayagada	Bachpan Public School	2015
40	Rayagada	Dream India School, Gunpur	2015
41	Rayagada	Viganan Vidyalaya	1999
42	Rayagada	Mother Terasa E Techno School	2007
43	Rayagada	RADHA KRISHNA ENGLISH MEDIUM SCHOOL	2018

NB : Source - Primary Data

Table No- 4.2.2

Schools Recognised Upto Class V-VIII

Sl.No	District	School Name	Establishment Year	Affiliation	Range of Classes
1	Sundergarh	ODISHA PUBLIC SCHOOL	2010	NO	Nursury - VII
2	Sundergarh	SRI SATHYA SAI VIDYA VIHAR	1995	NO	Nursury - VII
3	Mayurbhanj	ARYAN INTERNATIONAL SMART SCHOOL, BARIPADA	2015	NO	Class I - VIII
4	Kenojhar	Gayatri Central Academy Champua	2007	NO	Class I-VII
5	Mayurbhanj	Sacred Sunshine Secondary School	2015	NO	Class I-VII
6	Gajapati	Centurian Publc School,Gajapati	2006	CBSE-2015	Class I-VI
7	Ganjam	Gurukul International Public school	2012	CBSE	LKG-VIII
8	Gajapati	Priyadarshini Convent School,Gajapati	1987	CBSE-2018	Class I - VIII
9	Ganjam	St. Ann's E.M. School	2006	CBSE-2018	Nursery - VIII
10	Balangir	Academic Heights Public School	2012	NO	Class I - VIII
11	Balangir	DISHA ENGLISH MEDIUM SCHOOL	2015	CBSE-2018	Nursury - IV
12	Balangir	DREAM INDIA SCHOOL	2015	CBSE-2017	Nursery -

					VIII
13	Balangir	LITTLE HEART SCHOOL	2014	CBSE-2018	Class I-V
14	Balangir	New wings Public School	2012	CBSE-2017	Class I-VI
15	Mayurbhanj	Bright Angel Public School	2004	No	Class I - VIII
16	Mayurbhanj	D.M.PUBLIC SCHOOL	2001	No	Class I - VIII
17	Mayurbhanj	Similipal English Medium School	2011	NO	Class I - VIII
18	Mayurbhanj	St. Xavier's public School	2018	2018	Class I - VIII
19	Mayurbhanj	Little Flowers' School	2000	NO	Nursery - VIII
20	Mayurbhanj	RICHARD'S MISSION SCHOOL	2001	NO	Nursery - VIII
21	Mayurbhanj	SPARSH PUBLIC SCHOOL	2012	2017	Class I - VIII
22	Mayurbhanj	VENKATESWAR SCHOOL	2010	NO	Class I - VII
23	Mayurbhanj	Morning Star Public School,	1992	2018	Class I - VIII
24	Balangir	PHOENIX INTERNATIONAL SCHOOL	2014	2018	Class I - V
25	Nuapada	GKRV,Kharia Road	2015	NO	Class I - VIII
26	Nabarangpur	BAPUJI PUBLIC SCHOOL	1987	2018	Class I - VIII
27	Nabarangpur	GURKRUPA PUBLIC SCHOOL	2014	NO	Class I - VIII
28	Nabarangpur	ABC'S Academy New Rainbow	2014	NO	Class I-III
29	Nabarangpur	Techno Gurukul	2014	NO	Class I-VII
30	Rayagada	Aryan English Medium School	2011	NO	Nursury -III
31	Rayagada	Dream India School,Rayagada	2015	NO	Nursury - VIII
32	Rayagada	EMPOWER PUBLIC SCHOOL	2017	NO	Class I - VIII
33	Rayagada	Kid's Gee	2012	NO	Class I - VIII
34	Rayagada	LILIPUT KINDER GARDEN SCHOOL	2014	2018	Nursury -V
35	Rayagada	Mahatma Gandhi International	2015	NO	Class I -V
36	Rayagada	ODISHA STATE BRIGADE SCHOOL	2002	NO	Class I-III
37	Rayagada	Prerana School	2003	2012	Class I - VIII
38	Rayagada	RADHA KRISHNA ENGLISH MEDIUM SCHOOL	2018	NIOS,ODISHA	Class I - VII
39	Rayagada	SARAS AN ANGLO VEDIC SCHOOL	2015		Nursury - VIII
40	Rayagada	Sree Saibani Public School	2006	NO	Class I - VIII
41	Koraput	Siddheswari Public School	2012	NO	Nursery - VI
42	Koraput	ST. XAVIER HIGH SCHOOL	2014	NO	Class I - VIII
43	Koraput	Sinai Public School	2004	NO	LKG-VIII
44	Koraput	Sri Ramakrushna Vidya Mandir	2010	NO	Class I- VI
45	Koraput	St. Xavier High School	2014	NO	Class I - VIII
46	Koraput	Saints School	2002	NO	LKG - VIII
47	Nabarangpur	Mother Teresa Public School	1997	NO	Nursery - VIII
48	Nabarangpur	Parents' Pride Public School	2017	NO	Nursery - V
49	Nabarangpur	Rhyming Bird EM School	2012	NO	Nursery - VI
50	Rayagada	Bachpan Public School	2015	NO	Nursery - VIII

| 51 | Rayagada | Dream India School, Gunpur | 2015 | NO | Nursery - V |
| 52 | Rayagada | Viganan Vidyalaya | 1999 | NO | Class I - VIII |

NB : Source - Primary Data

Table No- 4.2.3

Schools Established on or after 2015

Sl.No	District	School Name	Establishment Year
1	Mayurbhanj	ARYAN INTERNATIONAL SMART SCHOOL, BARIPADA	2015
2	Mayurbhanj	Sacred Sunshine Secondary School	2015
3	Balangir	DISHA ENGLISH MEDIUM SCHOOL	2015
4	Balangir	DREAM INDIA SCHOOL	2015
5	Mayurbhanj	St. Xavier's public School	**2018**
6	Nuapada	GKRV,Kharia Road	2015
7	Kalahandi	ACADEMIC HEIGHTS PUBLIC SCHOOL	2015
8	Rayagada	Dream India School,Rayagada	2015
9	Rayagada	EMPOWER PUBLIC SCHOOL	**2017**
10	Rayagada	Mahatma Gandhi International	2015
11	Rayagada	RADHA KRISHNA ENGLISH MEDIUM SCHOOL	**2018**
12	Rayagada	SARAS AN ANGLO VEDIC SCHOOL	2015
13	Malkangiri	Saraswati Sisu Bidhya Mandira	2015
14	Nabarangpur	Parents' Pride Public School	**2017**
15	Rayagada	Bachpan Public School	2015
16	Rayagada	Dream India School, Gunpur	2015

NB : Source - Primary Data

Table No- 4.2.4

Anwesha And Other students

SlNo	District Name	No. of Schools	Class										Total			% of Anwesha Student
			I		II		III		IV		V					
			Others	Anwesha	Others	Anwesha	Others	Anwesha	Others	Anwesha	Others	Anwesha	Others	Anwesha	Total	
1	Koraput	12	436	312	522	303	369	231	374	377	4	27	1701	1250	2951	42
2	Malkangiri	4	352	138	408	139	431	169	457	163	229	42	1648	651	2299	28
3	Rayagada	22	1116	431	1036	477	984	525	924	591	331	175	4060	2199	6259	35
4	Nabrangpur	10	566	400	511	249	436	242	355	249	112	136	1868	1276	3144	41
5	Kalahandi	14	235	300	245	398	47	414	95	377	12	32	622	1521	2143	71
6	Nuapada	3	89	273	100	297	73	197	56	176	65	56	318	999	1317	76
7	Kandhamala	11	266	74	253	452	386	413	348	232	180	26	1253	1197	2450	49
8	Ganjam	14	479	228	225	226	1094	158	177	155	860	53	1975	820	2795	29
9	Gajapati	5	268	189	300	190	310	128	263	97	212	86	1141	690	1831	38
10	Sambalpur	6	261	237	300	215	351	222	339	200	178	180	1251	1054	2305	46

11	Sundargarh	16	246	210	523	417	358	396	463	436	393	277	1590	1736	3326	52
12	Bargarh	6	268	137	230	149	316	148	364	286	313	82	1178	802	1980	41
13	Balangir	21	432	317	812	402	861	378	769	229	376	155	2874	1481	4355	34
14	Mayurbhanj	19	904	448	869	532	745	678	695	486	586	352	3213	2496	5709	44
15	Deogarh	4	130	98	126	99	116	91	64	59	74	43	436	390	826	47
16	Anugul	1	75	83	57	100	40	100	30	299	68	51	202	633	835	76
17	Keonjhar	9	387	316	547	320	484	276	484	336	302	88	1902	1336	3238	41
	Total	**177**	6510	4191	7064	4965	7401	4766	6257	4748	4295	1861	27232	**20531**	47763	43

Table No- 4.2.5

Schools appear Class - X exam

Sl.No	District	School Name	Year of Establishment
1	Sambalpur	ST John's School,Samblalpur	2003
2	Sambalpur	Daniel Public School	2000
3	Sambalpur	Vikas The Concept School	2010
4	Sambalpur	Aditya Residential School	2006
5	Sambalpur	Delhi Public School	2011
6	Sambalpur	Seven Hill Residential School	2008
7	Baragarh	PADAMPUR PUBLIC SCHOOL, Baragarh	1997
8	Baragarh	CEMENT NAGAR ENGLISH MEDIUM SCHOOL	1987
9	Baragarh	Zenith Lions Gurukul	2004
10	Sundergarh	**INDO ENGLISH SCHOOL, ROURKELA**	1974
11	Sundergarh	CITY ENGLISH SCHOOL	1985
12	Mayurbhanj	ST.XAVIER'S HIGH SCHOOL,BARIPADA	2001
13	Kenojhar	Chandrasekhar Eng. Medium School	2011
14	Kenojhar	DAV PUBLIC SCHOOL	1983
15	Anugul	Delhi Public School,Banarpal,Angul	2013
16	Kenojhar	GREENFIELD SCHOOL, Kenojhar	1989
17	Kenojhar	Kerala English Medium School,Champua	2000
18	Kenojhar	NIRMALA CONVENT SCHOOL,Kenjhor	1971
19	Kenojhar	St XAVIER HS,Kenojhar	2007
20	Ganjam	K.C.Public School,Barahmpur	1984
21	Ganjam	Kendriya Vidyalaya,Bhanjanagar	2010
22	Balangir	SRI AUROBINDO INTEGRAL EDUCATION	1994

23	Balangir	BALANGIR PUBLIC SCHOOL	**1981**
24	Balangir	DAV SR.SECONDARY SCHOOL,Titlagarh	1990
25	Balangir	Omm International School	2012
26	Mayurbhanj	VIKASH CONVENT SCHOOL	1988
27	Mayurbhanj	KERALA PUBLIC SCHOOL	1995
28	Mayurbhanj	St.Mary's School,	2000
29	Balangir	ORIENTAL PUBLIC SCHOOL	1994
30	Nabarangpur	Saheed Laxman Nayak Public School	1990
31	Nabarangpur	Unique Public School	1995
32	Rayagada	Centurion Public School	2011
33	Rayagada	Deepti Convent School	2002
34	Rayagada	GANDHI PUBLIC SCHOOL	2004
35	Rayagada	Sacred Heart School	1969
36	Rayagada	ST. XAVIER'S SR. SEC. SCHOOL	1998
37	Koraput	Netaji English Medium School	1994
38	Koraput	Deomali Public School	2010
39	Koraput	Jeevan Jyothi Convent School	1980
40	Koraput	Swami Vivekanada Banabihari Vidhyapitha	1991
41	Koraput	Redwoods English School	1984
42	Malkangiri	Deepti Convent School	1996
43	Malkangiri	IMST English Medium School	1976
44	Malkangiri	Saraswati Sisu Bidhya Mandira	2015

NB : Source - Primary Data

4.3 Hostel Management

Hostel must be a second home to the tiny tots. It should have all facilities to make the Anwesha students feel at home. There should be proper provision of transport facilities from hostel to school and back. It should provide an atmosphere conducive to reflect and practice the lessons taught in the school as well as with proper hand holding support to complete the home assignments.

The guideline issued on 11th June 2015 contains inter alia that "residential facilities are to be provided to the selected students, wherever required, with facilities for free lodging and boarding. It is assumed that since the Scheme is localized in the District level urban centres/District Headquarters, about 60% of the student strength will be requiring the residential facility. While ST & SC Department will construct the urban hostels in a phased manner, in the initial years the accommodation should be provided in rented buildings. The students availing hostel facilities can be paid stipend under the Scholarship Fund for meeting the mess expenses of the hostels. The management of hostels can preferably be outsourced to experienced and reputed organization, if District Level Committee decides so."

Further, on 30.05.2018, The ST & SC Development Department vide its letter No.11097 intimated the Collectors of 17 operational districts to have close monitoring and supervision of the scheme. The letter inter alia mentions that "since the students admitted are very young and are studying in class-I to IV, utmost care should be provided for their upkeep and safety. Further the quality of services to be provided to students should be of exceptional standards, both at the school and hostel, which needs to be constantly

1monitored."

4.3.1 Observations

a)**Essentiality of Accommodation**: The pilot project emphasized the residential aspect of the said intervention. It was named "Creation of Urban Hostel Complexes and Exemption of Tuition Fees for ST & SC Students to study in Public Schools". Creation of Urban Hostel Complexes for providing accommodation to the students targeted under the scheme was of prime importance for the following reasons

- The students belong to remote areas.To get education in a Public school which is supposed to be far away from their residencethey need to be kept in a hostel.

- As their home is supposed to be devoid of atmosphere conducive for education it is expected that their inherent talent can be properly nurtured in a supportive atmosphere of the urban hostel.

- An urban hostel will expose the rural children to urban conditions and prepare them for their school and future life.

But while framing the guidelines for the present scheme this residential aspect of the intervention is relegated by including a clause "to provide hostel facilities to students,

wherever needed" and making budget allocation assuming that 60% of students will need accommodation. This resulted in admission of some Day Scholars under the scheme. When parents do not prefer to keep their wards in an Anwesha hostel which is provided free of cost by the government it implies that

- Either the facilities provided or the amount of care taken in Anwesha hostels are not upto standard to create confidence in parents to send their small children.

  Or

- The parents have means at their disposal to take care of the off-school educational hand holding of their wards and transportation to and from the school.

  In either case it goes against the spirit of the scheme for the following reasons:

- If the standard of facility and care extended in Anwesha hostels are not sufficient to evince confidence in parents then it goes against our commitment to provide facilities of exceptional standard.

- If a student can commute to school which is supposed to be urban based then he/she does not belong to a remote area. The scheme intends to nurture the talents which wither unnoticed due to the geographical disadvantage.

Clearly the scheme is not for urban based ST/SC parents who can afford and have the opportunity to get their wards educated in an urban school.Hence, residential aspect of the intervention should be given due importance for the effective implementation of the scheme. But, at present 890 Anwesha students are reading as Day Scholars as per the following details:

Sl. No.	District	Day Scholars
1	Bolangir	669
2	Baragarh	27
3	Kandhamal	164
4	Keonjhar	30

Total	890

Bye the time this report is prepared only 9 own hostels of Anwesha (Table 4.3.1) could be occupied by the Anwesha students out of the existing 94 hostels. There are 14 hostels still working in rented buildings (Table 4.3.2), 33 hostels are school hostels (Table 4.3.3), and 38 hostels are working in government buildings (Table 4.3.4)

b) **Food and Mess management**: It is observed that in some hostels quality of food given to the boarders are not up to standard and not served as per menu. Food is cooked in dimly lighted nasty verandas or shades. The amount of snack given to boarders for school is neither sufficient nor up to standard. The quality of cooking materials is not up to standard. It is argued that the PMS is not sufficient to arrange qualitative food in sumptuous quantity. The hostel where large numbers of boarders are staying hostel superintendent is able to provide good food.

Superintendents seem to be right in their argument if we consider the following facts:

- In Ashram schools of the department Mid Day Meal is provided in addition to PMS of Rs. 750/800 per month.

- Distribution of the amount of PMS on different heads of mess expenses shows only Rs.23 is available per student fora entire days food except rice The amount appears to be quite insufficient toprovide good food.

Amount of PMS	Rs. 750
Less	
Toilet expenses (on soap and oil etc.) per month	Rs. 20
Expenses on fuel per month	Rs. 25
	Rs. 705
Less expenses for Rice(15kg)	Rs. 15
Balance left for 30 days of food	Rs.690

  690/30= Rs.23 available foringredients other than rice for A day's food (Breakfast, snacks for school, lunch, Evening snacks and dinner)

c) **Uniform and Cleaning**: It is observed that in many cases the uniform wore by students are not fitting well to them.In some cases tie is missing, in some cases socks are missing and in some cases belt is missing. In most cases the dress is found to be dirty. It implies that students are not properly attended to by the LCCAs. If we see it from the other angle the

number of LCCAs is not adequate to meet these requirements in addition to preparing snacks, meals and keeping the toilet, bath rooms and premises clean. As a result, all the services rendered by them turnout to be unsatisfactory.

d) **Snacks for the School**: It has been a practice to give a biscuit packet costing Rs.5/- as snacks for the school. It is in the menu of many hostels. It is adopted to lessen the burden on the LCCAs. This compares badly with the snacks brought by other students to the school. Anwesha students consume the biscuit before the tiffin break as most of them had taken no food before going to school. At the time of tiffin break they just witness silently their friends taking snacks. Some school authorities say that to avoid such situation they arrange for some food for Anwesha students from their own fund.

e) **Cleanliness**:Unclean toilets and bathrooms is a common site in almost all hostels. It is because of the inadequate LCCAs in hostels.

f) Health: Most of the hostel superintendents complain that no medical team, Doctor or ANM visit the hostels on regular basis. Medical authorities say that as the hostel is situated in urban area and has access to hospital they should come to the hospital in case of need.

g) **Infrastructure**: It is observed that while constructing Anwesha hostel buildings no attention has been given to construct shelves in the rooms, proper drainage of water from bathrooms, provision of spaces for tutorial classes etc. Bathrooms are fitted with iron doors which rust and get damaged quickly. Due to lack of proper maintenance we find rooms and bathrooms with broken doors and windows, swampy walls, non- functioning latrine cisterns wash basins at a height that cannot be reached by small children with no water connection.Girls are kept in the same building though in a different floor. Lady assistant superintendents have not been appointed in composite hostels.

h)**Off-School Handholding**:Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the queries of class-V students. Gents tutors are teaching girls in the hostels.

i) **Assessment of hostels on 12 Parameters**: An attempt has been made to grade the hostels taking into consideration the quality of facilities provided to the boarders.Twelve parameters have been designed and each parameter is assigned a status (Good, Average or Poor) based on fulfillment of certain criteria listed under each parameter. For calculation of overall status rating of a hostel which reflects the overall grade of the hostel the following

procedure has been followed. Each 'Good' status is assigned with 2 points, each 'Average' status with 1 point and each 'Poor' status with zero point. Percentage of the total points secured by a hostel in all parameters as compared to the highest points possible is the overall status rating of the hostel. Following is the grading of hostels on the basis of prescribed 12 parameters.

i) **Personal care**:

Following are the underlying criteria and method for assigning a status to the parameter 'Personal Care'

a) It is expected that hostels should have provision to take care of its boarders as a mother takes care of her child. For this there should be sufficient number of Lady-cook-cum-assistants(LCCAs) or Ayas. If there is a LCCA/Aya per every 50 boarders then it is okay.

b) School uniform is clean

If Both the points are found okay then status is good, one is okay- Average, both are not okay then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Personal Care' 61 hostels are found 'Good' 31 hostels are found 'Average' and 2 are found 'Poor'

ii) **Drinking water**:

Following are the underlying criteria and method for assigning a status to the parameter 'Drinking water'

a) Proper source

b) Filtered water is available

c) Proper storage facility with regular cleaning

If two or more are found okay then status is good, one of 'a' or 'b' is okay then average otherwise poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Drinking water' 56 hostels are found 'Good' 32 hostels are found 'Average' and 6 are found 'Poor'

iii) **Toilet & Bath room**:

Following are the underlying criteria and method for assigning a status to the parameter 'Toilet & Bath room'

Number of boarders per toilet/bathroom should be 10. If norm is achieved, its good, if up to 15 boarders depend on one toilet/bathroom then it is Average, if more number of boarders depend on one toilet/bath room then it is poor

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Toilet & Bath room' 55 hostels are found 'Good' 18 hostels are found 'Average' and 21 are found 'Poor'

iv) **Cleanliness**:

Following are the underlying criteria and method for assigning a status to the parameter 'Cleanliness'

  a) Toilets, bathrooms, basins, kitchen, dining area store room living rooms, corridors etc. should be clean
  b) Cleaning materials like Phenyl and bleaching powder are adequately available
     If both are okay then status is good, one is okay then average, otherwise poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Cleanliness' 49 hostels are found 'Good' 34 hostels are found 'Average' and 11 are found 'Poor'

v) **Sanitation & Personal hygiene**:

Following are the underlying criteria and method for assigning a status to the parameter 'Sanitation & Personal hygiene'

  a) Availability of hand washing facilities at toilets, kitchen and dining
  b) Provision of proper water for hand washing
  c) Regular haircut
  d) Trimming of nails
  e) Provision of hygiene education to boarders
  f) Use of sleepers by boarders
  g) Clean and ironed school uniform
  h) Clean shoes/socks
  i) Clean home dress
  j) Provision of First Aid Box

If out of above 10 points, 6 to 10 points are ok then good, 5 points are ok then average, 4 or less is ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Sanitation & Personal hygiene' 43 hostels are found 'Good' 40 hostels are found 'Average' and 11 are found 'Poor'

vi) **Health**:

   Following are the underlying criteria and method for assigning a status to the parameter 'Health'
   a) Regular Visit by medical team
   b) Regular visit by ANM
   c) Provision of sick room for ailing boarders
   d) Disease surveillance mechanism is followed preventing any disease out break

e) Sick report is submitted to DWO on regular basis
f) De-worming of the boarders is being done as per the need
g) There easy accessibility to nearest PHC/CHC
h) All most all the boarders are found hale and hearty on the day of the visit

If 5 or more out of above 8 points are found ok then status is good, 4 are ok then average, less than 4 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Health' 30 hostels are found 'Good' 49 hostels are found 'Average' and 15 are found 'Poor'

vii)   **Food and Mess Management**:
Following are the underlying criteria and method for assigning a status to the parameter 'Food and Mess Management'
a) Water used for cooking is of drinking water quality
b) Food grains/pulses, vegetables used for cooking are of proper quality
c) Quantity as reflected in Consumption Register is being used by CCA
d) Menu chart and mess guidelines displayed in dining area
e) Food served as per menu prescribed
f) Taste of food (Quality) is good
g) Food is being served at Breakfast, lunch, evening snacks and dinner
h) Food served is adequate

If 5 or more out of above 8 points are found ok then status is good, 4 are ok then average, less than 4 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Food and Mess Management' 69 hostels are found 'Good' 20 hostels are found 'Average' and 5 are found 'Poor'

viii)   **Safety & Security**:
Following are the underlying criteria and method for assigning a status to the parameter 'Safety & Security'
a) Lady Asst. Superintendent is appointed for hostels with girls boarders
b) Superintendent or Asst. superintendent is staying in the hostel
c) Matron is posted and she stays in the hostel
d) For every 50 boarders there is a LCCA/Aya
e) LCCAs/Ayas are staying in the hostel
f) All absentee boarders submitted application before leaving hostels
g) All absentee boarders taken permission from hostel authorities

h) All absentee boarders & their guardians signed in the gate book before leaving hostels
i) Complaint Box is placed in the Hostel with a double lock system
j) Complaint box is jointly operated (HS and Asst. HS or some other responsible official) in presence of Hostel Cabinet members
k) In-out-register is maintained for the students in the hostel
l) CCTV is installed
m) There is a boundary wall enclosing the hostel
n) Hotline Phones installed in the hostel
o) A Toll Free No. is there and displayed at prominent locations of the hostel
p) Fire safety device has been installed in the hostel
q) Any report of sexual harassment from the hostel?
r) Is there any male staff working in the hostel against whom an allegation of sexual harassment (verbal /written) or Departmentally inquiry or police investigation is pending?

Answer in 'NO' to questions 'q' and 'r' above is ok.

If 11 or more out of above 18 points are found ok then status is good, 9-10 are ok then average, less than 9 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Safety & Security' 20 hostels are found 'Good' 62 hostels are found 'Average' and 12 are found 'Poor'

ix) **Infrastructure:**
Following are the underlying criteria and method for assigning a status to the parameter 'Infrastructure'
a) 20 sft. Floor space in the living room is available to each boarder
b) Hostel building is in proper condition and is well maintained
c) There is provision of cots, mattress, bed sheet, pillow with cover for each boarder
d) There is provision of mosquito net for the boarders
e) There are proper kitchen, dining space and proper boundary of the hostel
f) There is a play ground in the hostel
g) There is provision of indoor as well as out-door sports equipments for the boarders

If 5 or more out of above 7 points are found ok then status is good, 4 are ok then average, less than 4 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Infrastructure' 33 hostels are found 'Good' 49 hostels are found 'Average' and 12 are found 'Poor'

x) Hand Holding Support:

Following are the underlying criteria and method for assigning a status to the parameter 'Hand Holding Support'

a) Tutor engaged
b) Number of boarders per tutor is less than 50
c) Tutor is qualified enough to guide the boarders
d) Tutor is in constant touch with the school teachers of the boarders assigned to him/her
e) Tutor attends the parent-teachers meetings held in the school
f) Tutor maintains a record of academic progress of boarders assigned to him/her
g) Understanding of the subject is good
h) There is regularity in completion of home assignment
i) General awareness is up to the standard
j) Knowledge of reading/writing English is good
k) Knowledge of simple arithmetic is up to standard

If 7 or more out of above 11 points are found ok then status is good, 5-6 are ok then average, less than 5 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Hand Holding Support' 54 hostels are found 'Good' 31 hostels are found 'Average' and 9 are found 'Poor'

xi) Transportation:

Following are the underlying criteria and method for assigning a status to the parameter 'Transportation'

a) Depending upon the distance of the school from the hostel the type of conveyance is good
b) Boarders reach the school in time
c) Boarders are accompanied by a responsible staff of the hostel during travel

If all the 3 of above points are found ok then status is good, 2 are ok then average, 1 is ok then poor.(If the hostel is located inside the school campus reflect the status as 'NA')

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Transportation' 45 hostels are found 'Good' 14 hostels are found 'Average' and 2 are found 'Poor'. 33 school hostels are not ranked.

xii) Record Keeping:

Following are the underlying criteria and method for assigning a status to the parameter 'Record Keeping'

a) Consumption Register is up to date
b) CCA /LCCA/Aya log book is maintained

c) Register for distribution of toiletries & cosmetics is maintained
d) Cash book is up to date
e) In and out register for boarders is maintained
f) Stock register for dead stock and consumables are properly maintained

If 4 or more out of above 6 points are found ok then status is good, 3 are ok then average, less than 3 are ok then poor.

Annexure-II indicates that on the basis of above procedure as regards the parameter 'Record Keeping' 51 hostels are found 'Good' 42 hostels are found 'Average' and 1 are found 'Poor'

Overall Status Rating: An overall status rating is also reflected in the Annexure-II taking percentage of rating points secured by each hostel on the 12 parameters. Annexure II (A) shows District wise Status Rating whereas Annexure II (B) shows hostels in descending order of their status rating. Table 4.3.5 and Table 4.3.6 are created taking data tabulated in Annexure-II to show hostels with status rating of less than 50% and districts as per the Average Status Rating of its Hostels. Table 4.3.5 indicates that there are twelve hostels out of 94 with less than 50% score and table 4.3.6 indicates that Sundergarh is with Highest average status rating and Malkangiri with lowest average status rating.

Under Annexure-III the 'Anwesha Hostel at a Glance' for each of the 94 hostels have been Included.

As visual evidence of facts photos taken during the visits have been included in the photo gallery at Annexure-IV

4.3.2 Inference:

- Accommodation should be the first priority of the scheme to make available the benefits of the scheme to the targeted population (the students)
- PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be warned to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.
- Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of specific students. One cannot attend to all the three works as they happen at the same time.
- Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific LCCA who will be responsible for the boarders under her charge she should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

- In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.
- Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels a lady assistant superintendent must be appointed to look after the girls.
- Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders under his/her charge in a register.

Table No- 4.3.1

Hostel Type – Anwesha Own Hostel

SlNo	District Name	Name of the Hostel
1	Sambalpur	Anwesha Boys' Hostel
2	Baragarh	Anwesha Boys' and Girls' Hostel
3	Nabarangpur	Anwesha Own Hostel
4	Keonjhar	Anwesha Boys Hostel,Ramala
5	Mayurbhanj	Anwesha Hostel,Baripada
6	Nuapada	Anwesha Hostel Silda-1, Kharia Road
7	Nuapada	Anwesha Hostel Silda-1, Nuapada
8	Kandhamal	Anwesha, Phulbani
9	Kandhamal	Anwesha, Tikabali

NB : Source - Primary Data

Table No- 4.3.2

Hostel Type – Rented Building

SlNo	District Name	Name of the Hostel
1	Sundergarh	Urban Education Complex -3, Sundergarh
2	Balangir	Anwesha Boys Hoste, Patnagarh
3	Balangir	IDM Publiuc School Hostel
4	Balangir	Mruduchhaya Hostel

5	Balangir	Prabhabati Public School
6	Rayagada	Anwesha Hostel, Gudari
7	Rayagada	Anwesha Hostel,Sai Priya Nagar
8	Rayagada	Anwesha Hostel, Near Congress Bhawan
9	Mayurbhanj	Ankura hostel-1, Karanjia
10	Mayurbhanj	Ankura hostel-2, Karanjia
11	Mayurbhanj	Mangala mandira hostels, Karanjia
12	Deogarh	RBD High School
13	Deogarh	Revenue Rest Shed
14	Mayurbhanj	Urban Education Hostel, Udala

NB : Source - Primary Data

Table No- 4.3.3

Hostel Type – School Hostel

SlNo	District	Name of the Hostel
1	Sambalpur	Aditya Residential School Hostel
2	Sambalpur	Daniel Public School Hostel
3	Balangir	DAV Public School, Hostel
4	Balangir	Oriental Public School,Malamunda,Balangir
5	Rayagada	Centurian Public School
6	Rayagada	Mother Teresa Educational Hostel
7	Rayagada	NVR Educational Hostel
8	Anugul	DPS Hostel,Baranpal
9	Nuapada	GKRV,Nuapada
10	Nuapada	Tanwat Science Junior College
11	Gajapati	Surya Techno EM School Hostel
12	Gajapati	Vikas Vidya Niketan Hostel
13	Ganjam	St. Ann's School Hostel
14	Ganjam	Dawn Breeze International School
15	Ganjam	Gurukul Int. Public School
16	Kalahandi	ABC School Hostel
17	Kalahandi	Academic Height PS Hostel
18	Kalahandi	Delhi Public School Hostel
19	Kalahandi	Divya Jyoti Anwesha hostel
20	Kalahandi	Model Public School Hostel

21	Kalahandi	Netaji Raid Force Hostel
22	Kalahandi	Scholar Model School Hostel
23	Kalahandi	SMI Concept School Hostel
24	Kalahandi	St.Daniel's School
25	Kalahandi	Swami Vivekanand PS Hostel
26	Kalahandi	Synergy International PS Hostel
27	Kalahandi	Times Academy School Hostel
28	Kalahandi	Young Blood PS Hostel
29	Kandhamal	Eden Public School
30	Kandhamal	Good Shephard EM School Hostel
31	Kandhamal	Mount Carmel HOSTEL
32	Ganjam	St.Xavier, Bhanjanagar
33	Ganjam	St.XavierSchool Hostel,Meenakhinagar

NB : Source - Primary Data

Table No- 4.3.4

Hostel Type – Govt. Building

SlNo	District	Hostel Name
1	Sambalpur	Anwesha Girls Hostel
2	Baragarh	Bardol Ashram School Hostel(Girls Hostel)
3	Baragarh	Nagenpali Sevashram(Girls Hostel)
4	Baragarh	Padhanpali Sevashram
5	Sundergarh	Urban Education Complex-1, Rourkela
6	Sundergarh	Urban Education Complex-2, Rourkela
7	Sundergarh	Urban Education Complex-3, Rourkela
8	Sundergarh	Urban Education Complex -1, Sundergarh
9	Sundergarh	Urban Education Complex -2, Sundergarh
10	Balangir	Anwesha Hostel, Chudapali
11	Koraput	Anwesha Hostel, Koraput
12	Koraput	Anwesha Hostel,Sunabeda
13	Koraput	Anwesha Hostel,Gandhi Nagar
14	Koraput	Anwesha Hostel,Jeypore
15	Malkangiri	Mallyabanta Boys Hostel
16	Malkangiri	Saptadhara Girls Hostel
17	Malkangiri	Sahid Laxman Nayak Hostel
18	Malkangiri	Sileru Boys Hostel
19	Nabarangpur	Anwesha Hostel-1(Umarkot)
20	Nabarangpur	Anwesha Hostel - 2(Umarkot)

21	Rayagada	New Anwesha Hostel Bikrampur
22	Rayagada	Anwesha Hostel (BED College)
23	Rayagada	Anwesha Bel Girls Hostel, Gunupur
24	Rayagada	Anwesha Hostel, Kumutalpeta
25	Rayagada	Anwesha Hostel, Gunupur
26	Rayagada	Anwesha Girls Hostel,Rayagada
27	Keonjhar	Anwesha Hostel D.D college
28	Keonjhar	Govt high school ,Trilochapur
29	Mayurbhanj	ST Girls Hostel, Karanjia
30	Mayurbhanj	Urban Education Hostel, Rairangpur
31	Nuapada	Gopabandhu Vidyapitha Hostel
32	Gajapati	Urban Education, Parlakhemundi
33	Ganjam	Ashram School, Nimakhandi
34	Ganjam	Nimapalli Sevashram
35	Ganjam	Special Urban Hostel
36	Keonjhar	Anwesha Hopstel, Dedhuriposi
37	Ganjam	Technical High School
38	Ganjam	UB High School,Hostel

NB : Source - Primary Data

Table No- 4.3.5

Schools whose Status Rating Below 50%

Sl. No	District Name	Name of the Hostel	Type of the Hostel	No. of Boarders	Status Point(Out of 24/22)	Status Rating
1	Balangir	DAV Public School, Hostel	School Hostel	72	8	36
2	Koraput	Anwesha Hostel, Koraput	Govt.Building	203	11	46
3	Malkangiri	Mallyabanta Boys Hostel	Govt.Building	353	5	21
4	Malkangiri	Saptadhara Girls Hostel	Govt.Building	468	10	42
5	Malkangiri	Sileru Boys Hostel	Govt.Building	45	8	33
6	Rayagada	Centurian Public School	School Hostel	215	9	41
7	Rayagada	Anwesha Hostel, Gudari	Rented Building	130	9	38
8	Rayagada	Anwesha Hostel,Sai Priya Nagar	Rented Building	306	8	33
9	Anugul	DPS Hostel,Baranpal	School Hostel	620	10	45
10	Deogarh	Revenue Rest Shed	Rented Building	178	9	38
11	Mayurbhanj	Anwesha Hostel,Baripada	Anwesha	734	6	25
12	Gajapati	Urban Education, Parlakhamundi	Govt.Building	427	9	38
13	Ganjam	Nimapalli Sevashram	Govt.Building	14	11	46
14	Kalahandi	Swami Vivekanand PS Hostel	School Hostel	104	8	36
15	Kandhamal	Good Shephard EM School Hostel	School Hostel	85	5	23

Table No- 4.3.6

**Districts as per the Average Status
Rating of it's Hostels**

Sl No	District Name	Average Status Rating
1	Sundargarh	95.17
2	Bargarh	94.75
3	Nabrangpur	91.67
4	Sambalpur	82.25
5	Nuapada	79.8
6	Balangir	76.14
7	Koraput	75
8	Ganjam	73.5
9	Kalahandi	72.69
10	Rayagada	69.33
11	Keonjhar	66.75
12	Gajapati	65.67
13	Mayurbhanj	59
14	Kandhamala	58.4
15	Anugul	45

16	Deogarh	44
17	Malkangiri	38.5

AVERAGE STATUS RATING
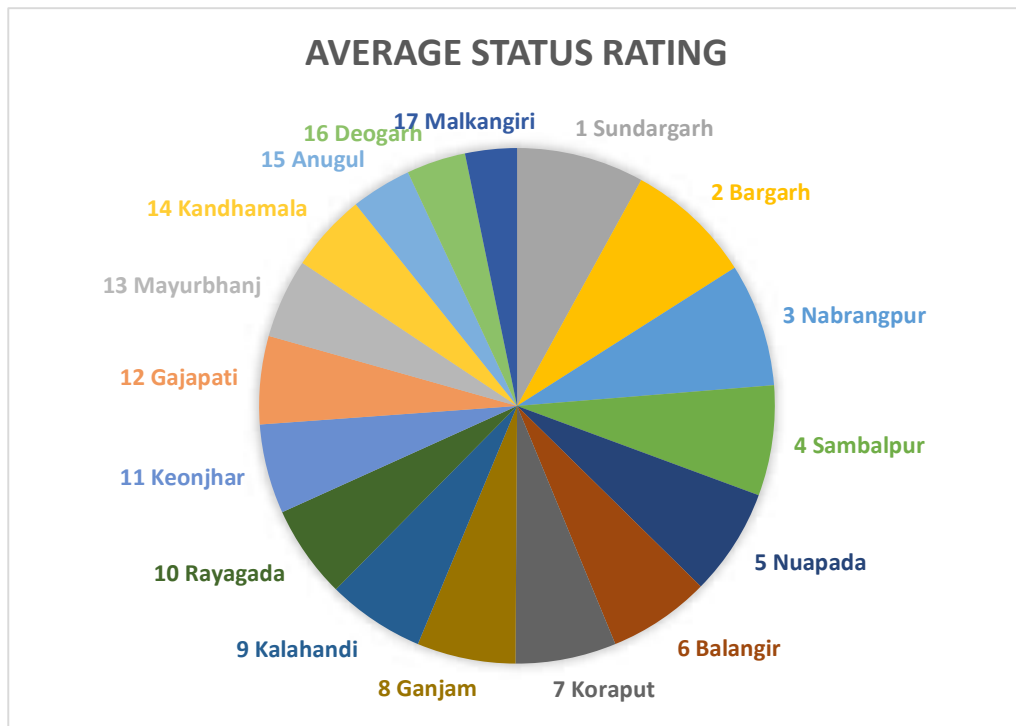
5. Summary of Findings:

Following are the findings of analysis under the three broad heads: Student Management, School Management and Hostel Management.

1. Scheme has not given emphasis on selecting students fit to be exposed to a spirit of competitiveness through quality education in Public school. As a result there are slow learners who being unable to catch up with the curriculum of Public Schools either fail in the class examination or drop out.

2. Students are admitted in class-I of the Public Schools without Nursery, L.K.G, and U.K.G education which their counterparts have. As a result they become back benchers in the class or subjected to differential treatment by the school administration.

3. The Anwesha students are admitted in the month of July-August where as their urban counterparts get admitted in March-April. By the time Anwesha students reach the school other students of their class have already appeared their first unit test. Thus, they miss the first three months of teaching in the school.

4. There is a confusion at the district level regarding the term Public School for which English medium as well as Odia medium schools and schools affiliated to Board of Secondary Education Odisha, CBSE as well as ICSE have been selected for admission of Anwesha students.

5. It is observed that schools not located in urban areas are also selected.

6. The schools are selected without following the norms specified in the guidelines. Schools without affiliation to any examining boards are selected. There are schools which are recognized by Department of School and Mass Education to impart education only up to class-V. Newly opened schools are selected without any track record of good performance.

7. There are schools where the major portion of the students in a class is Anwesha students. It indicates as if schools are opened to take the advantage of Anwesha scheme and education is not their primary objective.

8. Hostel accommodation was an important aspect of the pilot project as the targeted beneficiaries are drawn from remote areas. But in the present scheme hostel

accommodation is relegated mentioning in its guidelines that hostel accommodation is to be provided wherever needed. Thus there are many day scholars getting education under the present scheme. As the schools are located in urban areas the students those who can commute to school certainly are not from rural areas.

9. Food provided is neither adequate nor of proper quality. The PMS sanctioned appears to be insufficient. The ingredients used for cooking is not of proper quality. Shabbiness prevails all around the kitchen.

10. Students attend classes wearing unclean and untidy uniform. They are sent to the school without attending to all their needs and preparing them well for the school. The tiffin they carry to school is of inferior quality and insufficient.

11. Cleanliness is a problem with almost all the hostels

12. There is no regular visit of medical team, Doctor or ANM to the most of the hostels.

13. Hostel building are not constructed keeping in mind that these will be used by small children. They are found in bad shape due to lack of proper maintenance.

14. Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the queries of class-V students. Gents tutors are teaching girls in the hostels.

15. Twelve out of 94 hostels are found with less than 50% status rating score.

6. Suggestions

The Urban Education Programme- ANWESHA is not a normal educational intervention of the government to make available education to all in the targeted areas. It is a quest to tap the hidden talents, which would have been lost otherwise in the wilderness, and expose the same to a spirit of competitiveness and excellence through quality education. Therefore it is not at all meant for all and sundry. In the pursuit of quantity, quality should not be sacrificed.

In the light of observation made in the above analysis following suggestions are made.

1. The number of students to be selected should be decided at district level taking into consideration the intake capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without any compromise in quality. However, a target for each district should be fixed by the Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

2. Selection of students should be completed before October.

3. Selected students should reach their respective hostels before start of October.

4. Selected students should be imparted a bridge course to acquaint them with minimum education required to understand teachings in class-I of Public Schools for 6 months from October to March.

5. Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.

6. The slow learners should be admitted in Odia medium schools of the ST & SC Department.

7. Instead of mentioning just Public schools, guidelines should specify in clear cut terms the type of schools to be selected for admitting Anwesha students. It should be specific whether Odia medium schools imparting quality education and qualifying all the norms of school selection can be included or not.

8. If an institution is known for imparting quality education and satisfies all the norms of school selection except location then the school should be selected after obtaining approval from the state authorities.

9. For the sake of uniformity schools affiliated to CBSE and with good track record of pass percentage at class-X Board Examination should be selected. Admission to schools not qualifying the norms should stop immediately.

10. The number of Anwesha students in a class should be limited to 25 or 30% of the total students in the class.

11. Provision of day scholars should be discontinued. Students only from rural areas who are unable to get the opportunity of urban education and economically incapable to afford such education be selected.

12. Accommodation should be the first priority of the scheme to make available the benefits of the scheme to the targeted population (the students)

13. PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be warned to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.

14. Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of specific students. One cannot attend to all the three works as they happen at the same time.

15. Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific LCCA who will be responsible for the boarders under her charge she should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

16. In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.

17. Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels a lady assistant superintendent must be appointed to look after the girls.

18. Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders under his/her charge in a register.

19. There should be constant monitoring of the facilities at school and hostel level by district and state authorities.

20. The hostel superintendents should be given training on hostel management, safety and security, food and mess management, maintenance of records etc.

21. Above all quality should not be sacrificed in the pursuit of quantity.

Executive Summary:

Anwesha Concurrent Monitoring and Evaluation (ACME) Cell has been established in SCSTRTI to have an independent monitoring and evaluation of The Urban Education Programme 'ANWESHA' - an innovative initiative of Government of Odisha. The programme was launched to make available the best of education to tribal students staying in remote part of the state and expose them to a spirit of competitiveness and excellence. At present under Anwesha programme there are 176 schools and 90 hostels spread over 17 districts.

The ACME Cell has completed six months of its operation. Therefore, a study has been made to analyze the impact of the cell on implementation of the Urban Education Programme 'ANWESHA'. The following are the findings of the study.

Findings:

- Cleanliness of toilets of fourteen schools has improved.
- Cleanliness of premises, living rooms, store rooms, Kitchen& dining area and toilet & bath rooms has improved in twenty two hostels.
- In three hostels Aqua Guards have been installed for drinking water.
- In five hostels washing machines have been installed.
- One congested School-hostels have been shifted to new buildings with better facilities.
- Distribution of school uniforms has been streamlined in all schools of Malkangiri.
- Quality of food served to boarders has improved.
- Hostels have been persuaded to display on the wall the menu chart in dining area and student information chart in office room.
- All schools have started giving special attention to Anwesha students as regards their studies, co-curricular and extra-curricular activities.
- Hostels have started maintaining records properly and updating stock registers.
- Two hostels which were not using mosquito nets have started using the same.
- There is marked improvement in Health check up of boarders.
- One hostel has started using dustbins and one hostel has used shoe stands to teach students cleanliness and discipline respectively.
- Fourteen tutors have been appointed in Kalahandi and Nuapada and they have been sensitized to their responsibility.

- Boundary walls have been constructed in two hostels.
- Four hostels have developed Kitchen gardens and hostels have developed flower gardens in their premises.
- Some urgent repair works have been taken up on war footing by some schools/hostels, particularly in Mother Teresa School-cum- hostel.
- Two schools have started giving practical computer coaching to Anwesha students.
- In Urban education hostel, udala, Mayurbhanj, lapses in boarders' safety has been addressed.

These changes are made possible through regular visit and insistence by zone coordinators. Further, an emotional weapon that beneficiaries are small and innocent children of backward communities who deserve benefaction has been used wherever required. If such favourablechanges could be brought about by ACME Cell without any threat of action for noncompliance of the guidelines, regular monitoring by government authorities both at district and state level will have great effect on proper implementation of the Urban Education Programme 'ANWESHA'.

1.Introduction

Anwesha Concurrent Monitoring and Evaluation (ACME) Cell has been established in SCSTRTI to have an independent monitoring and evaluation of The Urban Education Programme 'ANWESHA'. The Cell started its operation at ground level with the appointment of its four Zone coordinators in the month of July 2019. All the 17 districts in which Urban Education Programme-Anwesha is in operation is divided into 4 zones and each zone is assigned to a zone coordinator. They were asked to meet the concerned DWOS and district level functionaries, visit each and every Hostels and Schools in which students have been admitted under Anwesha programme, collect information to create a data base, monitor the programmeand more particularly to act as a change agent.

As six months are going to be completed since ACME Cell has been in operation at ground level, it becomes imperative to assess the efficacy of the Cell through an analysis of impact ithas on the functioning of the Urban Education Programme-Anwesha.

1.1 Objective:

The study aims at finding out the impact ACME Cellhad on the implementation of Urban Education Programme-Anwesha within six months of its operation.

1.2 Methodology:

Data for the purpose has been collected from the Zone coordinators working at ground level.In addition to that interaction of State coordinator with ground level functionaries such as government officials, teachers, principals, hostel superintendents, assistant superintendents, matrons, cook-cum-attendants, tutors and students has also been taken into consideration.For the purpose of analysis a comparison is made of the condition prevailed before and after the intervention of ACME Cell and changes are listed. Before analysis the Urban Education Programme-Anwesha and objective and mode of operation of ACME Cell has been discussed. The impact is analysed zone wise as per the feedback received from zone coordinators followed by a summary of findings.

1.3 Limitations:

As the analysis is based on personal observations personal bias is likely to be incorporated in the study. Further, as interviews are known for their upward bias, same cannot be ruled out.

2. Urban Education Programme-Anwesha

Education is one of the basic elements that are instrumental in bringing about transformation towards development. Through education the inner capability of the persons is strengthened, more so of persons from tribal communities, which may lead to augmentation of immediate living condition or increase the potential for future living. Making available the best of education will certainly be helpful in improving the personal endowment for utilization of the same in better manner in future. Thus, Urban Education Programme-Anwesha was launched by the Government of Odisha in the year 2015-16. At present under Anwesha programme there are 176 schools and 90 hostels spread over 17 districts.

Objectives:

- To provide opportunities to ST/SC children from rural areas to get education in best of the public schools and take benefit of the quality education and facilities provided by the public schools.

- To nurture the inherent talent of the selected students and expose them to a spirit of competitiveness and excellence.

Salient features of the scheme:

- Best of public schools in district headquarters/urban centers should be selected and empanelled by a district level committee under the chairmanship of District Collector with PA ITDA of the district, District Education Officer, DI of schools, DSWO as its members and District Welfare Officer as its member convener. The schools should be selected based on the criteria such as recognition of the school, availability of infrastructure, qualified teachers, pupil teacher ratio, academic performance etc.

- A partnership should be reached between the district administration and the school through negotiation and their willingness to provide quality education to ST/SC students. School should enter into a MOU with the respective DWOs, specifying the roles and responsibilities of both the parties.

- Selected schools should admit ST/SC students beyond the 25% reservation available to reserved category under RTE, Act.

- ST/SC students would be admitted in class-I level

- Seats for admission into class-I would be apportioned to ST:70%, SC:30% and within each category 50% Girls and 50% Boys.

- The BPL category ST&SC students could only be selected.
- Annual school fees which includes school fees, tuition charges, library charges (subject to a maximum of Rs. 25,000/- per student) and the cost of text books, writing materials, uniform and school bus charges (transportation) would be borne by the government.
- Accommodation & food and post school tutoring would be provided by the government on need basis.
- Every year at least 5,000 students would be admitted under the programme.

Above salient features of Urban Education ProgrammeAnwesha makes it clear that:
- Students are in their very tender age and do not know their necessities let alone raising a voice to get them.
- They stay away from home and parents at the cost of parental care and affection.
- Atmosphere in which they are put is completely different from their home conditions.
- They did not have any previous experience of socialization such as adjusting with peers and interacting with outsiders.

These sensitive factors make it imperative to ensurethat all facilities are provided to them in timeand all possible steps are taken to make them feel at home. For these reasons, keeping the gravity of the problem in mind, it was felt imperative that in addition to the existing setup of reporting mechanism an independent monitoring and evaluation system should be in place. Therefore, the ST&SC Development Department has established the Anwesha Concurrent Monitoring and Evaluation (ACME) Cell in SCSTRTI.

3. Anwesha Concurrent Monitoring and Evaluation (ACME) Cell

The Anwesha Concurrent Monitoring and Evaluation (ACME) Cellstarted functioning in a full-fledged manner in July, 2019 to monitor and evaluate the implementation of the Urban

Education Programme-Anwesha in its 17 operational districts.The intention of adding one more monitoring system was loud and clear. The government was not contented with just fact finding and taking remedial measures on the basis of suggestions generated from the analysis of facts butwants some proactive measures to ensure that the scheme delivers in an effective manner.

3.1 **Objectives of ACME Cell**:

Accordingly, to address the requirement of the situation the following broad objectives are set before the ACME Cell. Out of which two are devoted to fact finding, one is for sensitizing people involved at ground level and three arefor ensuring proper implementation of the scheme.

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.
- To sensitize the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme
- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarder students.
- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarder students enrolled in the scheme
- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarder students
- To map the learning outcomes of the students enrolled

3.2 **Organization of ACME Cell**

At the central level there is a state office with one State coordinator and one Programmer.The entire operational area comprising of 17 districts is divided into four zones with one zone coordinator for each zone. The four zones comprise of the following

districts and the zone coordinator functions from the DWO office of a centrally located district as mentioned below:

Zone coordinators

Sl. No.	Name & Designation	Date of Appointment	Districts comprising the Zone
1	Sri KaustubhaSahu, Zone co-ordinator, Sambalpur Zone	01.07.2019	**Sambalpur***, Sundargarh, Balangir, Baragarh
2	Sri Debabrata Mohapatra, Zone co-ordinator, Mayurbhanj Zone	01.07.2019	**Mayurbhan**j*, Keonjhar, Angul, Deogarh
3	Sri Prabodh Ku. Pandey, Zone co-ordinator, Kalahandi Zone	06.07.2019	**Kalahandi*,**Nuapada, Kandhamal, Ganjam, Gajapati
4	Sri Dhirendra Ku. Nayak, Zone co-ordinator, Koraput Zone	15.07.2019	**Koraput*,**Malkangir, Nabarangpur, Rayagada

*Office of the Zone coordinator

3.3 **Monitoring System**

Monitoring is the primary work of the ACME Cell. It not only generates data for the creation of database and evaluation but also helps in ensuring the desired action at implementation level. It is a fact that persons at ground level are so engrossed with their work that they need to be pursued to comply the reporting formats. Besides, a person from the cell at ground level who is not a part of the implementation team is expected to have an open mind, perception from a differentangleandindependent viewjustifying the 'concurrent monitoring' objective of the cell. Further, presence of an external person not only breaks the monotony of persons at ground level but also acts as a catalyst to motivate them into action. So, the following monitoring system has been put in place.

- At zone level

Zone coordinator of ACME Cell remains in direct personal contact with the functionaries at ground level. He collectstherequireddata from the primary source. He compiles the collected

data as per the format given and sendsthe same to state office at SCSTRTI. In addition to that he plays the role of a motivator for the persons who are responsible for proper functioning of the scheme at ground level and acts as a change agent.

- At Central level

The state level office which is situated at SCSTRTI, Bhubaneswar,is in overall charge of coordinating the activities of ACME Cell. It develops guidelines, indicators/parameters for capturing data from ground level and framesreporting formats for online reporting by zone coordinators. After receipt of data it analyzesthe same and generates reports every three months (quarterly basis)to be submitted to government and to district level for follow up action at their respective end. However, in case of need,reportsare prepared on specific aspects as and when needed. State coordinator also visits the schools and hostels on a regular basis to supervise the work of Zone coordinators, to have direct contact with people working for the implementation of the scheme and take stock of the situation at ground level.

4. Impact Analysis:

Impact of ACME Cell on implementation of Urban Education Programme ANWESHA has been assessed zone wise on the basis of reports submitted by Zone coordinators. Factual evidences in the form of photographs have been incorporated wherever possible.

4.1 Kalahandi Zone:

1. Name of the Zone   : Kalahandi (Nuapada, Kalahandi, Kandhamal, Ganjam and Gajapati)

2. No. of Schools   : 46

3. No. of Hostels   : 34

4. Change due to ACME Cell Intervention (Only where Change Occurred)

Sl. No	School/Hostel with Address	Details of Change	Photographic Evidence
1	Type of drinking water changed in 3 Hostels: SMI Concept, ABCS School and St. Daniel PS of Bhawanipatna, Kalahandi	Earlier the students and boarders were using Tube well and PHD water now all the beneficiaries are drinking aqua guard water	

2	Performance of the students 15 schools hasimproved: Divya Jyoti, Synergy Int., Delhi PS, St.Daniel PS, SMI Concept of Bhawanipatna, Kalahandi;KGSaraff (Std. I)of Khariar Rd, Nuapada; S.S.Nursery, Swami Chidanand of Phulbani, Kalinga SishuVihar SEVA EMS, Tikabali, Mt.Carmel EMS of G.Udayagiri (Std.II); Dawn Breeze Int., Gurukul Int., of Berhamur, Ganjam and Surya Techno, Priyadarshani, Vikas Vidya Niketan of Parlakhemundi, Gajapati	Students of Std: I & II have improved their performance in the subjects like arithmetic-addition, multiplication, alphabets and literature	
3	SMI Concept, ABCS of Bhawanipatna and Netaji RFI Schools, Junagarh of Kalahandi	Earlier the boarders were staying uncomfortably in their hostel now all the boarders have shifted to new rented building having proper basic facilities like toilet, bathroom and spacious sleeping rooms.	
4	SS. Nursery, Hansika School of Phulbani and Eden Residential school of Kalinga, Kandhamal	Earlier all the children were given only 2 pairs of dresses, one pair of shoes. Now all the	

		children/boarders have been given 3 pairs of dresses, two pairs of shoes including the earlier ones.	
5	14 hostels: Surya techno, & Vikas Vidya Niketan of Gajapati; Dawn Breeze, Gurukul Int., St,Anns, St. Xavier, Bhanjanagar of Ganjam; ABCS, Divya Jyoti, Synergy Int., Scholar Model, Netaji RFI, St.Daniel, Times Academic of Kalahandi; Eden PS of Kandhamal	Weekly menu and Status of Anwesha students/boarders were not displayed on the wall of the school and hostels. Now they havedisplayed the same on the wall.	
6	Hansika RPS, SEVA &Mt.Carmel of Kandhamal; St.Daniel, Scholar Model, Synergy Int. of Kalahandi; Priyadarshani& VVN of Gajapati; St.Anns, St. Xavier, Ambapua, St. Xavier, Meenakhinagar, Gurukul Int. Of Ganjam dist.	Suggestions have been given to all the school and hostel authorities to identify the Anwesha students who have excelled in co-curricular and extra-curricular activities. Now 12 schools have identified and registered their name.	

7	Schools: Good Shepherd, Patakhanda of Kandhamal; Dawn Breeze, Gurukul Int. Of Ganjam; Netaji RFI, St.Daniel of Kalahandi; GKRV & KG Saraff of Nuapada, VVN & Surya Techno of Gajapati Hostels: Gopabandhu of Nuapada; Good Shepherd & Anwesha hostel- G.Udayagiri of Kandhamal, Urban hostel & Ashram School hostel of Ganjam, Urban hostel & Surya techno of Gajapati& Scholar Model of Kalahandi	All the schools and hostels were cleaning toilets once in a day. But after our insistence these 10 schools and 8 hostels cleaning their toilets twice in a day.	
8	Dawn Breeze Int., Berhampur, Ganjam; Swami Vevekanand& Times Academi of Bhawanipatna, Scholar Model of Dharmagarh, Kalahanddi; Vikas Vidya Niketan of Parlakhemundi, Gajapati	Due to our intervention these 5 school-hostels have purchased new washing machines. Because of ease of washing, the boarders of these hostels have started wearing clean dresses.	
9	4 hostels given: Mt.Carmel – G.Udayagiri, Anwesha hostel-Phulbani, Synergy Int. And Anwesha hostel Nuapada.	Hostels were not maintaining sick register properly. Due to our continuous visit and suggestions now they were maintaining it properly. Besides, folic acid medicine	

		has been distributed in these 4 hostels	
10	Netaji Rapid Force-Junagarh and St.Joseph school, G.Udayagirir	Both schools have electricity but there were no bulbs and the students were reading in the darkness. Now the school authorities have arranged bulbs and class rooms are lighted.	
11	GKRV of Nuapada&Khariar Rd; KG Saraff-Khariar Rd; Netaji RFI-Junagarh, Scholar Model-Dharmagarh, Divyajyoti, Synergy Int., Times academic, Modern PS, Swami Vevekanand, SMI concept, ABCS, Academic Height, St.Daniel, Young Blood of Bhawanipatna, Kalahandi	After our insistence in these hostels of Kalahandi and Nuapada14 tutors were appointed to make it as per government norms of 50:1.	
12	Anwesha hostel in Phulbani &Nuapada	There was no boundary wall in 4 hostels. Now these two hostels have completed construction of boundary wall and 2 other hostels are in the process.	

13	Times Academic of Bhawanipatna, Good Shephard of Phulbani, St.Xavier of Bhabjanagar and Govt hostel of Gajapati dist.	Cleanliness of these 4 hostels hasimproved remarkably.	
	Dawn Breeze Int. School hostel, Berhampur and Eden Public School, Kalinga, Kandhamal	Due to our insistence boarders of these 2 hostels are using mosquito net.	
	Schools: Dawn Breeze, Gurukul, St,Anns, Bhanjanagar, St. Xavier, Bhanjanagar of Ganjam; ABCS,SMI Concept Divya Jyoti, Synergy Int., Scholar Model, Netaji RFI, St.Daniel, Modern PS, of Kalahandi; SS.Nursery, Hansika of Phulbani, Eden PS of Kalinga, Mt.Carmel EMS and Good Shepherd of G.Udayagiri, Kandhamal; Surya Techno, Priyadarshani, Vikas Vidya Niketan of Parlakhemundi, Gajapati	These 20 schools have now displayed charts showing Ansesha student information.	

School hostels: Dawn Breeze, Berhapur,St,Anns, Bhanjanagar, St. Xavier, Bhanjanagar of Ganjam; ABCS,SMI Concept Divya Jyoti, Synergy Int., Netaji RFI, St.Daniel of Kalahandi; SS.Nursery, Hansika of Phulbani, Eden PS of Kalinga, Mt.Carmel EMS and Good Shepherd of G.Udayagiri, Kandhamal; Surya Techno, Priyadarshani, Vikas Vidya Niketan of Parlakhemundi,Gajapati	These18 school-hostels did not have superintendent seal. Due to our insistence now they have it.	

5. Zone Co-ordinator: Prabodh Kumar Pandey

4.2 Sambalpur Zone:

1. Name of the Zone   : SAMBALPUR
   (Sambalpur, Sundargarh, Bargarh, Balangir)

2. No. of Schools   :49

3. No. of Hostels   :20

4. Change due to ACME Cell Intervention (Only where Change Occurred)

SlNo	School/Hostel with Address	Details of Change	Photographic Evidence
1	ANWESHA GIRLS' HOSTEL, SAMBALPUR	Hostel has installed aqua guard with the help of inner wheel club, Sambalpur and doing the Health check up of the students once in a week.	
2	ANWESHA BOYS' HOSTEL, SAMBALPUR	The hostel has placed dustbins for use of boarders.	
3	BARDOL ASHRAM SCHOOL, BARGARH	Due to the intervention of the zone-coordinator the hostel authorities are maintaining the store room and keeping it clean on regular basis.	

4	URBAN EDUCATION COMPLEX-2, SUNDARGARH	Tutors have become aware to provide proper teaching to the students.	
5	OM INTERNATIONAL SCHOOL HOSTEL, PATNAGARH	Hostel authorities have become aware and providing good food to the students.	
6	DELHI PUBLIC SCHOOL, SAMBALPUR	After insistence, school is involving Anwesha students in different co-curricular and extra-curricular activities of the school.	
7	DARSHAN ACADEMY, SUNDARGARH	Class rooms are given a face lift due to the intervention of zone coordinator.	
8	XAVIER INTERNATIONAL SCHOOL, SUNDARGARH	Anwesha students are given extra coaching by the school for their betterment.	

9	ORIENTAL PUBLIC SCHOOL, BALANGIR	Schools is providing 3 pairs of dress materials to the Anwesha students due to the intervention of the zone-coordinator.	
10	ZENITH LIONS GURUKUL, PADAMPUR, BARGARH	Schools is keeping up to date records due to the intervention of the zone-coordinator.	

5. Zone Co-ordinator: KAUSTUBHA SAHU

4.3 Koraput Zone:

1. Name of the Zone : Koraput
   (Rayagada,Koraput,Malkangiri,Nabrangpur)
2. No. of Schools : 48
3. No. of Hostels : 23
4. Change due to ACME Cell Intervention (Only where Change Occurred)

SlNo	School/Hostel with Address	Details of Change	Photographic Evidence
1	Anwesha Hostel, Gandhi Nagar, Koraput	A flower garden has been created. Egg and Chicken provided once every week. and cleanliness of hostel and boarders has improved	

2	Saints School, Koraput	Cleanliness of toilet and Bathrooms has improved and proper attention has been given to the Anwesha Students.	
3	Centurian School and Hostel, Raygada	Due attention to Anwesha students has been given	

4	Mother Teresa School and Hostel, Raygada	Broken doors of attached bath rooms have been repaired and special attention has been given to Anwesha Students.	
5	Anwesha Hostel, B.ED College, Raygada	A Flower Garden has been developed. Cleanliness has improved. Now students are wearing Clean Dresses	

6	Prerana School, Rayagada	Cleanliness has improved Special Care is being taken of Anwesha Students to enhance their learning abilities.	
7	Anwesha Bell Hostel, Rayagada	Students are getting good food. A Flower garden has been developed	

8	Techno Gurukul, Nabarangpur	Cleanliness has improved. Students are learning well. Computer class has been introduced.	
9	Unique public school, Nabarangpur	Computer Teaching has been introduced	
10	Parents Pride public School, Nabarangpur	Students have been shifted to a new building and new teaching method has been introduced for proper learning of Anwesha students	
11	Anwesha Hostel ,Nabarangpur	Cleanliness of toilet, bath rooms and kitchen has improved and a small garden has been developed	

12	Rahyming Bird public school, Nabarangpur	Cleanliness has improved.. Special attention given to Anwesha Students.	
13	Saheed Laxman nayak Boys Hostel, Malkangir	Cleanliness has improved. Sports facilities have been developed in the hostel.	
14	All ANWESHA Boarders of Malkangiri District	For last two years no boarders of Malkangiri were supplied with any dress. After taking up the matter with the DWO, recently, Some boarders of Malyabanta hostel have been given school uniforms and the process of supplying dress to boarders has started.	

5. Zone Co-ordinator: Dhirendra Kumar Nayak

4.4　Mayurbhanj Zone:

1. Name of the Zone　　: Mayurbhanj
　　　　　　　　　　　　　(Keonjhar,Deogarh,Angul,Mayurbhanj)

2. No. of Schools　　　　:33

3. No. of Hostels　　　　:13

4. Change due to ACME Cell Intervention (Only where Change Occurred)

SlNo	School/Hostel with Address	Details of Change	Photographic Evidence
1	Anugul hostel Gotamara,Banarpal Angul	Before zone coordinator's visit,there were no shoe stand for students. Now shoe stand is available for Anwesha students.	
2	Mayurbhanj, Urban education hostel,udala	There was an artificially created pool in front of the hostel without any barricade posing danger to the inmates. After insistence the same is surrounded by net.	
3	Mayurbhanj, Urban education hostel,udala	Cleanliness has been improved	

4	Kendujhar Urban education hostel(D.D college road)	Cleanliness of toilet and hostel area have improved a lot. Within hostel space they now grow green vegetables like potatoes, onion and cabbage	
5	Kendujhar DAV public school	Regular cleaning of toilets has been taken up.	
6	Mayurbhanj Urban education hostel, Karanjia	Now, boarders wear clean School uniform as CCA/LCCA were washing students dresses regularly	

5. Zone Co-ordinator:Debabrata Mahapatra

5. Summary of findings:

Because of the regular visit of zone coordinators in their respective zones, intermittent visit of state coordinator to various schools and hostels under the programme and constant insistence to adhere to certain standard, there is a perceptible change in the service provided by the authorities to the beneficiaries. Following is the summary of such changes.

- Cleanliness of school toilets has improved.

- Cleanliness of hostel premises, living rooms, store rooms, Kitchen& dining area and toilet & bath rooms has improved.

- Quality of food served to boarders has improved.

- In some hostels Aqua Guards have been installed for drinking water.

- In some hostels washing machines have been installed.

- Some congested School-hostels have been shifted to new buildings with better facilities.

- Distribution of school uniforms has been streamlined.

- Hostels have been persuaded to display on the wall the menu chart in dining area and student information chart in office room.

- Schools have started giving special attention to Anwesha students as regards their studies, co-curricular and extra-curricular activities.

- Hostels have started maintaining records properly and updating stock registers.

- Hostels which were not using mosquito nets have started using the same.

- There is marked improvement in Health check up of boarders.

- Many schools and hostels have started usingdustbins and shoe stands to teach students cleanliness and discipline.

- Many hostels have appointed required number of tutors and they have been sensitized to their responsibility.

- Boundary walls have been constructed in some hostels.

- Some hostels have developed Kitchen/flower gardens in their premises.

- Some urgent repair works have been taken up on war footing by some schools/hostels.

- Some schools have started giving practical computer coaching to Anwesha students.

- In some schools/hostels lapses in Students'/boarders' safety has been addressed.

6. Conclusion:

Visiting schools and hostels without any threat of action for non-compliance of norms is not expected to yield result and sucha monitoring system is destined to be a futile one. Some Kendriya Vidyalayas, in spite of telephone from the State coordinator, didn't extend desired co-operation to zone coordinators in supplying required data.Even some schools questioned the very authority of visiting zone coordinators when they asked for certain information. In spite of such hurdles, ACME Cell has performed a stupendous task in motivating school/hostel authorities to bring about necessary changes in delivery of services to the beneficiaries. This could only be made possible through regularvisit and insistence by zone coordinators and using an emotional weapon that beneficiaries are small and innocent children of backward communities who deserve benefaction. If favorable changes could be made by ACME Cell without any threat of action, regular monitoring by government authorities both at district and state level will have great effect on proper implementation of the programme.

Urban Education Programme

ANWESHA

Status Report-II

16.03.2020

Anwesha Concurrent Monitoring and Evaluation Cell
SCSTRTI

Contents

Executive Summary

Urban Education Programme 'ANWESHA' is a unique educational intervention of the government of Odisha. It is an effort to tap and nurture the hidden talents, which would have otherwise been withered in the wilderness, and expose them to a spirit of competitiveness and excellence through quality education. Because of the successful outcome of a pilot project launched in the year 2007-08 in Berhampur under Ganjam district, the present scheme was launched in the academic session 2015-16 to make the said benefit available to a wider section of students of backward communities.

The scheme was launched with the following provisions:

- Best of public schools in district headquarters/urban centres should be selected and empanelled by a district level committee under the chairmanship of District Collector

- Selected schools should admit ST/SC students beyond the 25% reservation stipulated for reserved category under RTE, Act.

- Students would be admitted at class-I level

- Seats for admission into class-I would be apportioned between ST and SC in the proportion 70:30 and within each category equally between Girls and Boys.

- The BPL category ST&SC students could only be selected.

- Annual school fees which include school fees, tuition charges, library charges etc., would be borne by the government subject to a maximum of Rs. 25,000/- per student. Besides school fees, the cost of text books, writing materials, uniform and school bus charges (transportation) etc. will also be provided to the enrolled students free of cost.

- Accommodation, food and post school tutoring would be provided by the government on need basis.

- Every year at least 5,000 students would be admitted under the scheme.

At present, under the programme 21682 students are pursuing their studies in 177 schools and accommodated in 87 hostels located in 17 operational districts.

Under the Urban Education Programme Anwesha, children in the age group of 5 to 7 years from rural backward communities are admitted at class-I level of urban public schools and exposed to an educational environment which is completely alien to them. They are put in a hostel and left under the care of hostel superintendent, Matron, Lady Cook –cum- Attendants and Tutors who are expected to play the role of able and caring parents. Another aspect of the programme worth noting is that children are directly admitted into class-I without having pre-primary education (Nursery, LKG and UKG etc.). As they are put to compete with urban children, who have not only undergone pre-primary education but also have by their side aware and educated parents to extend continuous hand holding, it is apprehended that not being able to face competition they may grow inferiority complex in them. Further, it is intended that quality of services provided to such students, both at the school and hostel, should be of exceptional standard.

Keeping in mind the age factor of the enrolled students, the uneven field to which students are put and the intention of government to ensure services of exceptional standard it was felt necessary that the implementation of the programme should be constantly monitored. Therefore, Anwesha Concurrent Monitoring and Evaluation (ACME) Cell was established in SCSTRTI by the ST & SC Development Department in the year 2019-20 as an independent monitoring and evaluation system with following objectives.

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.

- To sensitize the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme

- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarders/students.

- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarders/students enrolled in the scheme

- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarders/students

- To map the learning outcomes of the students enrolled

The ACME Cell, through the regular visit of its State Co-ordinator and four Zone Co-ordinators to schools and hostels where Anwesha students are admitted, endeavours to ensure proper implementation of the Scheme besides independent reporting of facts. Within six months from the date ACME Cell pressed into action visible favourable changes have been effected in delivery of services to beneficiaries at ground level.

Now the Urban Education Programme Anwesha is in the last year of its originally estimated tenure (i.e., 2015-16 to 2019-20) Therefore, It becomes essential to know the current status of the programme, point out the gaps and analyse the same to suggest measures to bring about necessary changes in the method of intervention in the future. Analysis of the data received from the ground level leads to following observations on the basis of which a few suggestions have been made for effective implementation of the Programme.

Observations

- Monitoring by ACME Cell has had a visible favourable impact on functioning of the Urban Education Programme Anwesha. Delivery of services to beneficiaries has improved a lot both at school and hostel level.

- Programme has not given emphasis on selection of students fit to be exposed to a spirit of competitiveness through quality education in Public school. As a result there are slow learners who being unable to

catch up with the curriculum of Public Schools either fail in the class examination or drop out.

- Students are admitted at class-I level of the Public Schools without Nursery, L.K.G, and U.K.G education which their counterparts have.

- As a result they become back benchers in the class and are subjected to differential treatment by the school administration.

- The Anwesha students are admitted in the month of July-August where as their urban counterparts get admitted in March-April. By the time Anwesha students reach the school other students of their class have already appeared their first unit test. Thus, they miss the first three months of teaching in the school.

- The term Public School, without being clearly defined, leads to confusion at the district level for which English medium as well as Odia medium schools and schools affiliated to Board of Secondary Education Odisha, CBSE as well as ICSE have been selected for admission of Anwesha students.

- It is observed that schools not located in urban areas are also selected.

- The schools are selected without following the norms specified in the guidelines. There are schools without affiliation to any examining boards and some schools without even recognition. There are schools with recognition only up to class-V. Newly opened schools and schools without any track record of good performance have been selected.

- There are schools where the major portion of the students in a class is Anwesha students. It indicates as if schools are opened to take the advantage of Anwesha scheme. Education is not their passion but profession.

- Dues of the schools are not released in time leading to callous delivery of services by the schools.

- Hostel accommodation was an important aspect of the pilot project as it was thought to be the incubator for nourishing young talents drawn

from remote areas. But, in the present scheme hostel accommodation is not mandatory. As a result there are many day scholars under the scheme.

- Food provided is neither adequate nor of proper quality in most of the hostels. The PMS sanctioned appears to be insufficient. The

- ingredients used for cooking is not of proper quality. Shabbiness prevails all around the kitchen.

- Students attend classes wearing unclean and untidy uniform. They are sent to the school without attending to all their needs and without preparing them well for the school. The tiffin they carry to school is of inferior quality and insufficient.

- Cleanliness is a problem with almost all the hostels

- There is no regular visit of medical team, Doctor or ANM to most of the hostels.

- Hostel buildings are not constructed keeping in mind that these will be used by small children. They are found in bad shape due to lack of proper maintenance.

- Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the queries of class-V students. Hostels constructed for the Anwesha programme do not have space for evening tutorial classes. So tutors teach a large number of students in the living rooms without a black board. Gents tutors are engaged in teaching girls in the hostels. As there is no back up facility, when electricity goes out and which is a regular feature, aggravates the situation further.

- Payment is not paid on time to CCAs/LCCAs and Tutors by the service provider

- Superintendents appointed in the Anwesha hostels are the school teachers who either have the experience of managing hostels of Ashram schools or witnessed the way these are managed. They carry the said mindset and manage Anwesha hostels in similar manner

forgetting the fact that the Urban Education Programme intends to provide services of exceptional standard.

- In spite of many shortcomings Anwesha programme has been adored by the students, parents and the community as it helps in all round development of the needy talented students.

Suggestions:

The Urban Education Programme-ANWESHA is not a normal educational intervention of the government to make available education to all in the targeted areas. It is an effort to tap and nurture the hidden talents, which would have lost in the wilderness, and expose them to a spirit of competitiveness and excellence through quality education. Therefore, it is not at all meant for all and sundry.

In the light of above observations, the following suggestions are made.

- The number of students to be selected should be decided at district level taking into consideration the intake capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without any compromise in quality. However, a target for each district should be fixed by the Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

- The entire procedure for selection of students should be completed before October.

- Selected students should reach their respective hostels before start of October.

- Selected students should be imparted a bridge course for 6 months from October to March to acquaint them with minimum education required to understand teachings in class-I of Public Schools.

- Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.

- The slow learners should be admitted in Odia medium schools of the ST & SC Department.

- Instead of mentioning just Public schools, guidelines should specify in clear cut terms the type of schools to be selected for admitting Anwesha students. It should be specific whether Odia medium schools imparting quality education and qualifying all the norms of school selection can be included or not.

- For the sake of uniformity schools affiliated to CBSE and with good track record of pass percentage at class-X Board Examination should be selected. Admission to schools not qualifying the norms should stop immediately.

- If an institution is known for imparting quality education and satisfies all the norms of school selection except location then the school should be selected after obtaining approval from the state authorities.

- The number of Anwesha students in a class should be limited to 25% or 30% of the total students in the class.

- Provision of day scholars should be discontinued. Students only from rural areas who are unable to get the opportunity of urban education and economically incapable to afford the cost of such education be selected.

- Accommodation should be the first priority and it should act as an incubator to nurture the young talents from rural tribal areas.

- PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be warned to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.

- Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of specific students. One cannot attend to all the three works as they happen at the same time.

- Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific LCCA who will be responsible for the boarders under her charge. She should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

- In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.

- Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels, a lady assistant superintendent must be appointed to look after the girls.

- Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders under his/her charge in a register.

- Inverters should be provided to all hostels so that students do not suffer when electricity goes out.

- There should be constant monitoring by district and state authorities.

- Distribution of articles like books, study materials, school uniform to students by the school should be done in presence of DWO or WEO who shall authenticate the same on the Distribution Register.

- The hostel superintendents should be given training on hostel management, safety and security, food and mess management, maintenance of records etc. Steps should be taken to manage the hostels professionally.

- Tutors, CCAs and LCCAs need to be sensitised to their duties and special training sessions in this respect should be organised at hostel level either by the government or by the ACME Cell.

- Though Tutors CCAs and LCCAs are appointed by the service provider it should be the responsibility of DWOs to ensure that they are appointed on time as per norm and paid in time.

1. Introduction

Odisha occupies a unique position in the Tribal Map of India for having the largest varieties of scheduled Tribe communities. According to Census-2011 the state has 62 scheduled tribe communities out of 432 in India. As per tribal population, it is next to only Madhya Pradesh and Maharashtra. There are 93 Scheduled Caste communities in the state. The ST and SC population constitute about 39.9% of the state's population. ST represents 22.85% while SC 17.13%. If we take a look at the education of such groups, though literacy rate is not the only indicator of education, as against 72.99 percent total literacy rate and 58.96 percent tribal literacy rate of India, tribal Literacy rate of Odisha is just 52.24 percent. Similarly, SC Literacy rate of Odisha, which is 69.02 percent, is also less than the total literacy rate of India. Thus, in terms of literacy these communities in Odisha are lagging behind the national rates.

It is an uncontested fact that education, which results in capacity building is a sure means to adding quality to life, eradication of poverty, reduction in inequality and bringing about overall economic prosperity of the country. It is the one of the mediums to bridge the gap of inequality. Therefore, governments both at the centre and the state have been laying much emphasis on the education of the backward communities to make them at par with others. Odisha, being the house to a large number of ST/SC communities of India, State Government has taken several steps to address the educational backwardness of

these communities out of which Urban Education Programme 'ANWESHA' is one.

2. Urban Education Programme ANWESHA

Urban Education Programme 'ANWESHA' is a novel educational intervention of the state government. It is an effort to nurture the hidden talents from backward communities, which would have otherwise withered in the wilderness, through quality education, and expose them to a spirit of competitiveness and excellence.

2.1 Genesis of the Programme:

Over the years ST & SC Development Department of Government of Odisha have established many schools and colleges to provide free education to the students of ST & SC communities. There are 164 Boys High Schools, 173 Girls High Schools, 766 Ashram Schools (Elementary level), 505 Sevashrams (Primary level), 19 Educational Complexes for providing education facilities to students belonging to the Particularly Vulnerable Tribal Groups (PVTGs), 61 Higher Secondary Schools, 13 Eklavya Model Residential Schools (EMRS) managed by the Odisha Model Tribal Education Society (OMTES), 2 Secondary Training School and 1 B.Ed. College in Odisha. However, most of these are located in remote tribal pockets depriving the rural tribal students' exposure to education facilities available in best of urban Public Schools. There are many tribal parents who have aspirations to get their children educated in the best of urban public schools but are inhibited by the un-affordable cost of such education. Therefore, a programme named "Creation of Urban Hostel Complexes and Exemption of Tuition Fees for ST & SC Students to study in Public Schools" was launched in the year 2007-08 with a modest 21 students admitted into Kendriya Vidyalayas Located in Ambapua, Berhampur and Golabandha in Ganjam District. By the academic year of 2015-16 there were 220 students studying in from class-I to IX. It was found that out of these 220 students 45 students secured 1st position in their

respective classes and all students were in the grade A⁺ or A. Further, many students came out successful in different school competitions and awarded with various prizes. In the year 2011 the scheme was extended to Rourkela. By the year 2015-16 there were 102 students studying in from class-II to IX. Students' performance at Rourkela was also encouraging. 80 percent students were securing more than 50% marks and children were also active participants in different extra-curricular activities of the school.

Being encouraged by the outcome of the urban education experiment at Ganjam and Sundargarh Districts, Government wanted to extend the said benefit to a larger section of the students of ST and SC communities of the state. Thus,the "Scheme for Providing Quality Education for ST & SC Students in Partnership with Urban Educational Institutions" popularly known as 'Urban Education Programme ANWESHA' was launched in the year 2015-16.

2.2 Details of the Programme

The Programme was launched with the following twin objective

- To create an opportunity for ST/SC children from rural areas to take the benefit of quality education provided by best of the public schools located in urban areas.

- To nurture the inherent talent of the students and expose them to a spirit of competitiveness and excellence.

To facilitate proper implementation and to achieve the cherished objectives of the programme Government in ST & SC Development department have issued a guideline vide its letter No. 11990/SSD dt.11.06.2015. The salient features of the guideless are as follows:

- Best of public schools in district headquarters/urban centres should be selected and empanelled by a District Level Committee under the chairmanship of District Collector with PA ITDA, District Education Officer, DI of schools, DSWO as its members and District Welfare Officer as its member

convener. The schools should be selected based on the criteria such as recognition of the school, availability of infrastructure, qualified teachers, pupil teacher ratio, academic performance etc.

- Through negotiation a partnership should be reached between the district administration and the schools willing to provide quality education to ST/SC students. Selected schools should enter into a MOU with the respective DWOs, specifying the roles and responsibilities of both the parties.

- Selected schools should admit ST/SC students beyond the 25% reservation prescribed for reserved category under RTE, Act.

- Students would be admitted at class-I level

- Seats for admission into class-I would be apportioned between ST and SC in the proportion 70:30 and within each category equally between Girls and Boys.

- The BPL category ST&SC students could only be selected.

- Annual school fees which include school fees, tuition charges, library charges etc., would be borne by the government subject to a maximum of Rs. 25,000/- per student. Besides school fees, the cost of text books, writing materials, uniform and school bus charges (transportation) etc. will also be provided to the enrolled students free of cost.

- Accommodation, food and post school tutoring would be provided by the government on need basis.

- Every year at least 5,000 students would be admitted under the scheme

2.3 Current status of the programme:

At present, as revealed by the Table-2.1, 21682 students are pursuing their studies in 177 schools and accommodated in 87 hostels located in 17 operational districts such as Koraput, Malkangiri, Nabarangpur, Rayagada, Kalahandi, Ganjam,

Gajapati, Kandhamal, Nuapada, Sambalpur, Bolangir, Baragarh, Sundargarh, Mayurbhanj, Keonjhar, Deogarh, and Angul.

Table 2.1

Anwesha Programme at a Glance

	District	Schools	Students	Hostels
1	Koraput	12	1327	4
2	Malkangiri	4	956	4
3	Rayagada	22	2167	12
4	Nabarangpur	10	1272	3
5	Kalahandi	13	1472	13
6	Nuapada	3	1009	1
7	Kandhamal	11	1488	4
8	Ganjam	14	959	10
9	Gajapati	5	700	3
10	Samblapur	6	1143	4
11	Sundergarh	19	2357	6
12	Bargarh	6	789	4
13	Balangir	19	1392	5
14	Mayurbhanj	19	2453	7
15	Deogarh	4	381	2
16	Anugul	1	620	1
17	Keonjhar	9	1197	4

Total	177	21682	87

Source: Primary data

DISTRICT WISE ANWESHA SCHOOLS

Deogarh 4, Anugul 1, Keonjhar 9, Koraput 12, Malkangiri 4, Rayagada 22, Mayurbhanj 19, Balangir 19, Nabarangpur 10, Bargarh 6, Kalahandi 13, Nuapada 3, Sundergarh 19, Kandhamal 11, Samblapur 6, Gajapati 5, Ganjam 14
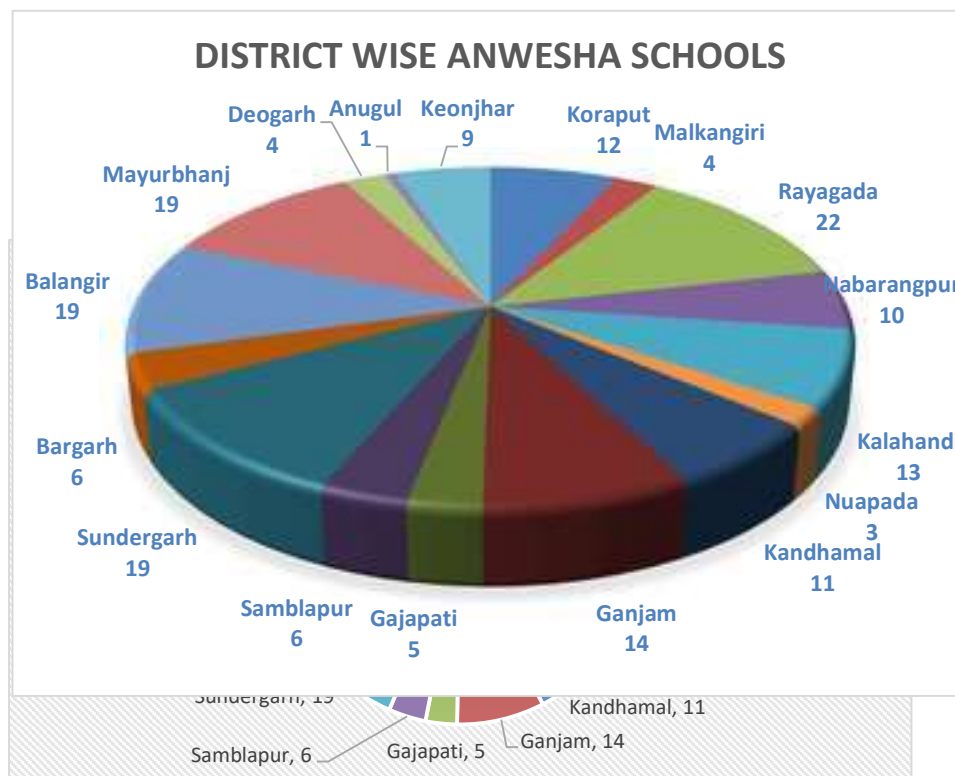
3.ACME Cell

Under Urban Education Programme, children from backward communities without pre-primary education are admitted into class-I and exposed to an educational environment which is completely alien to them. It is needless to mention that pre-primary education helps the child to develop cognitive skills and ensures its physical, mental, emotional and cultural growth. The child learns how to adjust with its peers and interact with outsiders. Above all, the pre-primary education introduces the child to a school environment and provides a bridge between home environment and school environment. But, admitting children directly into class-I without pre-primary education and exposing them to compete with urban children who not only have undergone pre-primary education but also have by their side aware and educated parents to extend continuous hand holding, puts Anwesha

children in an unfavourable situation. It goes without saying that these urban students are properly groomed, well prepared for the school and carry with them the vanity of their elite parents to school campus. On the other hand, Anwesha children in the age group of 5 to 7 years are put in a hostel and left under the care of hostel superintendent, Matron, Lady Cook –cum- Attendants and Tutors who are expected to play the role of able and caring parents and make both ends meet within the limits of the funds allotted by government.

It is quite evident that there is a wide gap between the children admitted under Anwesha scheme and their urban counterparts. They are put in the same school and same class room in which they undertake their studies with such a huge uneven field. It is quite natural to apprehend that this uneven competition may lead to formation of inferiority complex among the Anwesha children and defeat the very purpose for which the dream scheme was launched. Further, it is intended that quality of services provided to such students, both at the school and hostel, should be of exceptional standard.

Keeping in mind the age factor of the enrolled students, the uneven field to which students are put and the intention of government to ensure services of exceptional standard it was felt necessary that in addition to the existing setup of reporting mechanism an independent monitoring and evaluation system should be in place. Therefore, the ST&SC Development Department has established the Anwesha Concurrent Monitoring and Evaluation (ACME) Cell in SCSTRTI. The intention of adding one more monitoring system is loud and clear. The government is not content with just fact finding and taking remedial measures but wants some proactive measures to ensure that the scheme delivers in an effective manner. The ACME Cell started functioning in full-fledged manner from July 2019.

3.1 Objectives of ACME Cell:

Keeping in mind the necessity of the situation that a constant vigil should be maintained on the proper implementation of the

Anwesha programme the ACME Cell was formed with the following objectives:

- To identify grey areas, suggest measures and oversee its implementation on a continuous basis.

- To sensitise the monitoring officials, school & hostel functionaries to maintain best possible standards of services in the institutions covered under this scheme

- To ensure timely provisioning of amenities, school uniforms, text books and writing materials etc. to the boarder students.

- To ensure proper accommodation, food, nutrition, health, cleanliness & sanitation, security, transportation etc. to the boarder students enrolled in the scheme

- To ensure a conducive atmosphere in the hostel for studies, handholding support for completion of home work and development of personality of the boarder students

- To map the learning outcomes of the students enrolled

3.2 Organisation of ACME Cell

At the central level there is a state office with one State Co-ordinator and one Programmer. The operational area comprising of 17 districts is divided into four zones with one zone co-ordinator for each zone. The four zones comprise of the following districts and the zone co-ordinator functions from the DWO office of a centrally located district as reflected in Table 3.1

Table 3.1

Zones and Zone co-ordinator's office

Districts in the Zone	Zone co-ordinator's office
Baragarh, Bolangir, Sambalpur & Sundergarh	DWO office Sambalpur
Mayurbhanj, Keonjhar, Angul & Deogarh	DWO office Mayurbhanja
Koraput, Nawarangpur, Malkangiri & Rayagda	DWO office Koraput
Nuapada, Kalahandi, Kandamal, Ganjam & Gajapati	DWO office Kalahandi

3.3 Roles and Responsibilities

3.3.1 State Co-ordinator:

- Overall co-ordination of Anwesha Programme.

- Preparation of Annual budget.

- Development of guidelines, monitoring parameters and reporting formats.

- Guide and Supervise Zone Co-ordinators.

- Guide the programmer.

- Drafting of project report based upon findings by the Monitoring team.

- Visit hostels/schools under the programme.

- Any other work assigned by the Director, SCSTRTI & Special Secretary to Government relevant to the programme.

3.3.2 Programmer:

- Assist State Co-ordinator in achieving the objectives of the ACME Cell.

- Develop programmes for data entry, processing, multivariate analysis, data base management, retrieving and report generation. Maintain the data base, prepare the web-based format for online data transmission.

- Manage and modify the programme as per requirement of the project.

- Prepare a dash board monitoring system for monitoring school wise, hostel wise information relating to academic performance, accommodation, mess facility, wellbeing, safety &security etc. of boarders/students.

- Prepare individual data base of all boarders/ students.

- Should have constant touch with all zone coordinators, ensure and help them in information

generation, documentation and timely updating of information through web site.

- Any other relevant work assigned by the State Co-Ordinator.

3.3.3 Zone Co-ordinator:

- Support the state team in achieving the objective of ACME Cell.

- Monitor, supervise and visit the Anwesha schools/ hostels under his/her jurisdiction, properly analyse & collate the information in the shape of a report following the format to be developed by the State Coordinator and submit the same on time.

- Remain in constant touch with District Collectors of assigned Districts, DWOs, WEOs, CI/DI of schools, school/hostel functionaries and Anwesha students.

- Generate and analyse different information, organize data for reporting & retrieval and bringing out discrepancies if any etc.

- Timely furnishing of relevant information, generated by him/her or required by State coordinator

- Any other work assigned by State Co-ordinator relevant to the programme

3.4 Monitoring System

Monitoring is the primary work of the ACME Cell. It not only generates data for the creation of database and evaluation but also helps in ensuring desired action at implementation level. It is a fact that persons at ground level are so engrossed with their work that they need to be pursued to comply the reporting formats. Besides, a person from the cell at ground level who is not a part of the implementation team is expected to have an open mind to form an independent and unbiased view of the

situation justifying the 'concurrent monitoring' objective of the cell. So, the following monitoring system has been put in place.

3.4.1 Monitoring at zone level

- Zone Co-ordinators will be the main personnel for monitoring at the ground level, though State Co-ordinator will undertake visits to any school or hostel every month. The monitoring at zone level will be in the following manner.

- Zone Co-ordinator of ACME Cell will be in direct personal contact with the functionaries at ground level so that the loose ends can be tightened wherever observed for effective implementation of ANWESHA scheme. He should be in personal contact with District Collector, DWOs and WEOs, CI & DI of schools, Hostel Superintendent and other staffs of hostel including the tutor, School principal/headmaster and teachers and above all the small children enrolled under Anwesha scheme.

- He will visit 4 schools and 4 hostels every week, preferably accompanied by WEO, and collect required data, make physical verification of prescribed facilities, talk to boarders and all functionaries of hostel and school.

- He will compile the collected data as per the format given and send it to state office at SCSTRTI.

- In addition to collection of data, he will play the role of a motivator for the persons who are responsible for proper functioning of the scheme at ground level and act as a change agent.

- If he notices any shortcomings in the implementation of the programme, shall bring the same to the notice of the school/hostel authorities for rectification. Any major issue must be brought to the notice of the DWO concerned under intimation to the central office.

- He will ensure that monthly activity report in prescribed format is sent to the state office of ACME Cell by DWOs of districts under his jurisdiction.

3.4.2 Monitoring at Central level

The state level office situated at SCSTRTI will be in overall charge of Co-ordinating the activities of ACME cell. It shall plan and ensure its effective implementation at Zone level. State Co-ordinator shall visit 4 schools and 4 hostels every month. The state level office will

- Develop guidelines for all its functionaries
- Develop indicators/parameters for capturing data from ground level
- Develop reporting formats for online reporting by DWOs and Zone Coordinators
- Compile data received every month from the ground level on the identified indicators/parameters
- Analyse and compare the data received from Zone Co-ordinators and DWOs
- Generate reports every three months (quarterly basis) to be submitted to government and to district level, for required follow up action at their end. However, in case of urgency report shall be prepared on vulnerable areas as and when needed

3.5 Tasks Accomplished:

So far, the following activities have been accomplished by the ACME Cell.

- Modalities for functioning of ACME Cell was finalised in a meeting held under the chairmanship of Advisor-cum-Director & Spl. Secy., SCSTRTI on   in presence of following members

    I.   Addl. Secy., ST & SC Development Department

II. Joint Secy., ST & SC Development Department

III. Dy. Secy., ST & SC Development Department,

IV. Dy. Director, SCSTRTI,

V. Senior Consultant HSMU and

VI. State Co-ordinator, ACME Cell.

The proceeding of the meeting is given at Annexure-I

- Three formats were designed in excel sheet for collection of a) Student Information b) Student Performance c) School and Hostel Monitoring reports.

- Zone Co-ordinators were given an induction training at SCSTRTI to acquaint them with the aim and objective of ACME Cell and the role they have to play in achieving it.

- They were taken to St. Xavier's School, Meenakshi Nagar, Berhampur, Ganjam, the nearest ANWESHA school and its hostel to acquaint them with the procedure of data collection using the excel formats designed for the purpose and to give them a practical feel of the work they have to perform.

- A whatsapp group covering all the 17 DWOs of the districts in which Urban Education Programme Anwesha is in operation and functionaries of ACME Cell has been created for easy and quick transfer of information.

- All the schools and hostels have been covered by the zone co-ordinators. They keep on visiting the schools/hostels under their jurisdiction at regular intervals. School/hostel visit report along with some recent photographs is sent to the central office on daily basis through whatsapp.

- A database of students, schools and hostel has been created.

- From the analysis of data generated through the regular visit of zone co-ordinators and state co-ordinator to different

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Anwesha schools and hostels and their interaction with ground level functionaries and beneficiaries, three reports, as mentioned in Table 3.2, have already been submitted for the perusal of authorities.

Table 3.2

List of Reports Submitted by ACME Cell

Sl.No	Title of the Report	Date of Submission
1	First Status Report	19.08.2019
2	Urban Education Programme Anwesha: GAP Analysis	30.10.2019
3	Impact Assessment of ACME Cell on Implementation of 'Urban Education Programme-Anwesha	31.01.2020

- Within six months from the date ACME Cell pressed into action visible favourable changes have been effected in delivery of services to beneficiaries at ground level. Table 3.3 reflects the impact ACME Cell has had on functioning of Urban Education Programme Anwesha.

Table 3.3

Impact of ACME Cell

Sl. No.	Service	Where Change Occurred
1	Drinking water	Acqua Guards were installed in the hostels of SMI Concept, ABCS School and St. Daniel PS of Bhawanipatna, Kalahandi, Anwesha Girls' hostel, Sambalpur
2	Cleaning dresses of boarders	Washing Machines were installed in the hostels of Dawn Breeze Int., Berhampur, Ganjam; Swami Vevekanand& Times Academi of

		Bhawanipatna, Scholar Model of Dharmagarh, Kalahanddi; Vikas Vidya Niketan of Parlakhemundi, Gajapati
3	Better accommodation	Students have been shifted to a new building by the Parents' Pride Public School, Nabarangpur
4	Discipline and Decency	Shoe stand in Banarpal hostel, Angul and Dustbins in Anwesha Boys' hostel, Sambalpur. Flower Gardens have been developed in Anwesha Hostel, Gandhi Nagar, Koraput. Anwesha Hostel, B.ED College, Raygada. Anwesha Bell Hostel, Rayagada. Anwesha Hostel,Nabarangpur.
5	Distribution of School Uniform	For last two years no boarders of Malkangiri were supplied with any dress or school uniform. After taking up the matter with the DWO, the process which was caught in official cobwebs has been addressed. Recently, some boarders of Malyabanta hostel have received school uniforms and the process of supplying dress to boarders has started.
6	Sports and Games	Facility for playing volley ball has been extended to boarders in Saheed Laxman nayak Boys Hostel, Malkangir
7	Safety	There was an artificially created pool without any barricade in front of the Urban education hostel,udala, Mayurbhanj posing danger to the inmates. After insistence the same is

		surrounded by net. Construction of boundary walls started in Anwesha hostel, Phulbani and Nuapada. Boarders of Dawn Breeze Int. School hostel, Berhampur and Eden Public School, Kalinga, Kandhamal started using mosquito nets.

NB: Besides above,

➢ cleanliness of bath rooms, toilets, living rooms store and kitchen has improved significantly in all hostels.

➢ Steps have been taken by authorities to take up repair works of broken doors of latrines, living rooms.

➢ Expedite completion of Anwesha hostels and shifting of boarders to newly constructed buildings.

➢ Quality of food served to boarders has improved

➢ Hostels have started maintaining records properly and updating stock registers.

➢ Hostels have been persuaded to display on the wall the menu chart in dining area and student information chart in office room.

➢ There is marked improvement in Health check up of boarders.

➢ All schools have started giving special attention to Anwesha students as regards their studies, co-curricular and extra-curricular activities.

➢ The schools and hostels which were not rendering proper service or giving materials to students/boarders have become alert and supplying the same in time and as per norms

3.6 Tasks ahead

3.6.1   To be accomplished within Current Academic Session:

In accordance with the objectives set before it, the ACME Cell will thrive to achieve the following within the end of the current academic session.

- Installation of Dash Board Monitoring System and making it fully operational for easy access to real time classified information relating to functioning of Urban Education Programme Anwesha.

- Organising a two-day sensitisation programme for the zone co-ordinators at SCSTRTI to make them aware of the procedure of data updating through website.

- Monitoring Report by the Session end

3.6.2   Tasks for the future:

- Simplifying the process of classified report generation.

- Rejuvenating and consolidating the monitoring system as data collection and regular report generation will be simplified due to use of website.

- Meeting the parents of the dropped-out students to identify the reasons thereof.

- Assessment of academic performance of Anwesha students in a wider scale.

- Making provision of digital learning facility for the boarders a

- Collection of data relating to students' performance in school annual examination and report generation.

- Encouraging extra-curricular activities in hostels.

- Sensitising hostel superintendents through a three-day training programme at SCSTRTI. Creation of digital modules for the training programme

- Sensitising Tutors, CCAs/LCCAs through training at hostel level and development of digital modules for the purpose.
- Generation of quarterly Status Reports on Functioning of Urban Education Programme Anwesha.

4 Schools under the Programme:

Schools are important for the children in many ways. Schools provide an atmosphere conducive to spread of ideas, and often give the children access to subjects and ideas that they wouldn't regularly find in their homes or with their friends. Learning builds the confidence of the children and helps them to grow exponentially. Further, school doesn't merely teach facts and figures and numbers and letters. School is crucial in preparing children to become their future selves. Through games and group projects children learn the importance of teamwork. A school can function as the centre of child's community and can act as a meeting place, a place for it to grow, and a second home. It boosts confidence and teaches it to establish and maintain friendships, and helps it learn how to work together as a team, which is a primary tenet of any successful society. Above all children discover a role model in the teacher whom they like to emulate. A school with proper infrastructure and inspiring teachers creates an environment for all round growth of the children.

Revised EFC memorandum on "Scheme for Providing Quality Education for ST & SC Students in Partnership with Urban Educational Institutions" states that the broad objectives of the scheme is to provide to the students coming from the lower economic rung of ST/SC communities the best educational opportunities available in the best of public schools in urban areas. Therefore, before selection of the schools under the programme it should be clear what Public School means.

Public school means the school where parents pay for the education of their wards and which are mostly residential in nature. It is natural that concerned parents will come forward to pay willingly, if in return they

obtain quality education for their wards. On this premise, public schools were started. Gradually, due to demand pull, education in public schools became a costly affair. Though affluent people were able to afford the cost of education of their wards in such schools, it was beyond the reach of the people from lower economic rung, particularly the backward communities living in remote areas. Therefore, government decided to provide quality education to these deprived sections of the society through Anwesha scheme in partnership with urban public educational institutions.

Table 4.1 which gives the abstract of Anwesha schools and student enrolment in different districts by the year 2019-20, reveals that 21682 students are admitted in 177 schools spread over 17 districts. Though as per norm the seats would be apportioned between ST and SC in the proportion 70:30 and within each category equally between Girls and Boys data shows that as regards ST and SC the proportion is tilted 4 percent in favour of ST and as regards Boys and Girls the proportion is tilted 3 percent in favour of Boys. Highest numbers of students are enrolled in Mayurbhanj with 2453 students followed by Sundargarh and Rayagada with 2357 and 2167 students respectively. Rayagada has highest number of schools with 22 schools followed by Mayurbhanj, Sundargarh and Balangir with 19 each. School wise student enrolment has been given at Annexure-II.

Table 4.1

State abstract of Anwesha Schools and Students admitted up to 2019-20

Sl.No	District	Schools	No of Students				Total
			Boys	Girls	SC	ST	
1	Koraput	12	707	620	460	867	1327
2	Malkangiri	4	497	459	195	761	956
3	Rayagada	22	1099	1068	673	1494	2167
4	Nabrangpur	10	706	566	286	986	1272
5	Kalahandi	13	866	606	459	1013	1472

6	Nuapada	3	507	502	296	713	1009
7	Kandhamala	11	824	664	364	1124	1488
8	Ganjam	14	507	452	219	740	959
9	Gajapati	5	437	263	87	613	700
10	Sambalpur	6	573	570	318	825	1143
11	Sundargarh	19	1194	1163	412	1945	2357
12	Bargarh	6	392	397	238	551	789
13	Balangir	19	831	561	599	793	1392
14	Mayurbhanj	19	1229	1224	576	1877	2453
15	Deogarh	4	204	177	63	318	381
16	Anugul	1	375	245	214	406	620
17	Keonjhar	9	630	567	237	960	1197
Total		**177**	**11578 (53%)**	**10104 (47%)**	**5696 (26%)**	**15986 (74%)**	**21682**

NB: figures in the bracket indicate percentage of the total students

Source: Primary Data

ANWESHA SCHOOLS

Anugul 1
Deogarh 4
Keonjhar 9
Koraput 12
Malkangiri 4
Rayagada 22
Mayurbhanj 19
Balangir 19
Nabrangpur 10
Kalahandi 13
Bargarh 6
Nuapada 3
Sundargarh 19
Kandhamala 11
Sambalpur 6
Gajapati 5
Ganjam 14

Number of Anwesha Students

Boys   Girls   SC   ST   Total
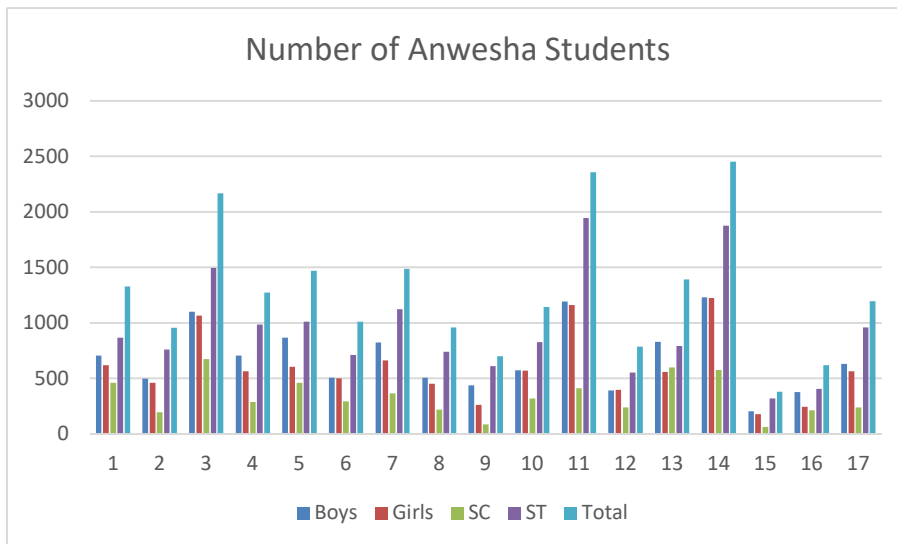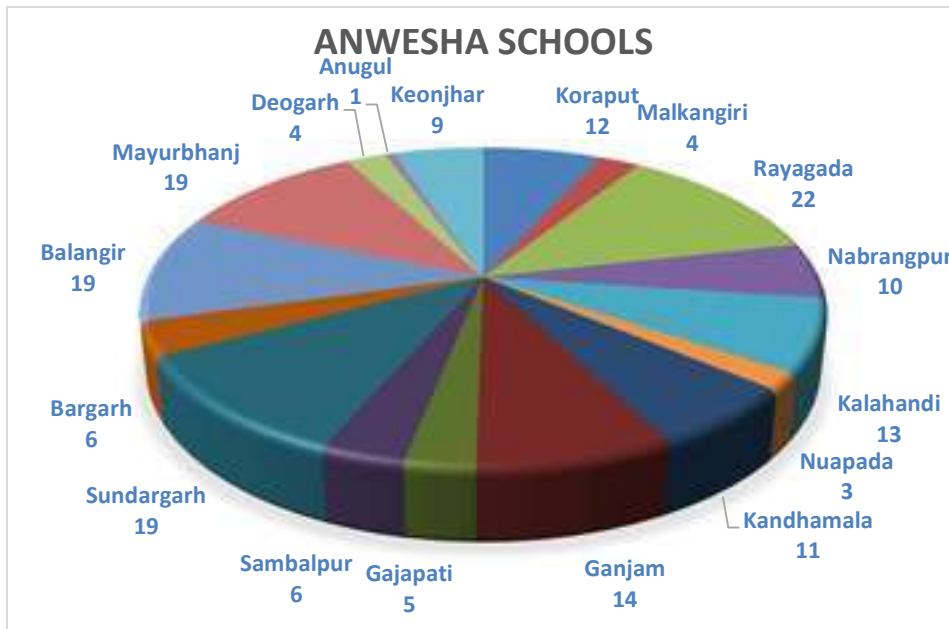
Analysis of data shows that there are some schools in districts like Angul, Rayagada, Kandhamal, Nabarangpur etc., which are not located in urban areas. However, though it violates the norm that school should be situated in urban areas, from the point of view of quality education, location of the school is not so important. It is the affiliation, availability of infrastructure, qualified teachers, student teacher ratio and above all the academic performance of the school over the years counts much. It has been observed that the schools which are ahead of other schools in terms of quality

education and fulfil all the parameters prescribed for school selection, are either do not admit or reluctant to take Anwesha students. Most of such schools which admitted Anwesha students are found apathetic towards them. The reason is simple. They do not want to compromise with their level of academic performance, for which they are recognised. Admitting students who cannot compete with their urban counterparts will certainly form a pool of backbenchers for the headache of the school. One cannot contest their logic because we admit students who didn't have pre-primary education as their urban counterparts. Therefore, in a compulsion to achieve the enrolment targets fixed before them, district administration is forced to settle with second grade schools established in the recent past or just a year before, without affiliation or good academic track record. Many of such schools are not even recognised by the Mass Education Department of the government. When we compare the number of Anwesha students admitted with the total students admitted in such schools, we notice that the main stay of these schools is Anwesha students. Education is a business for them not a passion. It appears in the process of school selection the objective of 'making available the best of education to Anwesha students' have been compromised.

Further, it has been observed that within 177 schools selected for the programme there is one 'Saraswati Shishu Vidya Mandira' at Malkangiri imparting teaching in Odia medium and affiliated to BSE, Odisha. There were 9 such schools at Balangir which have been discontinued. It implies that Schools imparting education in Odia medium have also been selected along with English medium Schools under the programme. This means a communication gap or lack of understanding at district level regarding the connotation of Public School for which there is no uniformity in the type of schools selected.

It has been observed that amount to be paid by the government to the schools for admitting Anwesha students (As per MoU) is not released in time. Under this pretext the schools delay, reduce the quantity or skip issue of certain materials like school/civil dress, shoes etc., to the students.

5. Hostels under Anwesha Programme

It is included under the scheme that residential accommodation shall be provided to the students in urban hostels with all facilities and amenities and with provision of one tutor for every 50 boarders to provide educational support to the boarders after school hours. The intention behind this provision is very clear. The students selected for the purpose belong to backward communities and hail from remote areas which lack environment conducive to educational pursuits. Further, their parents are supposed to be uneducated or may be lacking the capability to provide proper educational support required for such students after school hours.

Table 5.1 reveals that there are 87 hostels in the 17 operational districts out of which 7 hostels are constructed by the government specifically for Anwesha students, 38 hostels are operating in some government buildings, 30 hostels are the hostels of schools in which Anwesha students are admitted and 12 hostels are operating in rented buildings. The hostel wise boarders detail has been incorporated in Annexure-III.

Though it was envisaged that own hostels of Anwesha would be constructed to accommodate Anwesha students by the year 2016-17, by the end of 2019-20 only 7 hostels could be completed to accommodate Anwesha students. Other proposed hostels are at different stages of completion. One hostel at Tikabali which is almost complete is standing dangerously on the side of a huge rain water stream posing danger to the building. If immediate steps are not taken to divert the course of the rain water it may wash away the foundation of the building this monsoon. Though 432 boarders (205 Girls and 227 Boys) are staying in a makeshift accommodation without proper living condition or drinking water facility could not be transferred to the new hostel apprehending the lurking danger.

Table – 5.1

District Wise Anwesha Boarders

Sl. No.	District	Hostels					Day Scholar	Boarders
		Anwesha	Govt. Building	School Hostel	Rented Building	Total		
1	Koraput	0	4	0	0	**4**	1	1326
2	Malkangiri	0	4	0	0	**4**		956
3	Rayagada	0	7	3	2	**12**		2167
4	Nabrangpur	1	2	0	0	**3**		1272
5	Kalahandi	0	0	13	0	**13**		1472
6	Nuapada	1	0	0	0	**1**	1	1008
7	Kandhamala	1	0	2	1	**4**	166	1322
8	Ganjam	0	5	5	0	**10**	4	955
9	Gajapati	0	1	2	0	**3**	2	698
10	Sambalpur	1	1	2	0	**4**	2	1141
11	Sundargarh	0	6	0	0	**6**		2357
12	Bargarh	1	3	0	0	**4**	46	743
13	Balangir	0	0	2	3	**5**	731	661
14	Mayurbhanj	1	2	0	4	**7**		2453
15	Deogarh	0	0	0	2	**2**		381
16	Anugul	0	0	1	0	**1**		620
17	Keonjhar	1	3	0	0	**4**	8	1189
	Total	**7**	**38**	**30**	**12**	**87**	**961**	**20721**

Source: Primary Data

Types of Anwesha Hostels

Pie chart legend: Anwesha, Govt. Building, School Hostel, Rented Building

- 8% Anwesha
- 44% Govt.Building
- 34% School Building
- Rented Building, 14%

District Wise Types of Anwesha Hostel
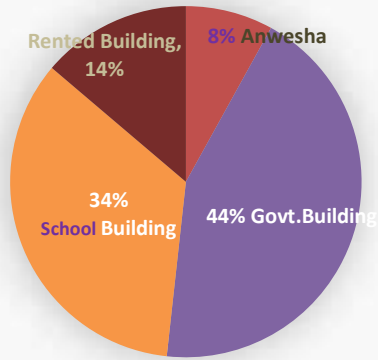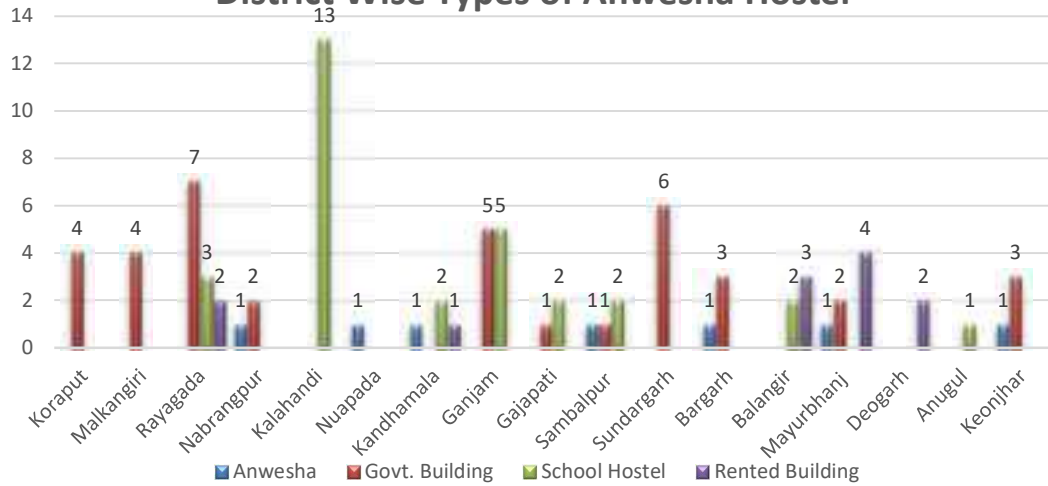
Legend: Anwesha, Govt. Building, School Hostel, Rented Building

Districts: Koraput, Malkangiri, Rayagada, Nabrangpur, Kalahandi, Nuapada, Kandhamala, Ganjam, Gajapati, Sambalpur, Sundargarh, Bargarh, Balangir, Mayurbhanj, Deogarh, Anugul, Keonjhar

District Wise Anwesha Day Scholars and Boarders

Legend: Day Scholar, Boarders

Districts: Koraput, Malkangiri, Rayagada, Nabrangpur, Kalahandi, Nuapada, Kandhamala, Ganjam, Gajapati, Sambalpur, Sundargarh, Bargarh, Balangir, Mayurbhanj, Deogarh, Anugul, Keonjhar

Values: Koraput 1/1326, Malkangiri 956, Rayagada 2167, Nabrangpur 1272, Kalahandi 1472, Nuapada 1/1008, Kandhamala 166/1322, Ganjam 4/955, Gajapati 2/698, Sambalpur 2/1141, Sundargarh 2357, Bargarh 46/743, Balangir 731/661, Mayurbhanj 2453, Deogarh 381, Anugul 620, Keonjhar 8/1189

Table 5.1 reflects that there are 961 day-scholars admitted under Anwesha scheme out of which Bolangir, Kandhamal and Baragarh have 731, 166 and 46 day-scholars respectively. It goes against the prime objective of the programme for the following logic. Hostel accommodation for Anwesha students is thought essential in the pilot scheme launched in Ganjam District in the year 2007-08. So, the scheme was titled "Creation of Urban Hostel Complexes and Exemption of Tuition Fees for ST & SC Students to study in Public Schools" and under the scheme all the students are kept in the hostel. This is because of the apprehension of non-availability of proper atmosphere conducive to education and proper off-the-School educational support at their homes which are assumed to be located at remote areas. Second, if the parents are urban based and able to provide transportation cost of their wards to attend the school, off-the-School educational support and unwilling to keep their wards in the hostel then we are not selecting students targeted by the scheme. On enquiry principals of schools have revealed that some of the Day scholars are commuting to school in four wheelers. The clause 'Provide Hostel facilities to the students, wherever needed' in the revised EFC memorandum, allows such action by district authorities which goes against the prime objective of the programme.

Service providers are engaged to appoint CCAs/LCCAs and Tutors in the hostels. It has been alleged that service providers in some district are not paying them regularly. It may be a problem concerning the service providers and their employees, but it ultimately affects the tiny tots kept in the hostels under their care. Above all, the superintendents appointed in the hostel need to be trained to make these hostels of different breed unlike hostels of Ashram schools.

6. GAPs in implementation of Anwesha Programme

For the purpose of gap analysis, it is essential to set a standard against which actual performances are to be measured. In the present case government has made provision of certain prescribed facilities with the

expectation of a desired outcome. Thus, these are taken as standards against which actual provisioning of facilities and actual outcome of the intervention are measured. Therefore, it becomes essential to list such prescribed provisions and desired outcomes to undertake the GAP analysis.

ST & SC Development Department in its letter No.11097 dated 30.05.2018 have made it clear that 'as the students admitted are very young and are studying in class I to IV, utmost care should be provided for their upkeep and safety. Further the quality of services to be provided to students should be of exceptional standards, both at the school and hostel, which needs to be constantly monitored'. In accordance with the spirit of this letter the following standards are framed to measure the gaps.

- The ST and SC students should be selected   in the ratio 70:30

- Boys and girls should be in the ratio 50:50.

- Students should get best of education available in the District and become competitive. To measure this aspect, selection of proper school based on the prescribed criteria and performance of students are taken into consideration.

- Timely supply of all materials (as per norm) needed for school and study purposes like School uniform, Text books, writing materials to students

- Proper accommodation with provision of proper living condition and all facilities.

- Food provided should be adequate and of desired standard

- Proper transportation facility to boarders from hostel to school and back

- Proper off-school hand holding to boarders to reflect upon and practice the lessons taught in the school and complete home assignments.

- Academic performance of the students should be up to the mark.

- Above all, the delivery of these services is constantly monitored.

On the basis of the above standards/expectations various parameters have been designed as basic elements of measurement. Each parameter is evaluated based on certain underlying criteria. To study the gaps the analysis is divided in three broad heads such as:

- Student Management
- School Management and
- Hostel Management

6.1   Student Management

Students are the beneficiaries under the programme. It is intended to provide them best of education and expose them to a spirit of competitiveness and excellence. If we read in between the lines the intention of the programme it becomes very clear that those who are prepared to prove their excellence be provided with best of the education. It is certainly not for the slow learners who may not follow the type of education imparted in public schools. Under the programme:

- Each year 5000 ST/SC students are admitted at class-I level. On the basis of previous years statistics, the ST and SC Development Department decides the number of students to be admitted in each operational district to achieve the yearly target of 5000 students.

- The student from ST and SC communities are selected in the ratio 70:30 maintaining equal proportion of Boys and Girls under each community.

- Students from BPL category or backward classes according to Socio Economic Caste Census (SECC)2011 avail the opportunity.

- Advertisement is made by the District administration inviting application from the parents of eligible candidates.

- Students in the age group of 5 -7 years apply for admission

- The students are selected by the District Level Committee through lottery system.

- The number of students allotted to various Public Schools is decided by the District Level Committee depending upon the intake capacity of such school.

6.1.1 Observations

a) Student selection and admission: Students are selected on a lottery basis clearly ignoring the merit. One can not dispute the fact that all the students are not of same level of intelligence. Depending upon the level of intelligence the understanding capacities of students differ. As the programme intends to expose the students to a spirit of competitiveness and excellence through best of education available, it is certainly not for the average students. Most of the students selected under the scheme either fail, secure miserable marks in the examination conducted by the schools or drop out. It has been observed that many students are just languishing in the public schools being put there by their aspiring parents to avail the opportunity provided by the government. It is most unfortunate that such students, being unable to compete with their counterparts in the school, grow an inferiority complex. The glaring example is the Deepti Convent school, Malkangiri where 26 students are retained in class-I. Principal of the schools expressed her difficulty in handling slow learners as almost 80% students do not attend classes. As a testimony to poor performance of Anwesha students Table 6.1 reflects the average marks of 7 schools of 4 districts in which it is below 50 percent. The average mark secured by the students of Sacred Heart School, Rayagada and Nirmala Convent, Keonjhar are as low as 17 percent and 20 percent respectively.
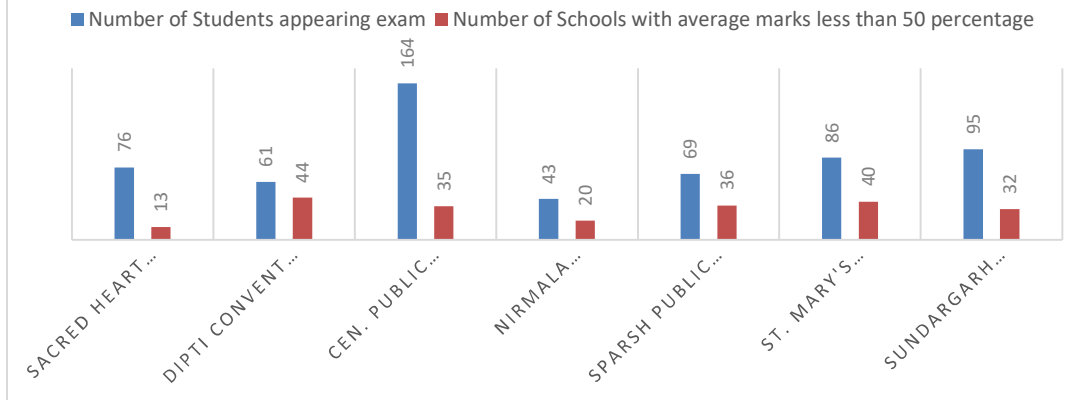
Table - 6.1

Schools with average Marks less than 50 percentage

Sl No	District Name	Name Of The School	Class Performance												School Average	
			I			II			III			IV				
			N1	Agg	Average	N2	Agg	Average	N3	Agg	Average	N4	Agg	Average	N1+N2+N3+N4	Average
1	Rayagada	Sacred Heart School	NA	NA	NA	21	580	28	36	401	3	19	341	18	76	17
		Dipti Convent school	NA	NA	NA	5	262	52	32	1403	44	24	1024	43	61	44
		Cen. Public School	41	2049	50	24	1056	44	60	1452	24	39	1215	31	164	35
2	Kenjhor	Nirmala Convent	9	170	19	14	245	18	20	450	23	NA	NA	NA	43	20
3	Mayurbhanj	Sparsh public school,rairangpur	23	1041	45	23	727	32	23	717	31	NA	NA	NA	69	36
		ST. Mary's Convent School, Baripada	28	1486	53	29	1303	45	15	251	17	14	402	29	86	40
4	Sundergarh	Sundargarh PS	29	1558	54	30	593	20	29	743	26	7	165	24	95	32

NB: Source – Primary data

SCHOOL WITH AVERAGE MARKS LESS THANN 50 PERCENTAGE

■ Number of Students appearing exam   ■ Number of Schools with average marks less than 50 percentage

b) Pre-School Education: Anwesha students before admission into class-I do not have pre-primary education such as education in Nursery, LKG and UKG classes as that of their urban counterparts. This is the reason for which they fail to catch up with the other students of the class in which they are admitted. So, the school administration is forced to put them in a separate class. This discrimination in turn may lead to development of an inferiority complex in them. Therefore, before allowing them to compete with other students they should be given minimum education required to get admission in class-I of public schools.

c) Timing of Admission: It has been observed that selection and admission of Anwesha students do not coincide with the admission of other students of the schools. While admission process for the other students of the school is over by March, admission of Anwesha students takes place in July–August. So, by the time Anwesha students join the school other urban students are through with many lessons. This is one of the reasons for which Anwesha students fail to catch up with other students forcing the school administration to put them in a separate section. Therefore, the timing of admission of Anwesha students should coincide with that of the other students of the school.

6.1.2   Suggestions

- The number of students to be selected should be decided at district level taking into consideration the intake

capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without any compromise in quality. Basing on above data, a target for each district should be fixed by the ST & SC Development Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

- Selection of students, admission to hostels should be completed before October.

- Selected students should reach their respective hostels before first of October.

- Selected students should be imparted a bridge course to acquaint them with minimum education required to understand teachings in class-I of Public Schools for 6 months from October to March.

- Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.

- The slow learners should be admitted in Odia medium schools of the ST & SC Department.

6.2 School Management

School is the medium through which targeted population of the scheme can be given the best of education to nurture their inherent talent and expose them to a spirit of competitiveness and excellence. Thus, while selecting a school it becomes imperative to ensure that the school offers children balanced learning opportunities in the five aspects of development, i.e. moral, intellectual, physical, social and aesthetic as well as nurture them to be responsible citizens.

6.2.1 Prescribed Selection Procedure

'Urban Education Programme Guidelines' issued by ST & SC Development Department; Government of Odisha vide its letter No. 11990 dated 11.06.2015 prescribes the following procedure for selection of a school under the programme.

- A partnership shall be established with Private, aided, government managed schools (Kendriya Vidyalaya, Navodaya Vidyalaya) etc., located in the District Headquarters/Urban centres through negotiation and their willingness to participate under the scheme.

- A District Level Committee, under the chairmanship of District collector shall be formed to implement the scheme with following members:
  a) PA ITDAs of the District
  b) District Education Officer
  c) DI of Schools
  d) DSWO and
  e) District Welfare Officer as member convenor

- The District Welfare Officer will identify, in consultation with the District Education Officer, all the potential schools in the District Headquarters/Urban centres of the district.

- The District Collector will convene a preliminary meeting of these identified schools. Each of the participating school shall submit basic information regarding the school in a prescribed format.

- Schools shall be selected and empanelled by the District Level Committee based on basic criteria such as:
  - Recognition of the School
  - Availability of Infrastructure
  - Qualified Teachers
  - Pupil Teacher Ratio

➢ Academic Performance etc.

- The Annual school Fees, which shall include school fees, tuition charges, library charges and other annual charges, should be negotiated by the District Level Committee with each school separately and finalised. The maximum ceiling for Annual School Fees shall be Rs. 25,000/- per student.

- The costs towards text books, writing materials, uniform and school bus (transportation of students from their place of accommodation to school and back) will be calculated separately.

6.2.2 Observations

As mentioned above five criteria such as 'Recognition of the School', 'Availability of Infrastructure', 'Qualified Teachers', 'Pupil Teacher Ratio' and 'Academic Performance' have been prescribed in the 'Urban Education Programme Guidelines' for selection of a school under the programme. Therefore, a modest attempt has been made in this report to assess 171 schools (Except 6 Kendriya Vidyalayas- one in Malkangiri and five in Ganjam) out of 177 schools selected under the programme on the basis of the said five criteria.

Table 6.2

District wise Schools as per prescribed selection parameters

Sl. No.	District	No. of Schools	Selection Parameters						Schools not satisfying selection parameters
			Affiliated	Recognised	Adequate Infrastructure	% Trained Teacher	30 or less student per teacher	Schools Presenting Students in Board Exam	
1	Koraput	12	5	9	10	97	11	4	9
2	Malkangiri	3	3	3	3	75	3	3	0
3	Rayagada	22	10	19	22	78	22	5	17
4	Nabarangpur	10	3	9	10	64	10	1	9
5	Kalahandi	13	1	11	8	41	13	1	13
6	Nuapada	3	2	3	3	-	3	2	1

7	Kandhamala	11	1	11	4	65	10	1	11
8	Ganjam	9	7	9	8	89	9	5	2
9	Gajapati	5	2	4	4	65	5	2	3
10	Sambalpur	6	6	6	6	87	6	6	0
11	Sundargarh	19	8	12	13	73	17	5	15
12	Bargarh	6	5	5	1	97	5	5	2
13	Balangir	19	12	17	17	76	18	10	10
14	Mayurbhanj	19	7	19	19	84	18	7	13
15	Deogarh	4	0	4	4	91	4	1	3
16	Angul	1	1	1	1	100	1	1	0
17	Keonjhar	9	6	9	9	93	8	7	5
Total		**171**	**79**	**151**	**142**	**78**	**163**	**66**	**113**

Source : Primary data

SCHOOLS AFFILATED OUT OF TOTAL SCHOOLS IN THE DISTRICT

Deogarh 0/4
Anugul 1/1
Keonjhar 6/9
Malkangiri 4%
Mayurbhanj 3/3
Rayagada 10/22
Koraput 5/12
Nabrangpur 3/10
Kalahandi 1/13
Nuapada 2/3
Kandhamala 1/11
Ganjam 7/9
Bargarh 5/6
Gajapati 2/5
Sundargarh 8/19
Sambalpur 6/6
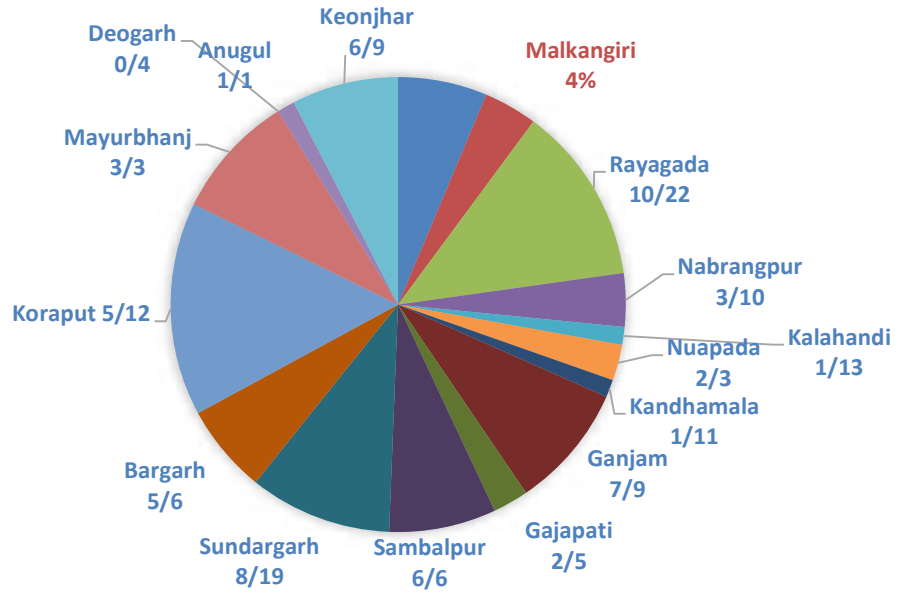
DISTRICT WISE NUMBER OF SCHOOLS NOT SATISFYING SELECTION PARAMETER

Deogarh 3
Anugul 0
Keonjhar 5
Koraput 9
Malkangiri 0
Mayurbhanj 13
Rayagada 17
Balangir 10
Nabrangpur 9
Bargarh 2
Kalahandi 13
Sundargarh 15
Nuapada 1
Sambalpur 0
Gajapati 3
Ganjam 2
Kandhamala 11

DISTRICT WISE SCHOOLS WITH COR

Legend: ■ Number of Schools ■ Recognition With COR

District	Number of Schools	Recognition With COR
KORAPUT	12	9
MALKANGIRI	3	3
RAYAGADA	22	19
NABRANGPUR	10	9
KALAHANDI	13	11
NUAPADA	3	3
KANDHAMALA	11	11
GANJAM	9	9
GAJAPATI	5	4
SAMBALPUR	6	6
SUNDARGARH	19	12
BARGARH	6	5
BALANGIR	19	17
MAYURBHANJ	19	19
DEOGARH	4	4
ANUGUL	1	1
KEONJHAR	9	9

District wise Schools with adequate infrastructure

District	Number of Schools	Adequate Infrastructure
Koraput	12	10
Malkangiri	3	3
Rayagada	22	22
Nabrangpur	10	10
Kalahandi	13	8
Nuapada	3	3
Kandhamala	11	4
Ganjam	9	8
Gajapati	5	4
Sambalpur	6	6
Sundargarh	19	13
Bargarh	6	1
Balangir	19	17
Mayurbhanj	19	19
Deogarh	4	4
Anugul	1	1
Keonjhar	9	9

Legend: ■ Number of Schools ■ Adequate Infrastructure
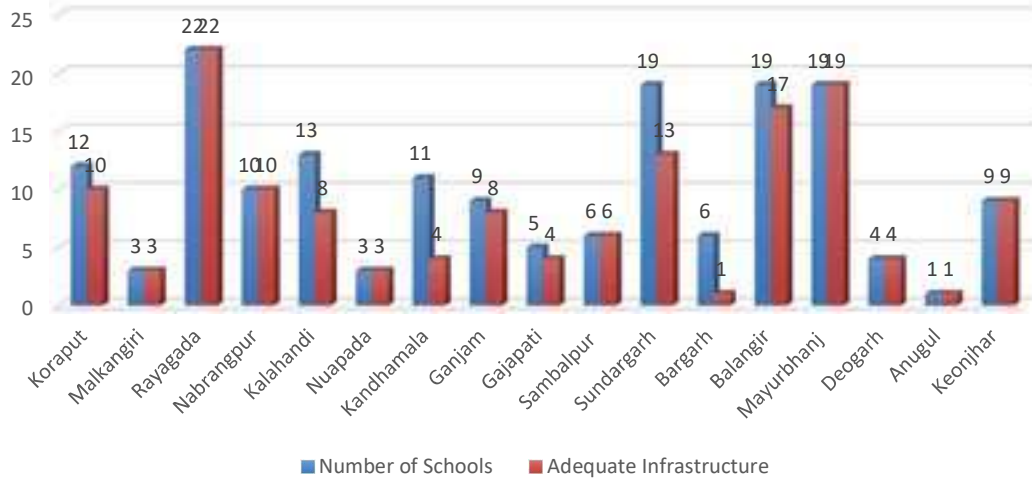
SCHOOLS WITH ADVERSE STUDENT TEACHER RATIO

- Swami Vivekananda Banabharati Vidyapitha, Koraput — 33
- DEEPIKA ENGLISH MEDIUM SCHOOL,Sundergarh — 33
- DR.ANK DAV PUBLIC SCHOOL,Sundergarh — 33
- NIRMALA CONVENT SCHOOL, Keonjhar — 37
- PADAMPUR PUBLIC SCHOOL,Baragarh — 31
- LITTLE FLOWER SCHOOL,Balangir — 38
- ST. ANNE'S CONVENT SCHOOL, MAYURBHANJ — 32
- Carmel Eng.Medium School, Narayani Rd, Phulbani — 31
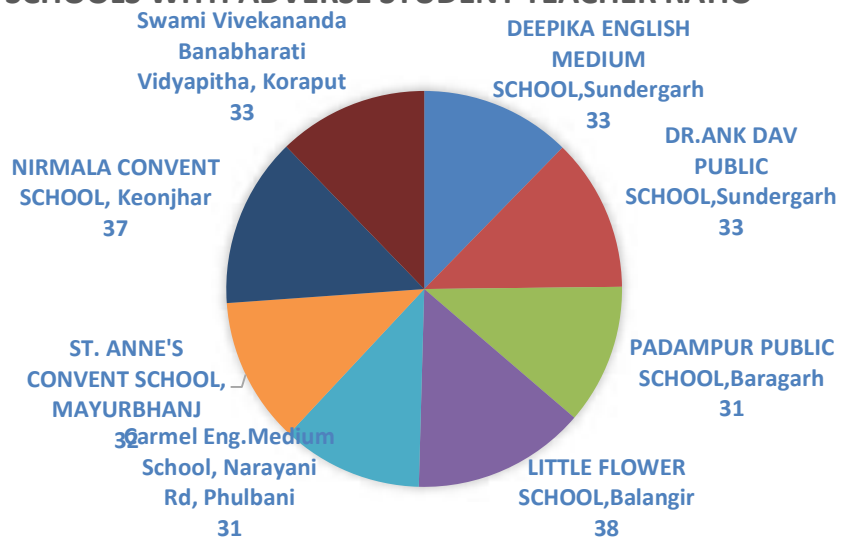
a) Recognition of the School

Recognition of the school implies 'Certificate of Recognition'(CoR) issued to a school by the School and Mass Education department of Government of Odisha based on the report submitted by the concerned District Education Officer relating to compliance by the school certain basic requirements as prescribed by law for effective dissemination of education.

Table 6.2 reflects that out of 171 schools 151 schools are functioning with CoR. It is astonishing to notice that rest 20 schools, the list of which has been given in Annexure-IV are running without recognition. Sundargarh has the greatest number of schools with 7; Koraput and Rayagada are with 3 each; Balangir and Kalahandi are with 2 each; and Baragarh, Gajapati, Nabarangpur are with one each.

It will not be out of place to mention here that obtaining CoR is not sufficient to present the students of the school in the examination conducted by different boards like Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) or Board of Secondary Education Odisha (BSEO) etc. The school needs to be affiliated to a Board in which it wants to pre-set its students for board examination. Recently, keeping in mind the admission season, the Central Board of Secondary Education (CBSE) has alerted parents to verify the affiliation status of schools before getting their child admitted. According to clause 14.2.2 of its affiliation bye-laws, students taking admission in schools which have not been affiliated to it cannot appear in board examination conducted by it. (Published in page 2 of 'The Times of India' 5th March 2020 Bhubaneswar edition). If Anwesha students are admitted to the schools on the

basis of CoR without verifying the affiliation status of the school we are doing injustice to the students. The students who are once admitted to English medium public schools are expected to continue until they complete class XII and go for higher education thereafter. If the schools in which Anwesha students are admitted cannot present the students in 10th And 12th board examination due to lack of affiliation, students admitted in those schools are bound to suffer. Table 6.2 indicates that only 79 out of 171 schools are affiliated. The future of students admitted in 92 schools is uncertain.

Data given in Annexure-V reveals that out of these 79 schools which are affiliated and presumed to be the institution of repute, 26 schools are not giving proper attention to Anwesha students. It is natural that a good school is concerned about its reputation and endeavours to reflect a good track record of academic performance to maintain it. They will not be interested to admit slow learners who have neither gone through pre-primary education nor have proper off-school academic support. It is a fact that most of the Anwesha students are slow learners for many reasons. Further, the shabby school uniform, stinking body odour, empty or inadequately filled tiffin box which characterise our Anwesha students owing to callous attitude of LCCAs and miserly attitude of hostel management are additional reasons for apathy of school administration. Some schools justify their act of keeping Anwesha students in a separate section by citing allegation from parents of other urban students. It is obvious that parents who have paid hefty amounts to admit their wards in the public schools of repute will in return expect the desired ambience in the school.

Though it has been stated in the guidelines that students shall be admitted in Public Schools, it has not been

clearly spelled out whether they should be imparting education in English medium or in Odia medium. It is also not specified whether schools selected shall be affiliated to CBSE, ICSE or BSE Odisha. As a result of which the schools selected comprise schools imparting education in English medium or in Odia medium and there are schools affiliated to CBSE, ICSE or BSE Odisha. This makes the job of tutors appointed to provide handholding support to the students after school hours extremely difficult. It is next to impossible on the part of a single ill-equipped tutor to address the academic query of 50 boarders of different class drawn from different school with different course structure. As the programme is in its 5th year, at present students are in class-I to V. This problem will be more perplexed when they are promoted to higher classes in due course of time.

b)   Availability of Infrastructure

Infrastructure is one of the basic requirements to create an educational atmosphere in a school. This is the reason for which a school has to fulfil some laid down criteria to obtain recognition from the government and affiliation from the examining bodies. For the purpose of this study, keeping the time & access constraint and requirement of students up to class-V in mind five aspects such as class room, toilet, drinking water, activity area with necessary learning equipment's and playground have been taken into consideration to assess the adequacy of infrastructure of the schools.

Table 6.2 indicates that 142 out of 171 schools under study have adequate infrastructure. Out of 28 schools which fail to comply with this parameter 27 schools lacked activity area with learning equipment's (Annexure VI), 20 schools lacked playground (Annexure VII), 13

schools lacked adequate class room (Annexure VIII) and 2 schools lacked drinking water facility (Annexure IX). The study indicates that schools are not giving importance to the cognitive development of small children as most of the schools failing under this parameter are not having an activity area with necessary learning equipment's. Games and sports provide students an opportunity to learn team work and develop leadership abilities which prepare them for the future. But it has been observed that 20 out of 28 schools which fail under this parameter are not having a playground. For teaching learning interaction, the most basic requirement of a school is the class room. But study indicates that 13 schools do not have adequate class rooms.

c) **Qualified Teachers**

Teachers play a vital role in the lives of the students. Primarily a teacher is known for the role it plays in educating the students that are placed in her care. Beyond that, she serves many other roles in the classroom and outside. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models and listen and look signs of trouble. Though it is the primary duty of teachers to dispense pertinent knowledge to the students through teaching or in small group activities a superior teacher makes the student enjoy learning and inspires them to strive to be the best they can. They are the persons through their action they create a positive atmosphere in the classroom which in turn evokes a responsible social behaviour in the pupils. They are responsible to take notice of signs of trouble in the students and take proper remedial measures in time and prepare them to become good citizens.

For the reasons stated above it is essential to have worthy teachers in the school. To study this parameter that quality teachers are there in the selected schools training of the teachers is taken into consideration. Table 6.2 indicates that 78 percent of total teacher in the schools are trained. Though B.Ed degree is the essential criteria to rank a teacher as trained, Diploma in Elementary Education (D.EL.Ed) awarded by National Institute of Open Schooling has also been taken into consideration as Anwesha students are in primary level. However, D.EL.Ed is not a substitute of B.Ed. Schools having education facility beyond elementary level must have adequate B.Ed qualified teachers.

d) Pupil Teacher Ratio

Student teacher ratio is another criterion for selection of schools under the programme. To give proper attention to the students and carry out instruction in a classroom in an interactive mode CBSE has prescribed student-teacher ratio as 30:1. Therefore for the purpose of the present study same norm i.e,30:1 has been adopted to assess the schools selected under the programme. Table 6.2 indicates that 163 schools out of 171 schools have complied with this norm. They have maintained 30 or less students per one teacher. Annexure X gives the list of 8 schools not complying with this norm.

e) Academic Performance

Academic performance is one of the important parameters for selection of a school. Academic performance can be best evaluated if it is done by some examining Board in an impartial manner. This is possible only when the students of the school appear a board examination (10th or 12th Examination) conducted by any affiliating Board. Annexure XI indicates that students of
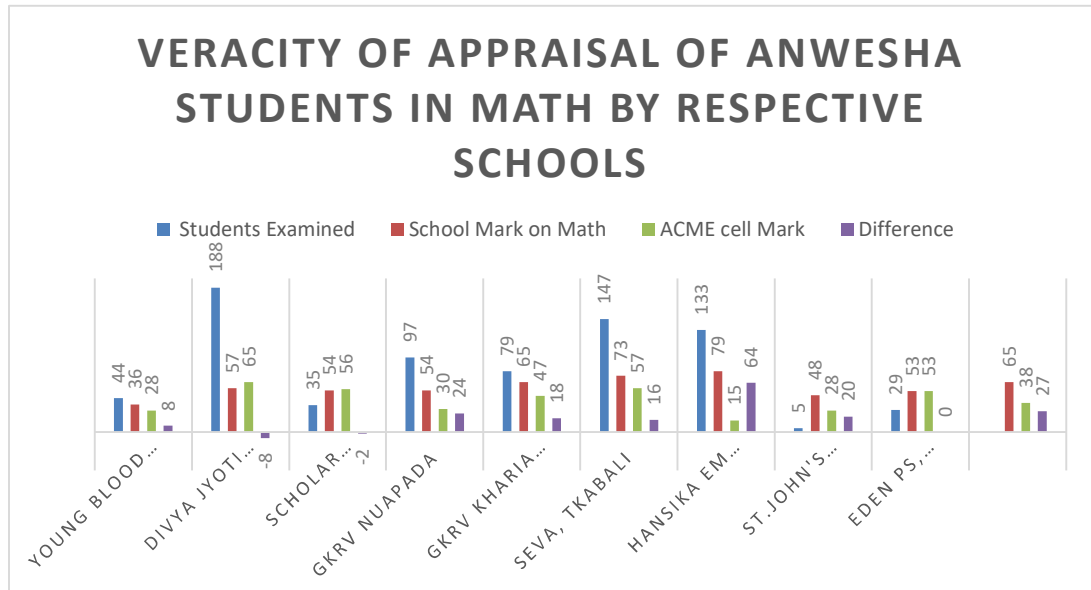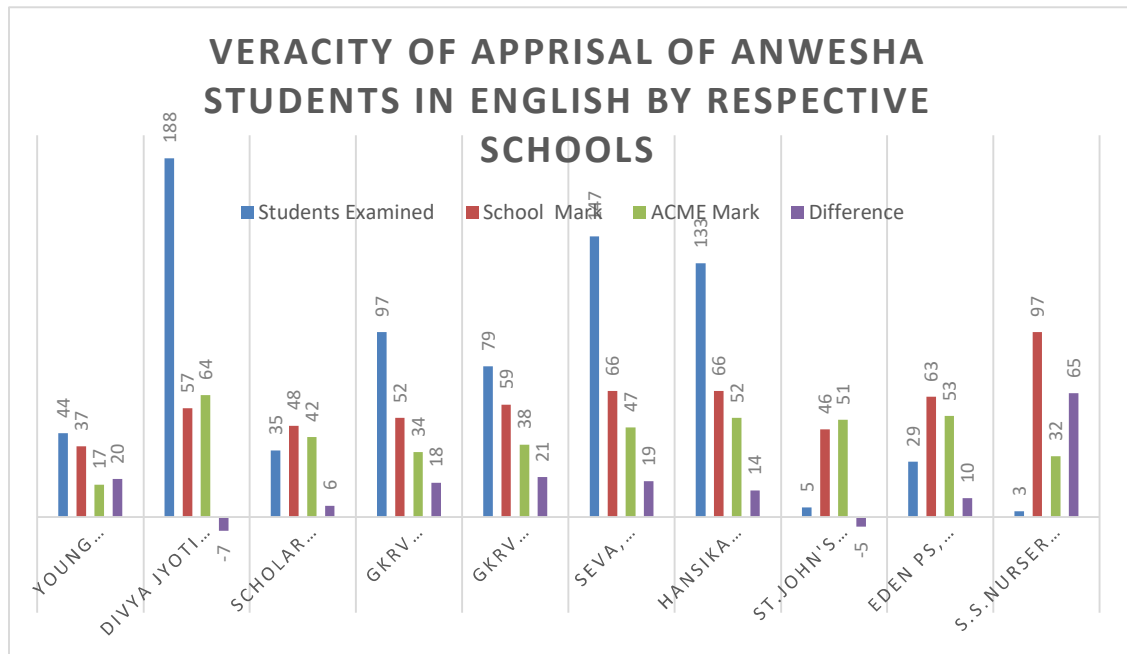
105 out of 177 schools have not faced any board examination. Now the question arises whether the marks awarded by the school in the examination conducted by it are to be relied upon to measure the academic performance under this parameter? To be sure about this, Acme Cell conducted an independent examination of 760students of 12 schools located in Kalahandi, Nuapada and Kandhamal. Simple questions of 20 marks each from Mathematics and English of class-III were set and students of class-IV were examined. Marks of this assessment and the marks awarded by the school to same students in same subjects in the class-III Annual Examination last year were compared. The average marks awarded by the school and average marks secured in the test conducted by Acme Cell is presented in Table 6.3.

Table 6.3

Veracity of appraisal of academic performance of Anwesha Students by the Respective Schools

SL. No.	District	School	No.of Students Examined	Marks in Percentage					
				English			Mathematics		
				Scho	ACME	Differen	School	ACME	Differen
1	Kalahandi	Young Blood PS, Kesinga	44	37	17	20	36	28	8
		Divyajyoti PS, Bhabanipatna	188	57	64	-7	57	65	-8
		Scholar Model PS,Dharmagad	35	48	42	6	54	56	-2
2	Nuapada	GKRV, Nuapada	97	52	34	18	54	30	24
		GKRV, Khariar Road	79	59	38	21	65	47	18

3	Kandhamal	SEVA, Tikabali	147	66	47	19	73	57	16
		Hansika EM School	133	66	52	14	79	15	64
		St. Jones School ,Baliguda	5	46	51	-5	48	28	20
		Eden PS, Kalinga	29	63	5	10	53	53	0
		SS Nursury, Phulbani	3	97	32	65	65	38	27
Total Students Examined			**760**						

VERACITY OF APPRISAL OF ANWESHA STUDENTS IN ENGLISH BY RESPECTIVE SCHOOLS

VERACITY OF APPRAISAL OF ANWESHA STUDENTS IN MATH BY RESPECTIVE SCHOOLS

The Table 6.3 reflects a wide gap in these evaluations indicating that marks awarded by the school cannot be relied upon as an indicator of Academic Performance of the school. Thus, it implies that 99 schools which have not presented their students for a Board examination have been selected without giving due importance to this parameter.

As per the guidelines besides being located in an urban area, a school should satisfy all the five parameters mentioned in it to be selected for Anwesha programme. But it was observed that 113 schools have been selected without satisfying all the parameters. The list of such schools has been given in Annexure XII.

6.2.3   Suggestions

- Due to confusion in the interpretation of the meaning of Public School both English medium and Odia medium schools were selected at district level. To expose the students to a spirit of competitiveness Anwesha students should be admitted in such schools which were affiliated to CBSE only, as in all national level competitive examination after senior secondary level, usually questions from CBSE course are set.

- If a school qualifies other parameters of selection the stipulation that a school should be located in an urban centre may be compromised.

- The school should have affiliation at least from class-I to Class-X. Selecting schools on the basis of recognition only should be done away with.

- Minimum five batches of students should have appeared class X Board Examination with an average result of 80%.

- The school should have adequate physical infrastructure as prescribed by CBSE for grant of its affiliation.

- The student-teacher ratio of the school should be as per the prescribed norms of CBSE

- The number of Anwesha students in each section should not exceed 30% of the total strength of the section

6.3 Hostel Management

Hostel must be a second home to the tiny tots. It should have all facilities to make the inmates feel at home. There should be proper provision of transport facilities from hostel to school and back. It should provide an atmosphere conducive to reflect and practice the lessons taught in the school as well as with proper hand holding support to complete the home assignments.

The guideline issued on 11th June 2015 contains inter alia that "residential facilities are to be provided to the selected students, *wherever required*, with facilities for free lodging and boarding. It is assumed that since the Scheme is localized in the District level urban centres/District Headquarters, about 60% of the student strength will be requiring the residential facility. While ST & SC Department will construct the urban hostels in a phased manner, in the initial years the accommodation should be provided in rented buildings. The students availing hostel facilities can be paid stipend under the Scholarship Fund for meeting the mess expenses of the hostels. The management of hostels can preferably be outsourced to experienced and reputed organization, if District Level Committee decides so."

Further, on 30.05.2018, The ST & SC Development Department vide its letter No.11097 intimated the Collectors of 17 operational districts to have close monitoring and supervision of the scheme. The letter mentions inter alia "since the students admitted are very young and are studying in class-I to IV, utmost care should be provided for their upkeep and safety. Further the quality of services to be provided to students should be of exceptional standards, both at the school and hostel, which needs to be constantly monitored."

6.3.1   Observations

a) **Essentiality of Accommodation**: The pilot project emphasized the residential aspect of the said intervention. It was named "Creation of Urban Hostel Complexes and Exemption of Tuition Fees for ST & SC Students to study in Public Schools". Creation of Urban Hostel Complexes for providing accommodation to the students targeted under the scheme was of prime importance for the following reasons

- The students belong to remote areas. To get education in a Public school which is supposed to be far away from their residence they need to be kept in a hostel.

- As their home is supposed to be devoid of atmosphere conducive for education it is expected that their inherent talent can be properly nurtured in a supportive atmosphere of the urban hostel.

- An urban hostel will expose the rural children to urban conditions and prepare them for their school and future life.

But while framing the guidelines for the present scheme this residential aspect of the intervention is relegated by including a clause "to provide hostel facilities to students, wherever needed" and making budget allocation assuming that 60% of students will need

accommodation. This resulted in admission of some Day Scholars under the scheme. When parents do not prefer to keep their wards in an Anwesha hostel which is provided free of cost by the government it implies that

- Either the facilities provided or the amount of care taken in Anwesha hostels are not up to standard to create confidence in parents to send their small children.

Or

- The parents have means at their disposal to take care of the off-school educational hand holding of their wards and transportation to and from the school.

In either case it goes against the spirit of the scheme for the following reasons:

- If the standard of facility and care extended in Anwesha hostels are not sufficient to evince confidence in parents then it goes against our commitment to provide facilities of exceptional standard.

- If a student can commute to school which is supposed to be urban based then he/she does not belong to a remote area. The scheme intends to nurture the talents which wither unnoticed due to the geographical disadvantage.

Clearly the scheme is not for urban based ST/SC parents who can afford and have the opportunity to get their wards educated in an urban school. Hence, residential aspect of the intervention should be given due importance for the effective implementation of the scheme. But, at present, as table 6.4 reveals, 961 students are reading as Day Scholars under Anwesha programme. The school wise details of Day Scholars is given in Annexure-XIII

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b) **Food and Mess management**: It is observed that in some hostels quality of food given to the boarders are not up to standard and not served as per menu. Food is cooked in dimly lighted nasty verandas or shades. The amount of snack given to boarders for school is neither sufficient nor up to standard. The quality of cooking materials is not up to standard. It is argued that the PMS of Rs.750/- per month for boys and Rs.800/- per month for girls is not sufficient to arrange qualitative food in sumptuous quantity. However, the hostel where large numbers of boarders are staying hostel superintendent could manage to provide a slightly better-quality food. Further, in absence of any grant for contingency or for hostel equipment's, Superintendents meet expenses like urgent repair of water pump, aqua guard; medical expenses of ailing students, purchase of office equipment's etc., out of PMS fund. Superintendents seem to be right in their argument if we consider the following facts:

- In Ashram schools of the department, Mid-Day Meal is provided in addition to PMS of Rs. 750 per month for boys and Rs. 800 per month for girls.

- Distribution of the amount of PMS on different heads of mess expenses shows only Rs.21.46 is available per student for an entire day's food except rice. The amount appears to be quite insufficient to provide good food.

Break-up of monthly PMS of Rs.750/800

Sl.No.	Item	Amount in Rs.
1	Rice (15 Kg supplied by govt.)	15
2	Grocery and vegetables	400
3	Tiffin	150
4	Chicken (4 times)	84
5	Egg (2 times)	10
6	Fuel	65
7	Sanitation	2
8	Entertainment	2
9	Toiletries	22 (72)

Total	750 (800)

To put it otherwise the amount spent for food leaving aside the government supplied rice is Rs.400+150+84+10=644. Thus, the amount to be spent on food items other than rice per day per student comes to644/30= Rs.21.46. This is the amount which is meant to provide a day's food (Breakfast, snacks for school, lunch, Evening snacks and dinner) other than rice.

c) **Uniform and Cleaning**: It is observed that in many cases the uniform put on by the students are not fitting well to them. In some cases, either tie is missing or socks are missing or belt is missing. In most cases the dress is found to be dirty. It implies that students are not properly attended to by the LCCAs. If we see it from the other angle the number of LCCAs appointed is not adequate to meet these requirements. They are required to prepare the boarders for the school in addition to preparing snacks, meals and keeping the toilet, bath rooms and premises clean. As a result, all the services rendered by them turnout to be unsatisfactory.

d) **Snacks for the School**: It has been a practice to give a biscuit packet costing Rs.5/- as snacks for the school. It is in the menu of many hostels. It is adopted to lessen the burden on the LCCAs. This compares badly with the snacks brought to the school by other students. Anwesha students consume the biscuit before the tiffin break as most of them had taken no food before going to school. At the time of tiffin break they just witness silently their friends taking snacks. Some school authorities arrange some food for Anwesha students from their own fund to avoid such unpleasant situation.

e) **Cleanliness**: Unclean toilets and bathrooms is a common scene in almost all the hostels. It is the result of appointment of inadequate LCCAs in hostels and division of work among them.

f) **Health**: Most of the hostel superintendents complain that no medical team, Doctor or ANM visit the hostels on regular basis. Medical

authorities say that as the hostel is situated in urban area and has access to hospital they should come to the hospital in case of need.

g) **Infrastructure**: It is observed that while constructing the buildings for the purpose of Anwesha hostel no attention was given to the fact that it will be used by small children as a hostel. There are no shelves in any living room. Small children keep their belongings including books in a box which is kept under the cot they sleep. Every time one needs any item, he/she has to pull the big box from under the cot using all his/her strength. Rooms are jam packed with the cots and each cot accommodates two boarders. The scene in a living room cannot be imagined unless one personally sees the situation and condition in which students live. There is no proper drainage of water from bathrooms for which there is water logging when used at a time by a large number of boarders. There is no space for tutorial classes in hostels. As the dining room is not big enough to accommodate the boarders who dine at the same time, they are forced sit in the nasty corridors. Bathrooms are fitted with iron doors which rust and get damaged quickly or with low quality fibre doors which get damaged in no time. Due to lack of proper maintenance we find rooms and bathrooms with broken doors and windows, swampy walls; latrines with non- functioning cisterns; wash basins at a height that cannot be reached by small children and with no water connection. Girls are kept in the same building though in a different floor. Lady assistant superintendents have not been appointed in composite hostels which houses both boys and girls.

h) **Off-School Handholding**: Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the queries of class-V students. Gents tutors are engaged in teaching girl's student in the hostel at evening hours.

6.3.2 Suggestions

- Accommodation should be the first priority of the scheme to make available the benefits of the scheme to the targeted population (the students)

- PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be warned to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.

- Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of specific students. One cannot attend to all the three works as they happen at the same time.

- Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific LCCA who will be responsible for the boarders under her charge she should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

- In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.

- Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels, a lady assistant superintendent must be appointed to look after the girls.

- Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders under his/her charge in a register.

7. Success Stories

In spite of many shortcomings Urban Education Programme Anwesha has remained a cherished destination for many needy and talented students of ST & SC communities. It has been a matter of pride for the parents and the community from which the Anwesha student hails. They enjoy his/her every bit of demeanour. The way he/she is dressed, the way he/she speaks is the talk of the family and community. Many students have excelled academically and in extra-curricular activities at school level. There are also instances when they compete at inter school level and come out with flying colours. Table 7.1 reflects a few instances of inter school events the information of which was gathered by the Acme cell.

Table 7.1

Sl. No.	Name	Event	Prize
1	Amisha Khora, St-III, Saint School, Koraput	Science Olympiad	Gold Medal
2	Mahendra Majhi, St-IV, Mother Teresa School, Nabarangpur	Math. Olympiad	Gold Medal

3	Purnima Gond, St-III, Mother Teresa School, Nabarangpur	Math. Olympiad	Gold Medal
4	Santosh Dalei, Std-V, Vikash Vidyalaya, Koraput	Drawing Competetion, The Samaj	First
5	Subash Muduli, Std-III, Techno Gurukul, Nabarangpur	Dist. Karate Championship	Silver Medal
6	Chhayarani Behera, Std-I, Divine Public School, Deogarh	District Level Dance Competition	Second
7	Asna Nag, Std-II, New Wings Public School, Balangir	District Level Science Exhibition	Second

Instances of Success Stories Under Anwesha Programme

8. Summary of findings and Suggestions

8.1 Summary of Findings:

Following are the findings of analysis.

- Monitoring by ACME Cell has had a visible favourable impact on functioning of the Urban Education Programme

Anwesha. Delivery of services to beneficiaries has improved a lot both at school and hostel level.

- Scheme has not given emphasis to selection of students fit to be exposed to a spirit of competitiveness through quality education in Public school. As a result, there are slow learners who being unable to catch up with the curriculum of Public Schools either fail in the class examination or drop out.

- Students are admitted at class-I level of the Public Schools without Nursery, L.K.G, and U.K.G education which their counterparts have. As a result, they become back benchers in the class and are subjected to differential treatment by the school administration.

- The Anwesha students are admitted in the month of July-August where as their urban counterparts get admitted in March-April. By the time Anwesha students reach the school other students of their class have already appeared their first unit test. Thus, they miss the first three months of teaching in the school.

- It appears, there is a confusion at the district level regarding the term Public School for which English medium as well as Odia medium schools and schools affiliated to Board of Secondary Education Odisha, CBSE as well as ICSE have been selected for admission of Anwesha students.

- It is observed that schools not located in urban areas are also selected.

- The schools are selected without following the norms specified in the guidelines. There are schools without affiliation to any examining boards and even recognition granted by School and Mass Education Department. There are schools which are recognized by Department of School and Mass Education to impart education only up to class-

V. Newly opened schools are selected without any track record of good performance.

- There are schools where the major portion of the students in a class is Anwesha students. It indicates as if schools are opened to take the advantage of Anwesha scheme. Education is not their passion but profession.

- Dues of the schools are not released in time leading to callous delivery of services by the schools to the enrolled students.

- Hostel accommodation was an important aspect of the pilot project as it was thought to be the incubator for nourishing young talents drawn from remote areas. But in the present scheme hostel accommodation is not mandatory. As a result, there are many day scholars under the scheme.

- Food provided is neither adequate nor of proper quality in most of the hostels. The PMS sanctioned appears to be insufficient. The ingredients used for cooking is not of proper quality. Shabbiness prevails all around the kitchen.

- Students attend classes wearing unclean and untidy uniform. They are sent to the school without attending to all their needs and without preparing them well for the school. The tiffin they carry to school is of inferior quality and insufficient.

- Cleanliness is a problem with almost all the hostels

- There is no regular visit of medical team, Doctor or ANM to the most of the hostels.

- Hostel buildings are not constructed keeping in mind that these will be used by small children. They are found in bad shape due to lack of proper maintenance.

- Many hostels are found with inadequate tutors. Tutors engaged are not qualified enough to handle the queries of class-V students. Hostels constructed for the Anwesha programme do not have space for evening tutorial classes. So, tutors teach a large number of students in the living

rooms without a black board. Gents tutors are engaged in teaching girls in the hostels. As there is no back up facility when electricity goes out, which is a regular feature, aggravates the situation further.

- Payment is not paid on time to CCAs/LCCAs and Tutors by the service provider

- Superintendents appointed in the Anwesha hostels are the school teachers who either have the experience of managing hostels of Ashram schools or witnessed the way these are managed. They carry the said mindset and manage Anwesha hostels in similar manner forgetting the fact that the Urban Education Programme intends to provide services of exceptional standard.

- In spite of many shortcomings Anwesha programme has been adored by the students, parents and the community as it helps in all round development of the needy talented students.

8.2 Suggestions:

The Urban Education Programme- ANWESHA is not a normal educational intervention of the government to make available education to all in the targeted areas. It is an effort to tap and nurture the hidden talents, which would have lost in the

wilderness, and expose them to a spirit of competitiveness and excellence through quality education. Therefore, it is not at all meant for all and sundry.

In the light of observation made in the above analysis following suggestions are made.

- The number of students to be selected should be decided at district level taking into consideration the intake capacity of public schools and accommodation available in the hostels or proper accommodation that can be arranged without any compromise in quality. However, a target for each district should be fixed by the Department well in advance. Deviation from the target should be intimated by the district administration with proper reason.

- The entire procedure for selection of students should be completed before October.

- Selected students should reach their respective hostels before start of October.

- Selected students should be imparted a bridge course for 6 months from October to March to acquaint them with minimum education required to understand teachings in class-I of Public Schools.

- Those who are found to be capable enough to cope with class-I curriculum of Public schools should be admitted to Public schools in the month of March along with other urban students.

- The slow learners should be admitted in Odia medium schools of the ST & SC Department.

- Instead of mentioning just Public schools, guidelines should specify in clear cut terms the type of schools to be selected for admitting Anwesha students. It should be specific whether Odia medium schools imparting quality education and

qualifying all the norms of school selection can be included or not.

- For the sake of uniformity schools affiliated to CBSE and with good track record of pass percentage at class-X Board Examination should be selected. Admission to schools not qualifying the norms should stop immediately.

- If an institution is known for imparting quality education and satisfies all the norms of school selection except location then the school should be selected after obtaining approval from the state authorities.

- The number of Anwesha students in a class should be limited to 25 or 30% of the total students in the class.

- Provision of day scholars should be discontinued. Students only from rural areas who are unable to get the opportunity of urban education and economically incapable to afford the cost of such education be selected.

- Accommodation should be the first priority and it should act as an incubator to nurture the young talents from rural tribal areas.

- PMS should be increased to facilitate the hostel superintendents to provide adequate quantity of quality food to the boarders. They should be insisted to strictly follow the guidelines for mess management issued by ST & SC Development Department vide its letter No. 32701 dated 05.12.2014.

- Adequate number of LCCAs should be appointed with specific responsibilities like cooking, cleaning and taking care of specific number of students. One cannot attend to all the three works as they happen at the same time.

- Due care should be taken like a mother to prepare a boarder for the school. For every 30 boarders there should be a specific

LCCA who will be responsible for the boarders under her care. She should see that before going to school her boarders are perfectly dressed, school bag contains the text and exercise books required for the day, lunchbox contains adequate good quality snacks and he/she carries the water bottle.

- In spite of the fact that hostels are located in urban areas there should be regular visit by Medical team, Doctor or ANM.

- Anwesha hostel buildings should be constructed keeping in mind the requirements of its users who are in the age group of 6 to 16 years. There should be regular maintenance of the building to keep it in proper condition. There should be separate hostels for girls. In case of composite hostels, a lady assistant superintendent must be appointed to look after the girls.

- Hostels should have adequate number of qualified tutors. Lady tutors should be appointed to teach the girls. Tutors should be in constant touch with the concerned school teacher and maintain the academic progress of the boarders in a register.

- Inverters should be provided to all hostels so that students do not suffer when electricity goes out.

- There should be constant monitoring by district and state authorities.

- Distribution of articles like books, study materials, school uniform to students by the school should be done in presence of DWO or WEO who shall authenticate the same on the Distribution Register.

- The hostel superintendents should be given training on hostel management, safety and security, food and mess management, maintenance of records etc. Steps should be taken to manage the hostels professionally.

- Tutors, CCAs and LCCAs need to be sensitised to their duties and special training sessions in this respect should be organised at hostel level either by the government or by the ACME Cell.

- Though Tutors CCAs and LCCAs are appointed by the service provider it should be the responsibility of DWOs to ensure that they are appointed on time as per norm and paid in time.

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